

CCAS SEMINARS UPDATE

The Seminar on Fiscal Issues and the Seminar on Marketing, Media and the Arts and Sciences will be in downtown San Antonio, Texas at the Gunter Hotel. An historic hotel, the Gunter has recently been completely remodeled by Sheraton. The seminars will be back to back, with the Fiscal Issues Seminar running February 8 and 9 and the Marketing and Media Seminar February 11-13.

The CCAS Deans' Seminar will be held in New Orleans, Louisiana, March 29-30, 2001. The Le Meridien Hotel New Orleans is a AAA-Four Diamond Award Winning Hotel since its opening in 1984 and stands directly across the street from the exciting French Quarter. Faculty Issues is the topic of the 2001 Deans' Seminar. Elise Jorgens, Western Michigan University, is the director.

Brochures for the New Deans' and Departmental Chairs' Seminars were mailed recently. You should receive them by the time you receive this newsletter. Please share these with your colleagues.

The 2001 Special Seminar "Collaboration in Teacher Preparation," co-sponsored by AACTE and CCAS, will be held in St. Louis, Missouri at the Marriott Pavilion September 20 - 22. Brochures will be mailed soon.

Fran Peck Joins CCAS

Fran Peck has joined CCAS as Academic Associate starting January 2, 2001. Fran replaces Sharon Farmer who joined the provost's office at the University of Arizona at the end of September. Fran has a Master's degree in Geography and extensive database experience. Previously, she worked as a Research Specialist and Database Manager for Peoria Unified School District in Glendale, Arizona. Fran is also Ernie Peck's wife. Shane Schmidt, Sharon's predecessor, filled in during the search, and is assisting Fran with the web site in the transition phase.

Fran can be reached directly via email at fpeck@asu.edu.

Fax: 480-727-6078

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2000 ANNUAL MEETING RECAP

The annual CCAS meeting was held at the Sheraton Centre Toronto from November 8-11, 2000. Highlights of this year's meeting included a keynote talk on Thursday morning by Chancellor Nancy Zimpher from the University of Wisconsin-Milwaukee on "Colleges of Arts and Sciences: The Foundation for School-University Collaboration." She set the tone for several more sessions on Friday, focused on the continuing interests of our membership in arts and sciences and teacher preparation and our continued collaboration with Project 30. This was followed on Thursday by an after lunch talk about "Invitational Leadership" from President Betty Siegel from Kennesaw State University, who effectively kept the membership from "fading" following lunch. Both Chancellor Zimpher and President Siegel are to be thanked for their willingness to share their thoughts and enthusiasm with CCAS. On Friday, our President, Phil Certain, entertained us at lunch with a history of the organization.

Sessions were once again well attended and feedback from the membership was much appreciated on what worked and what did not. Wendy Wilkins very capably organized the Case Study Sessions, which by all accounts were, as always, a favorite activity of the membership. We thank the NSF for sending Lee Zia and Norm Fortenberry to our meeting, and Pat Moline is to be congratulated for her initiative in organizing a session on development for deans that was well attended and highly interactive. Isaac Mowoe continues to offer sound and sage words about legal issues in higher education. His sessions are always highly regarded and his presence has come to be expected at our annual meetings.

CCAS ADDRESS

P.O. Box 873108, Arizona State University, Tempe, AZ
85287-3108.

Phone: 480-727-6064

We tried this year to offer sessions for associate deans, for unionized campuses, for deans moving up and/or out, and for those faced with the issues of a "virtual university." For those who attended the meeting and for those who actively participated in the organization and facilitation of the meeting, CCAS continues to be a first-rate organization. Our unofficial motto of "deans helping deans to be dean" is never more apparent than as the annual meeting comes together.

The highlight of the Friday business meeting, was the signing of a collaborative agreement with our Canadian colleagues and the election of four new board members: Lemuel Berry, Jr. (Morehead State University), Susan Coultrap-McQuin (Minnesota State University), Wendy Wilkens (Michigan State University), and Joe Danks (Kent State University). Holly Smith became the president-elect as Phil Certain officially became past-president.

Much thanks are owed to Ernie Peck, who continues to be an outstanding executive director for CCAS, and to Gary Krahenbuhl, who, after more than 10 years with CCAS, as a past-president and ongoing secretary-treasurer, has resigned his post as dean at Arizona State University to become their Senior Vice President. CCAS will miss Gary's presence at its annual meetings, but we wish him well on his new adventure!

I look forward to seeing you all next November in Washington, DC.

Respectfully submitted,

Sally Frost Mason
President

Registration Open Now
Deans' Seminar, Seminar for New Deans,
and Seminar for Department Chairs
Contact CCAS or visit www.ccas.net for
registration forms and information.

CHANGING OF THE GUARD

Dr. Andrea Leskes, to Vice President of the Association of American Colleges and Universities.

Dr. Michael Vincent to Dean and Vice President of the American University of Paris.

L. Michael Griffel, from Assistant Dean, to Associate Dean for Academic Affairs and Student Opportunities, School of Arts and Sciences, Hunter College of CUNY.

Richard E Ewing, formerly Dean of the College of Science

at Texas A&M University, to Vice President for Research.

H. Joseph Newton to Interim Dean of the College of Science at Texas A & M University.

Eri F Yasuhara, from Associate Dean of the School of Arts and Letters at California State University, Los Angeles, to Dean of the College of Arts and Letters, California State University, San Bernardino.

Paul Armstrong, from Dean of Arts and Sciences at Stony Brook, to Dean of the College, Brown University.

Robert Liebermann, from Professor and Chair of the Geosciences Department, to Interim Dean of Arts and Sciences at Stony Brook.

V. Mark Durand, from Associate Dean of the College, to the Interim Dean of Arts and Sciences at the University at Albany (SUNY).

NEW MEMBERS

Nancy Taylor, Academic Dean/History and Education, The Evergreen State College in Washington.

Don Bantz, Academic Dean/Public Administration, The Evergreen State College in Washington.

Corrections to the 2000-2001 Membership Directory

Dr. Edwin H. Sasaki, Interim Dean
School of Humanities and Social Sciences
California State University, Bakersfield
9001 Stockdale Hwy
Bakersfield, CA 93311-1099
Phone: (661) 664-2059
FAX: (661) 664-2132
Email: esasaki@csu.edu

Dr. Robert B. Hallock, Interim Dean, University of Massachusetts/Amherst, College of Natural Sciences and Mathematics replacing Dr. Linda L. Slakey.
722 Lederle Graduate Research Tower
Amherst, MA 01003-4522
Phone: (413) 545-1785
Fax: (413) 545-9784
Email: hallock@physics.umass.edu

School, 204 Student Services Bldg, Colorado State University, Fort Collins, CO 80523-2015. Phone: 970-491-6817; FAX: 970-491-2194. Email: James.Fry@Grad.Colostate.edu.

