



The College of William and Mary
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Future Annual Meetings Announced

The Board of Directors has contracted for an exciting lineup of venues for future annual meetings.

2007 / November 7-10
Chicago Marriott Downtown

2008 / November 12-15
Portland Hilton and Executive Tower

2009 / November 11-14
Baltimore Marriott Waterfront

2010 / November 10-13
New Orleans Sheraton

2011 / November 2-5
Montréal, Canada

Mark your calendars now!



NEWSLETTER

Council of Colleges of Arts and Sciences

Volume 27, Number 4

November - December 2006

No Dean Left Behind

Following is the presidential address, delivered at the Annual Meeting Presidential Luncheon on November 10 by 2005-2006 president Julia Wallace (University of Northern Iowa).

I want to thank you all for being here this afternoon. Thank you for choosing to be here with CCAS. The conference is going well, and I again extend my great thanks to our CCAS Board, and Joe Gow in particular, for planning this meeting, to Anne-Marie McCartan, our executive

I came up with the title of the talk last March – I think I was in one of those flippant, cynical moods common to deans in the early spring. And having publicly announced the title at our April board meeting my destiny was set. Thus for the last six months or so I have been contemplating the many ways deans of Arts and Science *have* been left behind in the past few decades, and how, perhaps, this organization, beginning its 41st year, can help to get us back onto the playing field.

Of course the title in itself is catchy and an attention-getter, since none in this room have been unaffected



Julia Wallace and in-coming president Joe Gow

I have felt increasingly powerless to control many of the variables that affect my ability to do my job well. Variables, I thought, deans should have some control over.

director, and to Kristen Novel for doing such a fine job behind the scenes.

Many thanks go out to ICFAD board members and staff as well – Richard Durst, the new executive director Liz Cole, Ron Jones, and Maurice Sevigny – for making this coordination happen. As you know in many large organizations collaboration is extremely difficult, and to do so says a great deal for the collaborative spirit of both our organizations.

The point of collaboration brings me to the musings I will share with you today, and while the concept of collaboration and the title of the talk, ‘No Dean Left Behind,’ do not seem connected, hopefully they will become so in another 30 minutes or so.

by NCLB. As you probably know, the term ‘No child left behind’ originated in 1983 when President Reagan told the National Council of Negro Women that he had ‘begun to outline an agenda for excellence in education that will leave no child behind.’ The program’s

efforts were strongly supported by a coalition of Southern Democratic governors interested in bringing business opportunities to their states. And business leaders were (and still are) very interested in the caliber of the educational system in the states where their corporations operate. The legislation, passed in 2001, culminated four decades of increasing Federal expansion in education.

The phrase itself has been immortalized. Since 2002 the phrase has been used widely. From not leaving a

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From the Executive Director

Bravos about Boston

Fresh off the 2006 Annual Meeting in Boston, I feel gladder than ever to have become affiliated with the Council of Colleges of Arts and Sciences. What a wonderful gathering! With 450 attendees – coupled with some 150 ICFAD conferees—the Council's 40th meeting was its largest on record. Outstanding presentations by Elizabeth Langland of Purchase College (SUNY) and Howard Gardner of Harvard's Ed School complemented well-attended concurrent sessions on accreditation, assessment, advising, tenure processes, and much more.



Those attending reported on their evaluations that, as expected, the networking opportunities were as important as the sessions. Most rated the collaboration with ICFAD as beneficial and urged a reprise with ICFAD or another association with whom CCAS shares a purpose.

Still, there is room for improvement. Many urged that the “breakfasts by sector,” although useful, not be held at 7:00 a.m. Concurrent sessions could be improved by varying the format and having speakers focus on strategies for success rather than just describing their institution's experience. A major audio-visual snafu for a keynote speaker (see below) was noted by many. A number of evaluations expressed frustration that too many good sessions were offered at the same time.

And as the Executive Office staff is still learning the ropes, the registration process was not without its flaws. But not a single attendee got testy over any of the glitches. I remarked upon this decanal equanimity to one attendee, who replied, “Deans have to be flexible. If you sweat the small stuff, you'll never survive!”

Note the dates and locations of future Annual Meetings on the back cover. And Happy Holidays!