CCAS NEW HIRES SURVEY UPDATE

Approximately 250 CCAS members participated in this year's New Hire Survey. Survey reports were mailed out in early January instead of December because of a breakdown in the printing office. To make matters worse, a major error has been discovered that invalidates the salary data in the report as mailed to participants. It seems that the data were sorted prior to printing such that the salary data are not associated with their appropriate job descriptions.

We have the raw data and have re-run the report and sent out the revised report as an email attachment. If you are unable to accept an email attachment and require a printed report, please fax the office and request a printed copy.

We repeat, the New Hires Survey Report, as distributed in printed or email version in early January, suffers a major flaw and is invalid. DO NOT use it for decision-making or policy determination. We apologize for the error, as well as the inconvenience this may cause. Thank you for your patience.

POSITION ANNOUNCEMENTS

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY seeks Dean of the Faculty of Natural Sciences and Mathematics. For complete information see http://aquatic.stockton.edu/hr_jobs_ops/. AA/EOE employer. Women and minorities strongly encouraged to apply.

MILLERSVILLE UNIVERSITY Dean of Humanities and Social Sciences Position Search Extended - Millersville University of Pennsylvania invites applications and nominations for the position of Dean of the School of Humanities and Social Sciences. Nominations and applications should be sent to: Search Chair, Dean of Humanities and Social Sciences Search, MILLERSVILLE UNIVERSITY P.O. Box 1002, Millersville, PA 17551-0302.

COLORADO STATE UNIVERSITY is inviting applications and nominations for the position of Dean of the College of Natural Sciences. Applications and nominations should be sent to Dr. James L. Frey, Dean of the Graduate

CCAS SERVICES AND ACTIVITIES

2001 SEMINARS

Fiscal Issues

National Site San Antonio, TX, February 8-9

Marketing, Media, and the Arts & Sciences

National Site San Antonio, TX, February 11-13

Deans' Seminar

National Site New Orleans, LA, March 29-30

Seminar for Department Chairs

Eastern Site Williamsburg, VA, June 14-16

Western Site San Diego, CA, July 12-14

Seminar for New Deans

Eastern Site Williamsburg, VA, June 13-16

Western Site San Diego, CA July 15-18

Seminar on Collaboration in Teacher Preparation

National Site St. Louis, MO, September 20-22

CCAS Annual Meeting

National Site Washington, DC, November 7-10

SERVICES

Legal Issues Seminar

CCAS member institutions may schedule the Legal Issues Seminar with CCAS.

Listserv

Approximately 378 members use the list to discuss issues in arts and sciences higher education. Members wanting to subscribe to the CCAS Listserv should send the message SUBSCRIBE CCASDEAN to listserv@asu.edu. Do not include any other message. Instructions will follow on how to confirm your subscription.

Mailing Labels

Members may purchase mailing labels from CCAS. Two different sets of labels are available: The "Deans Set" includes approximately 850 names and addresses of CCAS Deans; and the "Full Set," which adds the names and addresses of approximately 1820 associate and assistant deans of member institutions. The Deans Set may be ordered for \$50.00 ppd. and the Full Set for \$125.00 ppd.

New Hires Survey

CCAS New Hires Survey data is available free to member institutions that participated in the survey. Non-participating members may obtain the report

for \$100.00.

Newsletter

CCAS welcomes your comments and suggestions and encourages you to submit essays and articles for publication. Submissions for publication will be considered on content and space available. Information should be sent to Ernie Peck or Fran Peck at CCAS.

Web Site

<http://www.ccas.net>. Information should be sent to Fran Peck at CCAS. The web page is in the process of being modified and updated, so we thank you for your patience and support. Our aim is to make the web site very user friendly and to increase traffic to the site.

CHANCELLOR

The University of Virginia's College at Wise

Nominations and expressions of interest are invited for the position of Chancellor of The University of Virginia's College at Wise. The Chancellor reports to the Board of UV at Wise and to the President of the University of Virginia in Charlottesville.

The University of Virginia's College at Wise is one of the top liberal arts colleges in the South and is gaining national recognition for its growing academic excellence. Located on a 367-acre campus in the Appalachian Mountains of Southwest Virginia, UVa-Wise supports an enrollment of 1,450 and a full-time faculty of 72. UV at Wise offers undergraduate programs in the arts and sciences as well as select undergraduate professional programs in business, nursing, teacher education and other fields, all characterized by a strong liberal arts experience.

The College seeks a new Chancellor who will continue enhancing the quality of the undergraduate experience and strengthening the institution's faculty, student body and financial resources. The new Chancellor will be expected to possess the vision, educational credentials, personal characteristics and administrative skills to work effectively within the close-knit community of Wise, the University of Virginia and the Commonwealth. An understanding of the role and value of public liberal arts colleges is essential.

Correspondence should be directed, in confidence, to the consultants supporting this search:

Chancellor

The University of Virginia's College at Wise
c/o EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
98 Old South Road
Nantucket, MA 02554

For additional information or the Position Specification, please contact Lucy A. Leske or Nancy A. Martin of Educational Management Network/Witt/Kieffer at uvawise@emnemn.com. UV at Wise has an Internet Web site at <http://www.uvawise.edu>.

The University of Virginia is an equal opportunity/affirmative action employer.

**DEAN OF THE COLLEGE AND
GRADUATE SCHOOL OF ARTS AND SCIENCES
UNIVERSITY OF VIRGINIA**

The University of Virginia seeks a Dean for its College and Graduate School of Arts and Sciences. The College and Graduate School include some 26 departments in the arts, humanities, sciences, and social sciences. The dean reports to the University's provost.

The qualities desired in the dean include scholarly prominence in a relevant academic discipline, success in progressively more responsible levels of academic leadership, and the capacity to lead a diverse faculty and student body. The dean will also be expected to collaborate with the deans of the University's other schools in promoting the University's general well being and to direct programmatic and financial planning for the College and the Graduate School. Duties include leading and serving the College's faculty and students in their academic pursuits; maintaining effective working relationships with alumni (particularly with the trustees of the newly-formed College Foundation); cultivating effective leadership in the academic departments; sustaining the College's traditional disciplinary core; developing interdisciplinary collaborations and curricular innovations in key areas such as international studies; integrating of digital technologies into programs of scholarship and instruction; fostering public service; and allocating resources fairly and strategically.

The committee will seek credentials sufficient to support appointment to a senior, tenured professorship in a College department. It seeks evidence of dedication, flexibility, and the capacity to raise private funds to bridge the gap between available central or state resources and the costs of the enterprise. The new dean must demonstrate a serious commitment to the promotion of equity in all aspects of the work of the University, particularly in the hiring and retaining of persons from under-represented minority groups.