Anne-Marie McCartan
Executive Director CCAS
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“Sound and Light Show” at Annual Meeting

Conference attendees were distressed at the double-disruption of Howard Gardner's luncheon remarks when the hotel AV staff inadvertently first piped in Musak and later dimmed the lighting for the Grand Ballroom. CCAS staff met with hotel staff immediately to pursue an explanation and compensation. Hotel executives were chagrined at the mistake and explained why it happened (new staff, new wiring, etc.). To compensate, they refunded CCAS \$2000 in AV equipment charges and issued a verbal and written apology to Dr. Gardner, along with a Marriott gift certificate. This was a very regrettable occurrence; fortunately the speaker handled it with humor, and the hotel management reacted appropriately.

The CCAS Newsletter is published bi-monthly six times each year for its membership. CCAS membership is based on the **institution** and not the Dean or the individual College. If a Dean moves from a CCAS member institution to a non-member institution, the Dean must apply for CCAS membership for the new institution to continue CCAS membership benefits.

Membership Dues

| No. of BA/BS Degrees Awarded | Dues |
|------------------------------|----------|
| 1 - 99 | \$195.00 |
| 100 - 299 | \$290.00 |
| 300 - 499 | \$395.00 |
| 500 - 749 | \$495.00 |
| 750+ | \$595.00 |

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Advertisements

Advertisements must be received by the 20th of the month **prior** to publication (e.g., Dec. 20th for the Jan/Feb issue). Camera-ready ads should be submitted as .eps files. For further information, please contact the CCAS office before submitting your ad.

Full page ad \$200
Size: 9.5 inches (H) x 7.5 inches (W)

Half-page ad \$100

Horizontal Ad:

4.75 inches (H) x 7.5 inches (W)

Vertical Ad:

9.5 inches (H) x 3.75 inches (W)

For custom sizes or other special requests, please contact the CCAS office.

No Dean *continued from page 1*

democrat behind, to an environmentalist, to a planet, and to one that depicts three young men dressed in bow ties and tuxedos protesting President Bush's tax cuts with signs reading "no millionaire left behind."

But the title aside, the real reason for using this theme stems from my frustration in the past couple of years as an Arts & Science dean. I have felt increasingly powerless to control many of the variables that affect my ability to do my job well. Variables, I thought, deans should have some control over.

In my first couple years as dean, I was mired in developing my own vision for the college and the minutiae of the job. Learning protocol, memorizing the faculty contract, determining how to negotiate with my provost all consumed me. Furthermore, I was in a bit of awe of my position—I had received a generous compensation package upon entering this new job—but they insisted on feeding me. I had never been invited to so many lunches, receptions, and dinners as either a faculty member or a department head. In addition, people actually listened to me when I talked. How cool. Of course this meant I had to be more careful of just what I said—a lesson learned quickly.

After a couple of years I think I got the 'hang of it.' The appropriate dates were on the calendar, I was familiar with the rumbling of the faculty, and I accepted the fact that the job was similar to playing "Whack-a-Mole," in which as soon as one mole goes down, another pops up. That's just the way it is—I learned to deal with it.

A former business dean once reflected on what he termed the career life cycle of a dean.¹ He described five cycles,

More politically pertinent is the fact that the burden of proof of the quality of our institutions has shifted away from the responsibilities of individual students toward the responsibilities of faculty and institutions to ensure that students succeed.

beginning with the visionary stage, progressing into the implementation and maintenance phases, and ending with the neurotic and suicidal stages. Perhaps I had reached the neurotic stage because now that I had some breathing time I looked up to realize there were a number of issues in which I felt totally underappreciated and underutilized. Yet these areas affected my day-to-day life as well as those of the faculty, staff, and most importantly the students in my college.

In the center of all our work as academic deans is the genuine interest in maximizing the quality of the education we provide our students. We aim to hire the best faculty; we evaluate them to pieces; we beg for additional funds to add sections in order to keep our class sizes to an academically sensible number; and we strategically plan our unpredictable future. We work with donors to supplement the inadequate dollars provided by our

New Board Members Elected

Joining the Board of Directors in the Class of 2007 are Olukunke A. Fontenot (Georgia College & State University), far left, and Paul B. Bell, Jr. (University of Oklahoma), far right. New Class of 2009 members are Anita Shea (Salem State College), Sara B. Varhus (SUNY-Oswego), and Eri F. Yasuhara (CSU San Bernardino). Not pictured: Karen L. Gould (University of Cincinnati), president-elect.



states and/or tuition revenues so we can provide our faculty and students state-of-the-art laboratory equipment, finance experiential learning activities, fund faculty development initiatives, and attract intellectually stimulating speakers.

But we are like hamsters in a running wheel. We keep the motion going but we are not moving forward. And in fact, many would argue the quality of the education in our institutions is declining. Books published just this past academic year entitled

Declining by Degrees, Our Underachieving Colleges, and Excellence without a Soul, join others in this century such as *The Great Rip Off in Higher Education, As the Walls of Academia are Tumbling Down, and Shakespeare, Einstein, and the Bottom Line* to tell a sad story.

The evidence is incontrovertible. The September 2006 report from the National Center for Public Policy and Higher Education² showed that 39 percent of adults who are now between the ages of 35 and 64 and who would have gone to college in roughly the years 1962-1981 have a college degree. Of students who went to college in the years 1992 - 2001, 39% also obtained a college degree. In that 20-year span of time there has NOT been a single percentage point increase in the number of individuals who were granted a college degree. This stagnation has significantly impacted our international standing in higher education.

Students are flocking into our colleges and universities, but they are not coming out with degrees. Graduation rates of our

No Dean *continued on page 5*

Historic Joint Conference Calls for Undergraduate Public Health Education

The Council of Colleges of Arts and Sciences recently co-sponsored and several CCAS deans participated in a ground-breaking **Consensus Conference on Undergraduate Public Health Education** funded by the Josiah Macy Jr. Foundation. Dean **Susan Albertine** (The College of New Jersey) served as the contact person for CCAS. Board members **Julia Wallace** (University of Northern Iowa), **John Bee** (Ashland University) and **Anita Shea** (Salem State College) also participated.

This historic conference for the first time brought together leaders in public health, arts and sciences, and health professions education. The conference developed plans to fulfill the Institute of Medicine's recommendation that "...all undergraduates should have access to education in public health."

Participants agreed that undergraduate public health education should result in an "educated citizenry" prepared to address public health challenges from AIDS to aging and avian flu to bioterrorism. This integrative program, grounded in the liberal arts, can also prepare students to pursue professional education in the health professions, public health and other disciplines from law to business to international affairs.

Consensus Conference Working Groups made the following

recommendations, including curriculum frameworks and learning outcomes.

► *Public Health 101*

An introductory course in Public Health ("Public Health 101") should be offered by all colleges and universities. The course should be organized using a "big picture" population health framework integrated into the goals of general and liberal education. The course should be structured to fulfill a social science distribution requirement.

► *Epidemiology 101*

An introductory course in Epidemiology ("Epidemiology 101") should be offered by all colleges and universities. It should be organized using a curriculum framework designed to achieve critical thinking as part of the goals of general and liberal education. The course should be structured to fulfill a science distribution requirement.

► *Minors and Administrative Issues*

High quality coordinated minors in Public Health should be encouraged. Minors in Public Health should require "Public Health 101", "Epidemiology 101" and a focus area such as global health. A synthesis/capstone or experiential learning component should be included.

Goals and strategies for implementing the recommendations of the Consensus Conference were agreed upon, including that:

- *web sites should be developed to provide information on undergraduate public health and to share curriculum materials*
- *faculty development efforts should assist colleges and universities in developing new introductory public health courses*
- *health professions education and graduate public health programs should encourage their applicants to enroll in introductory undergraduate public health courses*
- *high-quality minors in public health and global health with well designed learning outcomes should be encouraged.*

The Consensus Conference was co-sponsored by the Council of Colleges of Arts and Sciences (CCAS), the Association of Schools of Public Health (ASPH), and the Association for Prevention Teaching and Research (APTR). The Centers for Disease Control and Prevention (CDC), the Association of American Colleges and Universities (AAC&U) as well as the seven clinical professions that make up the Healthy People Curriculum Task Force participated in the conference and in the Working Groups. Draft reports and recommendations are available at www.teachprevention.org (see "recent uploads"), or contact Susan Albertine at albertin@tcnj.edu.

Board Honors Ernie Peck

The Board of Directors recognized former executive director Ernest Peck with the adoption of a resolution at its meeting of November 8. Citing his seven years of service, including "greatly improving the financial health of the Council," the Board wished him "the very best in retirement and good fishing."