The initial appointment is for a five-year term beginning prior to the 2001-2002 academic year. Review of applications and nominations will begin on January 5, 2001, and continue until the position is filled. Applications and nominations should include a statement or third-party assessment of interest as well as a summary of the candidate's qualifications for the position, a current resume or curriculum vitae, and the names of five references with current addresses, phone and FAX numbers, and e-mail addresses. These materials, which will be held in strict confidence, should be sent to:

Mary Elizabeth Taylor and Nancy A. Martin
University of Virginia

Educational Management Network/Witt/Kieffer
98 Old South Road
Nantucket, MA 02554-6000

The University of Virginia is an Affirmative Action/Equal Opportunity employer

PROVOST/VICE CHANCELLOR
University of Wisconsin-Parkside

The University of Wisconsin-Parkside is one of 13 four-year campuses in the prestigious University of Wisconsin System, and is located on a beautiful 700-acre wooded campus bordered by Milwaukee and Racine to the north and Kenosha and Chicago to the south. Founded in 1968, the University serves a diverse student population. The University offers graduate degrees in three disciplines, undergraduate studies in 29 majors, and more than 70 academic programs. It is accredited by the North Central Association of Colleges and Schools. The University's business program holds professional accreditation from the American Assembly of Collegiate Schools of Business, a recognition only a quarter of the business schools in the United States have achieved.

Responsibilities: The Provost/Vice Chancellor reports to the Chancellor and serves as the ranking executive officer in the Chancellor's absence. The Provost/Vice Chancellor works with senior officers of other divisions, with faculty and academic staff governance groups, and with representatives of other University of Wisconsin institutions on System-wide issues. The directors of General Education, Assessment, Honors, and the Teaching Center report to the Provost/Vice Chancellor. She/he is responsible for:

- Providing intellectual and administrative leadership in Academic Affairs, including the University's two schools and their departments, various centers, Information Services (including the Library and Computer Services), Center for Community Partnerships, Grants office, and other academic units; this includes but is not limited to:
 - Academic planning and assessment
 - Budgeting and resource allocation
 - Faculty recruitment, evaluation and retention
 - Programmatic and instructional quality
 - Promotion of the teaching, research, and service mission of the University
 - Fostering participation by academic units in appropriate areas related to the campus' strategic plan

Qualifications:

- Earned doctorate or appropriate terminal degree from an accredited institution
- Excellence in teaching, research or creative activity, and service which would qualify for tenure at the rank of professor in an academic unit of the University
- Progressively responsible administrative experience; including experience in program planning and assessment, and budgetary management
- Successful experience with integrating teaching and learning with high quality scholarship, creative activity, and community engagement
- A record of commitment to a successful advancement of ethnic and gender diversity among faculty, staff, and students
- Experience in expanding diversity in University programs and curriculum
- Strong oral, written, analytical, and interpersonal skills
- Demonstrated problem-solving ability
- Demonstrated ability to build consensus among faculty, staff and administrators
- Demonstrated awareness of the needs of nontraditional students and experience with nontraditional programs and curriculum

The review for nominations will begin on **February 1, 2001**. Applications will be reviewed as they are received. To receive full consideration, all materials should be received by *February 23, 2001*. This position description is also available on our website at: <http://www.uwp.edu/admin/academic.affairs/vcprovost.html>. General information about the University and its programs can be accessed at: <http://www.uwp.edu>.

Please send a letter, a current Curriculum Vita/Resume, names of references,
and three letters of recommendation to:

ATTN: Terri Spring, University of Wisconsin-Parkside, PO Box 2000, 900 Wood Road, Kenosha, WI 53141-2000.
theresa.spring@uwp.edu

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**DEAN OF LIBERAL ARTS
MARSHALL UNIVERSITY
Huntington, West Virginia**

With an enrollment of 16,000 students, Marshall University (MU) is the second largest institution in the state and is a Masters comprehensive institution. MU has nine colleges and schools with a School of Medicine. The city of Huntington has a population of approximately 53,000, and is located in the tri-state region of West Virginia, Ohio, and Kentucky. More information on Marshall University and Huntington, West Virginia can be found at the following websites: www.marshall.edu and www.hadco.org/location.htm.

The College of Liberal Arts, one of nine academic colleges and schools, offers programs leading to the Bachelor of Arts, Bachelor of Science, Master of Arts and Master of Science degrees in twelve departments on the Huntington campus and the graduate humanities program at the Marshall University Graduate College in South Charleston. The college is working to establish a doctoral program in clinical psychology. Approximately one hundred thirty full time faculty offer course work to over two thousand majors and provide courses that form a significant part of the core of the undergraduate curriculum for all Marshall University undergraduates. Within this liberal learning environment, the college promotes an appreciation for and understanding of the importance of an informed and engaged citizenry.

As chief academic and administrative officer of the college, the Dean reports to the Provost and Vice President for Academic Affairs. The salary is competitive and commensurate with qualifications and experience. The position will be available July 1, 2001.

Qualifications:

- an earned terminal degree in a discipline housed within the college and credentials meriting a tenured appointment at the rank of professor;
- significant classroom experience;
- substantial scholarship and/or creative activity;
- successful administrative experience in higher education;
- exemplary personnel and fiscal management capabilities;
- a thorough understanding of program assessment strategies and long-range planning;
- an understanding of current technologies and the ability to lead in the use of educational technology

Responsibilities:

- to promote teaching and research excellence at the undergraduate and graduate level;
- to lead the faculty to excellence in scholarly and creative activities;
- to foster a climate that encourages interdisciplinary learning, supports collegiality and engenders intellectual inquiry;
- to lead curricular and program development;
- to serve as an effective spokesperson for liberal arts learning and to develop vision for a college dedicated to broad based education;
- to promote diversity as well as multicultural and international curricula and programs;
- to secure external funding;
- to interact successfully with business, private and governmental constituencies
- to promote strong working relationships with students, faculty, staff, administrators, and alumni of the college and university

Applications and nominations are welcome. Applicants should submit a letter of application, current vi ta, statement of academic philosophy within the context of a liberal arts environment, and the phone numbers of at least three references. Formal review of applications begins March 2, 2001 and continues until the position is filled. Applications, nominations and inquiries should be directed to:

Mr. Donald Van Horn
Dean, College of Fine Arts
Liberal Arts Dean Search
Marshall University
400 Hal Greer Boulevard
Huntington, WV 25755
Telephone: (304) 696-6433
Email: vanhorn@marshall.edu

DEAN
Dean College of Arts and Sciences
College of Arts and Sciences
Pittsburg State University

Pittsburg (Kansas) State University seeks applications and nominations for the position of Dean, College of Arts and Sciences.

Required Qualifications:

An earned doctorate in an academic field in one or more of the disciplines within the college;

A record of teaching, scholarship/creative endeavor, and service at the university level appropriate for appointment as a full, tenured professor within a department of the college;

A record of appropriate academic administrative experience at the level of department chair, director, dean, or the equivalent.

Preferred Qualifications:

Candidates with the greatest chance of success will be those who can present evidence of their strong commitment to the arts and sciences, to undergraduate and graduate education, and to interdisciplinary, multicultural, and international education. They should have a record of excellent interpersonal and organizational communications, a commitment to equal opportunity and the recruitment of culturally diverse faculty, staff, and student body, and a history of commitment to shared governance, collaboration across disciplines, and to community and professional service. Finally, candidates should be able to demonstrate an understanding of and commitment to the use of information technologies in support of faculty and student teaching and learning.

Duties: The Dean of the College of Arts and Sciences serves as the chief administrative and academic officer for the college and reports directly to the Vice President for Academic Affairs. The Dean provides leadership, vision, and long-range planning for the college and serves as an advocate for the college and its disciplines. The Dean oversees the development of academic programs and the recruitment of faculty. The Dean manages college personnel matters and ensures compliance with the agreement between Pittsburg State University and the faculty collective bargaining unit. The Dean develops and manages the college budget and provides overall administration of the college.

College: The College of Arts and Sciences is composed of 14 academic departments: Art, Biology, Chemistry, Communication, English, Family and Consumer Sciences, Foreign Languages, History, Mathematics, Military Science, Music, Nursing, Physics, and Social Science. The 115 tenure-earning faculty, 25 full-time temporary faculty, and 42 adjuncts serve 1,500 undergraduate majors and 80 graduate majors. Additional college staff includes 4 unclassified, non-teaching personnel and 14 classified personnel. The college offers 40 baccalaureate degrees and 11 masters degrees.

University: Pittsburg State University, a regional comprehensive university, is one of six member institutions in the Kansas Regents system. The university offers its 6,500 students a wide selection of graduate and undergraduate programs delivered by 26 academic departments which are organized into four colleges: Arts and Sciences; Education; Business; and Technology. The university is committed to fostering excellence in teaching, scholarship/creative endeavors, and service. For more information about the university and the community see: www.pittstate.edu and www.pittsburgkschamber.com.

How to Apply: Applicants should forward (1) a letter of application addressing the required and preferred qualifications cited above (except for those addressed in the c.v.); (2) a one-page statement defining the applicant's leadership philosophy; (3) curriculum vitae; and (4) names, addresses, and telephone numbers of five references, including a supervisor and a faculty colleague. Review of applications will begin February 26, and continue until the position has been filled. The successful candidate will begin July 1, 2001. Please mail application material to Dr. Steven A. Scott, Chairperson, College of Arts and Sciences Dean Search Committee, Pittsburg State University, 1701 S. Broadway, Pittsburg, KS 66762.

Pittsburg State University is an equal opportunity, affirmative action employer.

Position Announcement

DEAN McMICKEN COLLEGE OF ARTS AND SCIENCES University of Cincinnati, Cincinnati, Ohio

The University of Cincinnati seeks a new Dean for its McMicken College of Arts and Sciences. The University, a Research I University, serves more than 33,000 students in its schools and colleges and is one of Ohio's state universities. The McMicken College of Arts and Sciences, one of sixteen colleges at the University, is comprised of 21 departments and serves approximately 5,000 undergraduate and 1,300 graduate students in A&S and students matriculated in other colleges as well. Currently, the College has 369 full-time faculty members including award-winning researchers and teachers. As early as 1877, the University of Cincinnati was conferring masters and doctoral degrees in the liberal arts. Currently, 18 Arts and Sciences departments offer graduate programs for full and part-time students.

The Dean is the chief academic and administrative leader of McMicken College of Arts and Sciences, with responsibility for furthering the University's agenda of continuing its growth as a major teaching and research university with a valued undergraduate college. The Dean will provide vision and leadership for the College and work with the faculty to foster excellence in its educational, research and outreach programs. Additionally, the Dean will be responsible for the management of the resources of the College, including its academic programs; its faculty, staff, and students; its facilities; and budget. With the faculty, the dean will be responsible for the recruitment and retention of the faculty and new program development. The Dean will foster strong relationships with alumni and will make a strong contribution to the success of the University's fund-raising efforts. The Dean will maintain relationships within the University and will participate actively in University planning efforts that seek to promote synergy in curricular, research and outreach endeavors among the respective schools and colleges. The Dean will also extend relationships with communities outside of the University on behalf of the College. The Dean will promote diversity on the faculty, among students and on the staff. The Dean of McMicken College reports directly to the Senior Vice President for Academic Affairs and Provost.

Applications should include a letter of interest, current curriculum vitae, and the names, addresses, and telephone numbers of several references (who will not be contacted without the candidate's prior approval). Nominations are invited. All correspondence should be directed, in confidence, to:

Emanuel Berger or Mary Elizabeth Taylor (212) 686-2676
Educational Management Network/Witt/Kieffer
780 Third Avenue, 38th Floor, New York, NY 10017
fax (212) 686-2527; e-mail: cincinnati@emnemn.com
The University of Cincinnati is an Equal Opportunity/Affirmative Action employer.

Presidential Address

CCAS Who are we; why are we; and where are we going?

Phillip R. Certain
President, and Dean, College of Letters and Science
University of Wisconsin - Madison
November 9, 2000

Past presidents have traditionally given an inspirational talk about the value of the liberal arts or have discussed challenges and opportunities facing us as deans. They have done an excellent job, but I thought I would have a different focus, and talk about CCAS as an organization. Some of us have been part of CCAS for many years, and others of you are experiencing your first meeting. This is my 10th annual meeting and I still consider myself a novice. So my talk will be a bit of a self-tutorial, and may have some inaccuracies which some of you will no doubt be happy to correct later.

Who are we? The obvious answer is that CCAS is a national organization of deans, associate and assistant deans from a wide variety of arts and sciences colleges. (For brevity, I will just say deans) Among our smallest colleges is Wilson College, a liberal arts women's college with an enrollment of approximately 350. UW - Madison, along with other large, public research university members, is among the largest. My unit -- the College of Letters and Science B has an enrollment of about 21,000 students. These two examples give some idea of the breadth in size and mission of our member institutions.

CCAS was formed in the 60s by a group of liberal arts deans who were unhappy with the lack of interest shown in the liberal arts by the national land grant association, the National Association of State Universities and Land-grant Colleges (NASULGC).