Dr. Peck suffered a mild stroke last April, hastening his anticipated retirement in June. Happily, Ernie reports from his new home in Sun City Texas, near one of his sons, that he is walking without assistance, cooks his own meals, and gets around the complex in his newly purchased golf cart. Write Ernie at ernestpeck@gmail.com.

Welcome to New Deans

John C. Alessio, College of Social and Behavioral Sciences, Minnesota State University, Mankato

Scott Gordon, College of Science and Engineering, University of Southern Indiana

Gerry Riposa, College of Liberal Arts, California State University, Long Beach

John N. Short, School of Humanities and Social Sciences, Millersville University of Pennsylvania

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entering students have also not changed over the past 20 years. Even though the number of high school seniors entering four-year institutions has increased from 49 percent to 63 percent since 1975, only six out of every ten of them, on average, graduate with a B.A. within six years.³

Now is there a disconnect between these numbers and the quality we oversee as deans? I can hear some of my elitist faculty smugly say that college isn't for everyone and the fact we can graduate close to 2/3 of incoming students in six years isn't so bad. In addition, many retort that quality hasn't changed in the past 20 years - the student has. Yes, it's true. The type of student we are educating has changed over the last twenty years. But shouldn't our quality change as well? Why should we be satisfied with 1980s quality in 2006? Furthermore, there is not a good enough correlation between the academic talent of the individual student and their ability to graduate for us to dismiss this data as not our problem.

More politically pertinent is the fact that the burden of proof of the quality of our institutions has shifted away from the responsibilities of individual students toward the responsibilities of faculty and institutions to ensure that students

Where once the liberal arts core was the heart of our institutions, it has now been down-sized and out-sourced. Faculty are not interested in teaching the core, students consider it an obstacle to their graduation, and our own admissions counselors refrain from discussing its value for fear of losing recruits.

succeed. If I had a cynical bone in my body I might call this the helicopter model of higher education policy in recognition of those helicopter parents with whom we have periodic contact. But of course, I don't. By golly, NCAA division I athletes have graduation rates of 77 percent. That's clear evidence it can be done.

So what is affecting the quality of the education, however it is defined, we provide our students, and how have deans been left behind?

A first area in which deans have been left behind is not being involved in the setting of university admission standards.

Admission standards or lack thereof....

A recent ACT report in my home state reported that fewer

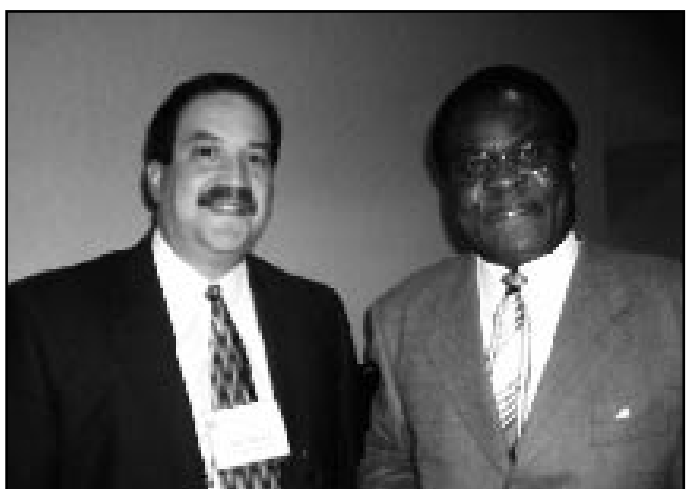
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Conferees used breaks and receptions at the Annual Meeting as important opportunities for networking.



Hundreds of conferees participated in the popular case study sessions. John Bee (Ashland University), not shown, was lead facilitator for this year's sessions, several of which focused on dilemmas involving the fine and performing arts.



Jay Harper (Rowan University) left, with Isaac Mowoe, who conducted two sessions on *Deans and the Law: The First Amendment and Academic Freedom*.

Howard Gardner's keynote address challenged the audience to prepare students for a world that needs disciplined and synthetic thinkers.



Board members Denise Battles (Univ. of Northern Colorado), Karen Gould (Univ. of Cincinnati), and Dee Abrahamse (CSU-Long Beach)

No Dean *continued from page 5*

than 25 percent of students graduating from Iowa High schools were prepared for college. This is Iowa, folks, where 90% of our youth graduate from high school and we supposedly have a rock-solid educational system.