I suppose that everyone knows the history of the land-grant act. The Morrill Act of 1862 gave grants of federal land to the states to set up universities. The requirement was that the university had to teach agriculture, engineering, and military tactics (after all, the act was passed during the Civil War). This history is still reflected in the interests of NASULGC, and that is why our predecessor deans were unhappy with the programs of the national meetings, which tended to cater to the interests of the agriculture and engineering deans. So, the story goes, at one meeting in the mid - 60s, a group of liberal arts deans marched out and held their own meeting at a nearby hotel. Thus began CCAS.

This history of our origins is still reflected in the makeup of CCAS. Using the about-to-be-replaced (by a totally useless) Carnegie classification, our membership of approximately 500 institutions consists of approximately 20% research I and II institutions; 17% doctoral I and II; 53% comprehensive I and II, and 10% baccalaureate or liberal arts I and II. By comparison, the percentage of liberal arts colleges in the Carnegie classification is 30%, while the percentage of research universities (which tend to be land-grant institutions) is 7% of all the approximately 1,800 institutions included in the Carnegie classification scheme.

Thus, as an organization, we are over-represented by research universities and under-represented in liberal arts colleges. Put another way, 75% of the Research I institutions are members of CCAS, while only 12% of the Liberal Arts I institutions are.

This is not by design, but rather reflects our origins. Originally, a requirement for membership was public-institution status. Then the Bylaws were changed to welcome all baccalaureate institutions. The membership committee for the last several years at least has made a real effort to increase our membership among liberal arts colleges.

Let me review these numbers again: 37% research (and doctoral) institutions; 53% comprehensive institutions; and 10% baccalaureate or liberal arts institutions. The dominant group is the comprehensive university group (which would include some of the urban universities) with 48% of the membership, but the great strength of CCAS is the diversity of the membership.

With all of this heterogeneity, where is the unity in CCAS? It is true we differ a lot in size, in scope, in financial resources, but I'd like to suggest that we are bound together by a common commitment to the liberal arts, which in our name - CCAS -- we call the arts and sciences.

The term "liberal arts" is often misunderstood. For example, many believe that the liberal arts refer to the humanities and arts alone, excluding the social and natural sciences. I am often asked how I, a chemist, can be dean of a liberal arts college.

Another misconception about the liberal arts, particularly in today's occupation-oriented society, is that the liberal arts denote a particular lack of focus on and relevance to the world of work. Throughout their long history, the liberal arts in fact have been intensely *practical*. For the Greeks, they provided training to allow free people to become citizens. In the

middle ages, they provided the basis for the priesthood. In the 19th century, the liberal arts provided the general education required for the law, medicine, and the ministry.

Today, the liberal arts are still closely related to general education leading to the professions, and yet they are more. Liberal arts graduates are found in nearly every major occupation, including leadership positions in government, education, business, and industry.

It has never been easy to characterize the liberal arts fully, because they have had many manifestations over their long history. Today, the term "liberal arts college" conjures up a picture of a small, private school, with a tree-shaded campus, ivy-covered buildings, and intense student-professor interactions. This is certainly an honored part of the picture. Another manifestation is the elite private Ivy League university such as Harvard, Princeton, and Yale. And yet a *minority* of liberal arts students are educated at such institutions. A larger group are educated instead at public institutions, many in liberal arts units embedded within a larger university.

What do these varieties of liberal arts college have in common? Certainly not size, nor student and faculty profiles, nor approaches to general education, nor administrative structure. But liberal arts colleges do share four common goals that form the thread that links our diverse institutions together in CCAS. They are:

Education of the complete person. A hallmark of a liberal arts education is breadth of study spanning the humanities, social sciences, biological sciences, and physical sciences. A concomitant goal is an integrated understanding that allows the educated person to be able to receive new information and experiences and place them in an understandable context. The ability to distinguish fact from fiction and the significant from the insignificant is an essential trait of the liberal arts graduate. A liberal education must therefore teach and encourage critical thinking and cogent communication.

Education for citizenship. The Jeffersonian ideal of a liberal education is that it enables the citizens to choose from among themselves leaders best able to serve the democracy. This is also a key element of the land-grant tradition: education in service to the state. In addition, the liberal arts education must prepare students to understand with sophistication both a technological world and a world with rapidly changing economic as well as national boundaries. Graduating college students face a chaotic world that has lost its grounding in a shared sense of social and political order and values. A liberal arts education must help its graduates develop the skills, values, and attitudes to play influential roles in this world.

Education for a productive life. One important aspect of a productive life is a person's choice of jobs and careers, and a liberal arts education should attend to these practical aspirations of students. At the same time, a productive life is not always one that is constrained to a single path; many workers will change jobs and even careers several times during their lifetime. A liberal arts education must prepare students for their third job as well as their first. Further, a broad liberal arts education prepares the graduate for a meaningful life outside of a formal work setting, with activities ranging from the arts to volunteer community service to living within a community of people similar to and different from the graduate.

Education for life-long learning. This aspect of a liberal education is dearest to the hearts of the faculty and to many students and graduates: the joy of learning to satisfy human curiosity even if the practical consequences cannot be predicted, the ecstasy of discovering for oneself truth and beauty. In today's practical, bottom-line oriented world, this often appears to be a luxury that universities can dispense with. But this short-sighted view ignores history: many of the ideas and devices that shape the practical world of today had their origins in a love of learning for its own sake. Can we afford to rob future generations of a legacy that our generation is so dependent upon? Education for the love of learning itself is the cornerstone of the liberal arts.

Thus, one answer to who are we? is that we are a very diverse organization that shares the common ideal of the liberal arts.

Why are we? Turning now to the question, why are we?, the informal motto of CCAS is Deans helping other deans to dean. That is, we are a volunteer professional organization whose principal purpose is *internal*, that is, we focus on helping each other do our jobs better.

Volunteer Organization

Let me first talk about CCAS as a volunteer organization. Someone has characterized a college or university as fundamentally a volunteer organization. Oh, please Professor Smith, if its not too much trouble, could you please come to the committee meeting on Wednesday afternoon? This contrasts with the business model: Smith, be there or be gone!

As you might imagine, there is scholarship being done about the nature of volunteer organizations. The most critical thing, obviously, about volunteers is that you don't have the obvious hold on them that you have over people you pay. Volunteers can quit at any time if they aren't happy. So it is much more important to think about the other rewards they get.

There is a group of people that includes Mark Snyder from the University of Minnesota who have been studying volunteer motivation for some time now. They have come up with six kinds of motivation: to express values; to enjoy social relationship; to advance careers; to relieve guilt; to increase understanding and knowledge; to engage in worthwhile endeavors.

They show that if a volunteer is matched with a volunteer setting in which his/her motives can be well satisfied, the volunteer is happier and more likely to stay. I think this is a useful characterization that applies well to CCAS.

There is nothing wrong with being a volunteer organization. Our society would fall apart without them. But volunteer organizations have definite characteristics. One is that they typically seem like a club or clique to a newcomer. The more established members seem to know what is going on and how to accomplish things, but the newcomer usually finds out slowly by trial and error. This suggests to me that in future meetings, we might want to have an introductory session on CCAS itself.

Another characteristic feature of a volunteer organization is that most of the work is done by a minority of the members. Hopefully this happens because members join with a variety of motivations and intentions. Some of us like working in large organizations to make things happen, and others of us simply want to (or just have the time to) benefit from the work that others do. This is the way it should be; we would certainly dissolve into total chaos if everyone wanted to have a high level of involvement. Nevertheless, we should always be vigilant to be sure that the members who want to contribute can find a suitable avenue.

Participation in national meetings and workshops

So, how can one contribute? One way is by showing up both at the national meeting and at workshops that interest you. You can also encourage associate and assistant deans, and department chairs, to attend CCAS workshops. Another way is to join our listserv and contribute your ideas electronically.

Going beyond that, another way to contribute is to propose topics for panel sessions during the national meeting -- or to contribute to a panel when someone asks. This actually gets to be a bit competitive, since we typically have more than twice as many proposals as we have slots on the program. This is good, since it improves the content of the meeting. But the downside for a volunteer organization is that people can get their feelings hurt. As deans, we are used to success -- having our ideas greeted with respect (at least outwardly!) So we don't appreciate it when our peers turn down one of our great ideas for a panel. This is why it is important to have a representative Board and Program Committee to assist the Vice President in planning the annual meeting.

Participation in standing and *ad hoc* committees

Another way to contribute is by serving on one of the standing committees of CCAS. Let your interests be known. The standing committees have an automatic place on the program of the annual meeting.

In addition to standing committees, we also have *ad hoc* committees. A proposed by-law change to be described at this afternoon's business meeting addresses the issue of how long an *ad hoc* committee should be continued, and whether *ad hoc* committees have an automatic right to a place on the program of the annual meeting. The proposal is to allow *ad hoc* committees to compete with everyone else for a slot at the annual meeting.

Participation in workshops

Still another way is to express an interest in being a presenter at a CCAS workshop. CCAS sponsors two types of workshops -- standard and *ad hoc*. The standard workshops are for new department chairs, new deans, and established deans. The *ad hoc* workshops change from time to time. This year they were on fiscal issues, marketing and the media, and teacher preparation. There is a director of each of the dean's seminars and a set of decanal facilitators. This is another opportunity for service.

Another way you can support CCAS is by attending these workshops, or sending others from your institutions who would benefit. Workshops give new ideas, reaffirm old ones, and renew a sense of purpose and mission to our jobs.

I ask only that you do not vote by lack of attendance. If you do not find the topics interesting or the workshops helpful, please let the seminar director, Ernie Peck, or one of the officers know how you think the seminar can be improved.

We have a very limited capacity to do *ad hoc* seminars because of the size of our staff and our always-precarious finances. It is also important to rotate leadership of seminars among the membership so that more have the opportunity to participate. Finally, we should resist the temptation to make *ad hoc* seminars permanent, thereby closing off the opportunity to do new ones in the future.

Serving on the Board of Directors

Another way to serve is to be on the Board of Directors. The slate of candidates to be voted on at the business session this afternoon was constructed by the nominations committee to reflect experience in CCAS and to represent the diversity of our members. The officers are also members of the Board.

CCAS as a professional organization

Turning now to the issues of our nature as a professional organization whose principal purpose is on helping each other do our jobs better. Let's deal with the restricted scope of this mission.

The by-law review committee, whose report will be considered at the business meeting this afternoon, confirms that we are *not* a lobbying organization, and we do not espouse causes. One of the reasons for this, of course, is the diversity of our membership. It would be difficult indeed B this is not to say we haven't tried B to find a consistent set of issues on which we could all agree. It is true that we have had a task force on the national agenda for the past several years, but despite the efforts of some very talented and dedicated deans we have not made much progress.

That is not to say that there are not issues that seem to be likely candidates. These topics show up at our annual meetings with regularity: the liberal arts contribution to teacher education, internationalizing the curriculum, diversifying the faculty and student body, science and mathematics education are all obvious candidates.

Two factors, in my opinion, have always stalled our progress, however. One is the fact that there are other, related organizations that have one or more of these issues on their agendas. Where is the value added for CCAS to mount an independent effort? Then, why not partner with these other organizations? This is the second barrier to our progress as an advocacy organization: we are a volunteer organization.

We squeeze time for CCAS business out of our regular duties as deans. It is hard to maintain continuity. And, we are a fairly transient bunch. Some of us move up, and some of us move out. But we can't be counted on day in and day out. Add to that the fact that we do not have a large financial base. We have a minuscule, but terrifically efficient and dedicated professional staff B just a part-time director, an administrative assistant, and part-time graduate student help. It is clear that we are not set up to have a big national advocacy impact, despite our potential for doing so.

The small size of our national office also makes it very difficult for us to form alliances with other organizations that have related goals. Alliances offer obvious advantages, but those of us who are involved with alliances at home know that they do take time and nurturing and a certain amount of expense. We simply do not have the resources -- fiscal or human -- to form a lot of alliances.

Thus, I do not believe that there is a bigger spot in the national sun for CCAS. I believe instead in our primary purpose, because we can all learn from each other. Let diversity be our strength.

Some will say that our annual meeting is not balanced because there are too many sessions for institutions that are not like their own. This is inevitable, and I think we are doing our job well when we receive similar complaints from all points on the spectrum. It is true that large research universities seem more likely to provide our president. This is not for lack of trying to find others to serve this role, but frankly, a dean of a large unit has a lot more flexibility of schedule, budget, and effort than the dean of a small unit. One thing you may not realize is that it does cost extra to be a Board member or an officer in CCAS. I'm not complaining in the slightest, but I am giving you one reason why it is sometimes difficult to find Board members and officers from smaller institutions.

In this regard, I am amazed at the grace with which Beate Schiwiek served as president while dean at Felican B a college with an enrollment of less than one thousand. So I encourage everyone to consider yourselves as a possible member of the Board and officer of CCAS.

Where are we going? Turning now to the question: Where are we going? I don't know, so this will be the shortest part of the talk.

There is the story of the dean who came rushing into a room where he mistakenly thought the faculty were meeting. Not finding them there, he cried out in a panic: Where are they? Where did they go? I'm their leader and I have to get out in front!

The by-laws review committee considered the question of whether we should establish a permanent long-range planning committee. In their wisdom, they recommend, but leave open the opportunity for some future president to appoint an *ad hoc* long-range planning committee.