So what is going on in the high schools? Let me count the ways. But since deans cannot really affect high schools' over-emphasis on sports and grade inflation, let's focus on an area where deans could be influential.

College preparatory curriculum is fairly standard across the states. Four years of English, three years of math and science, and three to four years of social science including government and history. In addition some four-year institutions require two years of foreign language. Available research pretty clearly shows that success in college is greatly improved by an additional year of science, math, language, and/or communication skills. However, as the high school student approaches his or her senior year she is offered a variety of elective options, one of which is to take college courses typically provided by community colleges and to receive dual credit for both high school and college.

Students are entering their freshman year with an average

of 9-12 credits. This appears to make economic sense to their families because it generally means a tuition-free semester.

But most of us know that the courses these students are taking in high school, often taught by high school teachers, are not equivalent to the quality of the courses we would ordinarily provide on our own campuses. Three facts follow from this practice. The first is that high school students are not taking the additional courses in math and science and language that we know promote success in the university. Second, the college courses taken in high school most often under-prepare the student for the higher level course taken at university. And finally, as many times in life, we evaluate things on the basis of how they match our expectations. Providing students with an expectation they will succeed in college by providing them with relatively low-level dual-enrollment courses puts them in a deceptively unstable situation when they arrive on campus and find campus courses are not what they expected.

A gubernatorial candidate in Iowa proposed as his education slate that he would allow up to 30 hours of credit taken in high school to be used for college credit. How did admission requirements become more the jurisdiction of a governor than a dean?

A & S deans should partner with both education and business deans to look into college admission standards. I speak of business deans because organizations such as The U.S. Chamber of Commerce and the Business Roundtable—two prominent, Washington-based groups representing business owners and chief executives of large corporations, respectively—announced last month that they have formed a coalition with other business groups to protect the NCLB legislation from major changes. Just as they were prominent in enacting this legislation, business leaders are seriously interested in improving the quality of both high school and college education, and A & S deans could use some powerful partners.

An additional reason we should watch high school standards stems from a recent statement made by Education Commissioner Margaret Spellings in her address to the National Press Club in late September. She said, "A high school diploma should be a ticket to success – including success in college" Now if you couple this with the statement "I believe God wants us to send our kids to college" made recently in a *Time* magazine article by Joel Osteen, a Houston pastor of prosperity theology you have an idea of an emerging higher education policy that we will face us in the not-too-distant future.

Academic control over curriculum

In addition to the fact that so many of our first-year college students are enrolling with community college credit, students continue to take credits from elsewhere while they are pursuing a degree from our own institutions. Sixty percent of students who receive a bachelor's degree earn credits from more than one higher education institution.⁴ This not only includes credits received in high school, but also during the summer, in the evenings, and by distance.

A significant proportion of these courses are taken to fulfill

our colleges' or universities' general education, or liberal arts core or distribution requirements – whatever they are called at your institution. Estimates suggest that close to half of the credits earned toward the completion of these programs are taken elsewhere.

Where once the liberal arts core was the heart of our institutions, it has now been down-sized and out-sourced. Faculty are not interested in teaching the core, students consider it an obstacle to their graduation, and our own admissions counselors refrain from discussing its value for fear of losing recruits.

Yet it is what differentiates our institutions from the many for-profit entities with which we compete for students, and it warrants more nourishing than it is currently receiving. Our neglect has left us open to assault from various arenas. In Carol Schneider's words, "American society today exhibits a striking ambivalence towards the traditions of 'liberal' or 'liberal arts' education. Liberal education is at one and the same time prized, despised, revised and disguised."⁵ Please take the opportunity to read her chapter in the book *Declining by Degrees* titled, "Liberal Education: Slip-Sliding away?" And as deans we need to be part of the national alliance for liberal education that Schneider and AAC&U are championing.

Of course a dean's responsibility for academic control of the curriculum extends beyond the general education core. While faculty and programs believe they have the unique responsibility to fashion their own curriculum, there needs to be greater oversight. Over the years as faculty and discipline interests diversify, curricula can easily begin to look like a hodgepodge of courses. Students fulfill their major requirements by sampling from an array of ala carte offerings – three courses here, two there, perhaps, or not, a senior seminar. Often there is little, if any, link of courses to each other – either vertically or horizontally. Consequently we have made it extremely easy for students to substitute a course taken elsewhere as a replacement for a course taken at their own institution.

We need to provide greater intellectual continuity within our own curriculum. Faculty need to develop their curricula using the same expertise with which they approach their own research and artistic endeavors. We need to be creative in linking our major courses with introductory general education courses, with each other, and even with other non-major courses, so that our students are better prepared for the multidisciplinary world they are about to enter. A few years back I had the opportunity to work with a group of CCAS deans, led by Dr. Lee Edwards, to develop a curriculum for the College of Humanities and Social Sciences at the United Arab Emirates University. With no restrictions in front of us, we devised an hour-glass curriculum in which students start broad, become discipline-specific, and then broaden again applying their

discipline-specific knowledge to other areas. What fun! Even if such a radical transformation is impractical on our campuses we should at least be willing to entertain discussions of what we envision to be the best curricular progression.

Academic control over research funding – *The good, the bad, and the earmarks*

Over forty years ago, Clark Kerr wrote that the onslaught of federal dollars had radically reshaped many of the nation's leading universities.⁶ Faculty migrated from the classroom to the research lab. Graduate programs arose because of the need for apprentice lab workers and semi skilled instructors who were willing to work for low wages.

Yet despite the loss of instructional faculty, faculty felt they were building on a knowledge base necessary to maintain the economic and social standing of the country. Abound in knowledge we did! Most of us have degrees from research intensive and or extensive institutions. We have worked on soft

Over the years as faculty and discipline interests diversify, curricula can easily begin to look like a hodgepodge of courses. Students fulfill their major requirements by sampling from an array of ala carte offerings – three courses here, two there ...

money, we have researched, created art, and published, and we have submitted competitive grant applications and received our priority scores with joy or lamentation.

Federal dollars are again in a position to radically reshape our universities – all universities, not just the most prominent. Earmark dollars have now regrettably "become part of the fabric of higher education" as expressed in a recent *Science* article.⁷ This year generally appropriated grants are expected to total \$2.4 billion, a 63% increase since 2003. In addition, the distinction between competitive and non-competitive research funding is blurring.

Procuring earmarks is costly to an institution but good for politicians and lobbyists. A recent report by the National Bureau of Economic Research states that the returns to lobbying are between zero and one dollar for universities not represented by a member of the Senate Appropriations Committee (SAC) or House Appropriations Committee (HAC).⁸

In addition, recent data also suggests that the research stemming from earmarks is not of the quality of that stemming from non-earmark projects – if there are any publications that result.⁹ And of course earmarks can bankrupt federal agencies – like FIPSE, whose aim is to support innovative projects that promise to be models for improving the quality of postsecondary education and increasing student access but who were unable to provide a competitive grant program in 2005.

For me this largess seriously confuses the mission of my university and causes me angst as a dean. The random and

unpredictable nature of these large pockets of dollars generally rewards fashionable projects at the expense of other, conceivably worthier projects. Earmark dollars are here one year and gone the next, creating havoc in course scheduling and creating impossible demands for temporary space assignments. In addition, counting earmarks as equal to competitive funding in promotion and tenure decisions makes me woefully uneasy, but I need more voices to stand behind me. All in all, earmarks are compromising the quality in higher education.

the schedule for this meeting. So many items require our attention that some get placed on a back burner. How can we be accountable for maintaining quality in all of our daily duties?

So what can we do??

Deans need help on these issues, and it is our hope that this organization as it begins its new chapter at William & Mary does not leave you behind. This year CCAS will embark on a new era to re-invent itself. We will be conducting surveys with our membership to determine what your needs are and how

We are engaged in faculty recruitment, strategic planning, curriculum development, internal and external accountability, presidential imperatives, technological mandates, national survey data, etc., etc.

It is my understanding that at the beginning of this influx, CCAS took a stand against earmarks. And for simply practical and politic reasons it may not be possible now. However, we should be able to sound our resentment as deans and make a general statement in support of institutions that have refused to accept earmarks (of course there are exceptions even at these institutions).

How did we get here?

Now I am not sure how deans got away from the table in these matters, but I know it has occurred over a long period of time and is complicated by a myriad of variables.