So the best current answer to the question of where we are going is to look at the annual meeting agenda. This reflects the current interests of the membership. In the meeting we been treated to topics such as: diversity and affirmative action; extramural funding of the arts and sciences; faculty professional development; professional development of deans; general education; teacher education; information technology; fund raising; issues of the standing committees.

I personally am quite comfortable with CCAS staying the course -- remaining an organization of deans helping deans. This means CCAS will continue to be responsive to the needs of its members, and for me, that's challenge enough, thank you very much.

Colleges of Arts and Sciences: The Foundation for School-University Collaboration

Nancy L. Zimpher
Chancellor, University of Wisconsin-Milwaukee
Nov. 9, 2000

It was a great privilege for me to address the 2000 Annual Meeting of CCAS, especially on a topic as important as the education of our nation's teachers. And further, to speak to the leadership of those working in schools and colleges of the arts and sciences simply underscores the centrality of the teaching disciplines to the education of teachers.

My thanks to Dean Sally Frost Mason, CCAS President-elect, for your kind invitation, and to my UWM dean of letters and science, Marshall Goodman. Both gave me invaluable advice about the interests of the membership relative to teaching and learning in the disciplines.

Much has happened in the years since the initial warning signal of "A Nation at Risk" was sounded, including the compilation of standards for what students should know and be able to do in many of the disciplines subsumed under the arts and sciences. Initiatives such as Project 30 and the Ford-funded STEP project have successfully brought together representatives of the teaching disciplines with those in the pedagogy of teaching to foster more integrative approaches to teacher education.

In the fall of 1999, U.S. Department of Education Secretary Richard Riley convened more than 100 university presidents to impress upon them the all-university interests in the education of teachers. Bemoaning the results of a 1999 report on teacher quality, Riley observed that universities should do a better job of preparing prospective teachers and particularly in the subjects they plan to teach, and further evoked, "the entire university ought to be involved in the college of education." When teachers fail, Riley admonished, "it's not the teacher's fault; it's the university's fault."

Vartan Gregorian, now head of the esteemed Carnegie Foundation, once observed that universities that have schools of education "...should place them in the intellectual mainstream of the university, or else shut them down." In short, he adds, "schools of education should not be isolated, degraded, apologized for; rather, the central mission of any university ought to be ...to educate a new generation of citizens."

Two issues remain troublesome in this equation. Is there evidence of the powerful connection between good teaching and good learning? And, if so, why is it still so challenging to accept the centrality of teaching to learner success?

To the latter point, expertise in teaching is still shrouded in the myths or commonplace assumptions about the act of teaching. Some still believe that good teaching is a function of the genes; that is, that women are gender-bound to teach and teach well, a profession based mainly on nurturing capacities. Others believe that good teaching is a function of the literally thousands of hours logged in just watching other teachers. What results is that good teaching when delivered masterfully has the uncanny effect of making teaching look "easy," the result being, "I can do that!" Still others, often those who teach the disciplines, ascribe to the mantra, "show me someone who knows their discipline, and I'll show you a good teacher!" This assumption rests on the notion that there is no science of pedagogy; only the science of the discipline.

Veteran teachers provide another view, often characterized as OJT—on-the-job training. In other words, as teachers mature, they tend to believe that everything they know about teaching stems only from their experiences in real, live classrooms; universities represent a theoretical view of teaching that no longer rings true to their experienced perspective. And universities add complication to complexity by denying the relevance of pedagogy to the curriculum of the doctoral program, choosing instead to focus the prospective professorate's training largely on issues of research methodology. This of course misses the point that most Ph.D.s are headed for institutions where the teaching load far exceeds opportunities or expectations to conduct research. In short, commonplace assumptions about teaching tend to deny "the scientific basis of the art of teaching," making the science of teaching everybody's yet nobody's work.

Juxtapose these assumptions to the emerging evidence that clearly links teacher quality to learner outcomes. Here I refer to studies initially conducted by University of Tennessee researchers William L. Sanders and June C. Rivers, and subsequently replicated in other large urban school districts, wherein students with repeated access to high quality teachers

considerably outperform students consistently exposed to less competent teachers. This kind of research design is called a “within subjects” design, where each pupil serves as her or his own point of comparison. Further, according to the careful analysis offered by Dan Fallon at the U.S. Secretary of Education’s 1999 Conference on Teacher Quality, “this kind of research also controls for all the variables unique to pupils, such as their intrinsic motivation, their work habits, the influence of their parents, and their socioeconomic status. The only variable that can explain this outcome is the quality of the teacher.” Thus, while there continues to be much denial about the soundness of content-specific pedagogical understandings as a necessary ingredient in teacher preparation, evidence to the contrary serves to underscore the importance of colleges of the arts and sciences working collaboratively with their education colleagues to produce high-quality teachers.

This brings us squarely to the issue at hand: What is our role in recruiting, preparing and supporting the continuing professional development of teachers, and as importantly, what is at the core of quality teaching? Some things we know. The effects of teacher preparation must be felt at all levels of the continuum of teaching: who we recruit to teaching, what pre-professional and professional experiences temper their process of “learning to teach,” who and how are we engaged in the critical early years of teaching, and what are the most effective learning experiences for veteran teachers. Here are three axioms that should guide our thinking:

1. Good learning is a function of good teaching.
2. Good teaching is a function of good teacher education.
3. Good teacher education is a function of a seamless and interactive relationship between educators in the arts and science with those in pedagogical studies and those who teach in elementary and secondary schools.

The remainder of my remarks will focus, therefore, on what’s to be gained by a university partnership between the arts and sciences and education, and the linkage of that partnership to elementary and secondary education. In the interest of time, I will share a set of actions that could guide cooperative university partnerships across academic units, and school-university partnerships that could more effectively link higher education with K-12 education.

Action No. 1: Teacher Recruitment. We must first be committed to the challenge of recruiting a high-quality and diverse cohort of prospective students into careers in teaching. Candidates for careers in teaching are in our midst daily, but still most teacher candidates represent a highly homogenous cadre of middle class, Anglo females who travel less than 100 miles away from home to attend college, and who aspire to teach in settings close to home. These candidates are often monolingual and exude a cultural myopia not reflective of the modern day melting pot that characterizes urban education, where the demand for teaching is the most intense. Our collective goal should be to recruit more high-performing students into teaching, and especially from cultural and ethnic backgrounds more reflective of urban society and our global context.

Action No. 2: Preprofessional Education. The early years of teacher preparation are typically perceived, as for many students who engage in general liberal studies, as a “pass through” phenomena; that is, how quickly and painlessly can “I” get these general studies requirements under my belt? Often courses are selected based on the time of day offered, or the reputation of the instructor, and not for the intrinsic values of truly becoming liberally educated—a prerequisite to good teaching, no matter what the discipline or grade level. So, how can colleagues in the arts and sciences and education effectively frame a set of foundational courses that will broaden the intellectual horizons of prospective teachers and at the same time build an important intellectual foundation for appreciation of diversity and cultural competence? [See UWM’s Milwaukee Idea experiment on the redefinition of the general education requirement, called “Cultures and Communities,” at www.uwm.edu/Milwaukeeidea/.]

Action No. 3: Integration of Disciplinary Knowledge with Pedagogy. Too often our deliberations about teaching and learning hinge on the “tyranny of the OR”; that is, good teachers *either* know their discipline *or* know pedagogy. On the contrary, we need improved techniques for enabling prospective teachers to better integrate disciplinary knowledge with pedagogical knowledge. One vehicle for such would be to offer a sequence of courses wherein professors co-design and co-deliver such courses, involving on a selective basis teachers from elementary and secondary contexts as well. At the very least, forming integrated disciplinary teams across colleges of the arts and sciences and education would be a start in the right direction.

Action No. 4: A Shared Conception of Teaching and Learning. The “charm of teacher education” (Clark, 1985) characterizes the field as “...easily accessible in every sense of that term: geographically proximate to the consumer, easy to enter, short in duration, optimally convenient to the remainder of the college student’s academic program, easy to complete, inexpensive, non-exclusive (i.e., does not rule out other career options), etc.” In short, teacher education programs are rarely

“conceptually coherent;” that is, designed to reflect common understandings among program designers (let alone, schools that subsequently employ candidates) of what teachers should know and be able to do. In the best case, programs would reflect a shared conception of good teaching so clearly understood by all participants that teacher graduates, cooperating teachers, professors and school hiring officials would be able to recognize these qualities in the graduates they hire. [See Standards from the National Council for Accreditation of Teacher Education for more on this topic.]

Action No. 5: Professional Development Schools. While integration of the teaching discipline with pedagogical understandings is an important factor in program design, the integration of didactic, on-campus course experiences with campus and school-based laboratory experiences is yet another imperative of our partnership. The most pervasive analogue is found in medical education. Since the depression-era Flexner Report, it has been simply understood that medical education must increasingly be *both* research-based and experientially-based. Thus came the beginnings of the concept of the “teaching hospital,” and no prominent medical education program exists today without one. But field experiences in teacher education have been riddled with deficiencies for years: inadequate selection and oversight of assignments, ill-prepared and rarely involved veteran teachers who understand the program and the import of the field experiences, and few attempts on campus to create video laboratories or Internet connections with live teaching sites in local schools. Campuses must step forward to create intensive laboratory experiences as testing sites for the intellectual and applied dimensions of their programs.

Action No. 6: Cross-role Preparation. As increasing demands are placed on teaching schools, called Professional Development Schools, to assist in improved preparation of teachers, so also must the sites consider the relationship between the preparation of teachers and other professionals who serve schools, like principals, guidance counselors, art specialists, and those involved in physical education and coaching.

Action No. 7: Interdisciplinary Teams. No less important than cross-role training is to teacher preparation is the interdisciplinary nature of schools. High schools, especially, are no less segregated by discipline than are higher education institutions, so it ought to be no wonder that high schools are as challenged to integrate the disciplines as are we in higher education. Designing block curriculum and streams of content integration both in the arts and sciences and in education would go a long way to enable prospective teachers to gain appreciation for the value added in interdisciplinary studies, and hopefully provide a model for high school and middle school integration concurrently.

Action No. 8: PDSs as Places Where Teachers Keep on Learning. So long as the concept of a “teaching school” or Professional Development School is gaining in popularity and recognition as a vital element of teacher preparation, it should also be understood that these sites are models of adult learning as well as demonstration sites for student learning. So why not create in the PDS a profound respect for the importance of teacher growth and development as well as a student learner-centered school? Schools that value teacher learning would readily display announcements for professional development opportunities, certificates of accomplishment by teachers as well as students, and create spaces reserved for teacher learning and study, just like for kids. Professional teachers should also be afforded special recognition within the academy through special titles, like “clinical faculty” or the designation used at UWM, “teacher in residence.” Accordingly, professors who participate in schools should carry special designation as contributors to the learning environment of that school. Yet the “hustle and bustle” of contemporary life for teachers leaves little time for professional consultation and reflection, witness this hypothetical “want ad,” contrived by Linda Darling-Hammond for the 1996 National Commission on Teaching & America’s Future Report:

WANTED -- College graduate with academic major (master's degree preferred). Excellent communication/leadership skills required. Challenging opportunity to serve 150 clients daily on a tight schedule, developing up to five different products each day to meet individual needs, while adhering to multiple product specifications. Adaptability helpful, since suppliers cannot always deliver goods on time, incumbent must arrange for own support services, and customers rarely know what they want. Ideal candidate will enjoy working in isolation from colleagues. This diversified position allows employee to exercise typing, clerical, law enforcement, and social work skills between assignments and after hours. Typical work week: 50 hours. Special nature of work precludes amenities such as telephones or computers, but work has many intrinsic rewards. Starting salary \$24,661, rising to \$36,495 after only 15 years.

Action No. 9: Institutional Changes. Schools are said to be hide-bound; controlled by the imperatives of the lunch hour (“the banana”), the clock (“the bell”), transportation problems (“the bus”), and infrastructure issues like access to the school depending on when the janitor unlocks the doors (“the broom”). In alliterative fashion, universities are controlled by the institutional imperatives of “term, traffic, tenure, etc.” By education any time, any place, or just-in-time delivery of instruction is changing higher education and elementary and secondary education. So we have to see our role in the education of teachers

as preparing for these new and novel learning environments, beginning with creating more flexibility in the way we design and deliver our programs, and encouraging our school partners to do the same.

Action No. 10: A Redesign Model. Several years ago, physicist Ken Wilson published Redesigning Education (1996) in which he challenges educators to create redesign models as discoveries and educational breakthroughs begin to change our practices and our understandings of the consequences of education. We have no such redesign models. The little red schoolhouse still rules and insights about educational innovation are still not well documented. Thus, to our partnerships, we are obliged to study the changes we are making in our programming, assess the consequences of these changes, benchmark them against best practices elsewhere, toward the redesign of educational practice.

Ending where we began, the “common places of education” must give way to emerging empirical evidence that good teaching matters in the learning lives of America’s youth. The imperative of the National Commission on Teaching and America’s Future (1996) compelled us to place a competent, caring and qualified teacher in every child’s classroom by 2006. In a time of the greatest turnover of teachers in our nation’s history, the opportunity to truly enable quality teaching is finally a real possibility. Lee Iacocca said it best, “In a truly rational society, the best of us would be teachers, and the rest would have to settle for something less” (NCTAF, 1996).