What we know for certain is that deans' roles have changed since CCAS had its first annual meeting in 1965. Our responsibilities have been defined by the times and have included dealing with student protests in the late '60s and '70s, declining budgets in the '80s, and the increasing importance diversity, assessment, capital campaigns, and development in the '90s. We are engaged in faculty recruitment, strategic planning, curriculum development, internal and external accountability, presidential imperatives, technological mandates, national survey data, etc., etc. Just look at

we can help you fulfill those needs. We plan to construct a new web site and hopefully entertain white papers on important topics of decanal concern. And we plan to connect and collaborate. Over this past year I have had the opportunity to attend a National Conference of Academic Deans (NCAD) in Arkansas and was on a panel at TECSCU that consisted of individuals from the Council of Academic Deans from Research Education Institutions (CADREI), the *Association of Independent Liberal Arts Colleges of Teacher Education* (AILACTE), and a representative dean from a HBCU university. We need to continue accepting invitations to work with other organizations to ensure that CCAS deans have a voice in higher education policy issues.

In its early history CCAS was more seriously involved with Washington efforts. We had conversations with the Commissioner of Education, and we made a statement opposing earmarks, supporting affirmative action programs, and advocating academic standards in NCAA. We need to get back our voice.

Most educational policy is created by a number of organizations being led by presidents, and as luck will have it, Joe Gow, who just took over the presidency of CCAS this morning, is an interim

president. Perhaps with his leadership and our new executive administrative team, which also consists of a former college president, we can move CCAS to being more in the center of the conversation. Please make efforts this year to tell us what connections you would like us to make.

Thank you so much for listening to me this afternoon. It is my luck that this organization allows its presidents to give their talk at the end of their term of service rather than at the beginning. It has been one of my greatest academic pleasures to serve in this organization, and an honor and a privilege to lead this organization during the major changes we have gone through these past two years. I know I leave CCAS in great hands. Go in peace.

Notes

¹Allan D. Spritzer, "It's Not Easy Being Dean," *BizEd* 4 (November/December 2004): 36-40.

²*Measuring Up 2006: The National Report Card on Higher Education*, The National Center for Policy and Higher Education, 2006.

³Kevin Carey, *A Matter of Degrees: Improving Graduation Rates in Four-Year Colleges and Universities*, The Education Trust, May 2004.

⁴Carol G. Schneider, "Practicing Liberal Education: Formative Themes in the Re-invention of Liberal Learning," *Association of American Colleges and Universities*, 2003.

⁵Carol G. Schneider, "Liberal Education: Slip-Sliding Away?" in *Declining by Degrees*, ed. Richard H. Hersh and John Merrow (New York: Palgrave MacMillan, 2005).

⁶Clark Kerr, *The Uses of the University* (Cambridge: Harvard University Press (1963).

⁷Jeffrey Mervis, "Academic Earmarks: The Money Schools Love to Hate," *Science* 313 (8 September 2006): 1374.

⁸R. Pielke Jr., "University Responsibilities and Academic Earmarks," Center for Science and Technology Policy Research [Internet], 10 April 2006; available from http://sciencepolicy.colorado.edu/prometheus/archives/education/000773university_responsib.html (29 October 2006)

⁹A. Abigail Payne, "The Role of Politically Motivated Subsidies on University Research Activities," *Educational Policy* 17 (1 January 2003): 12-37. ■

Board Approves Membership Survey

With the transition of the Executive Office to Williamsburg and the hiring of a new executive director, the Board of Directors felt the time was right to review the services provided to member colleges and determine how satisfied deans are with CCAS. At its November meeting, the Board considered and approved a proposal for such a study from SimpsonScarborough: Intelligent Marketing for Higher Education.

Christopher Simpson, CEO and Partner, and Elizabeth Scarborough, President and Partner, have established an impressive track record of assisting clients such as the American Council on Education, **University of Kansas**, and **Grand Valley State University** with image research and marketing planning.

The study will consist of four parts:

- 1) In-depth interviews with 30 member deans
- 2) On-line survey of all member deans
- 3) In-depth interviews with 30 non-member deans
- 4) A business plan based upon the findings from the interviews and survey

Those selected for in-depth interviews will be contacted before the December holidays. Although participation is voluntary, it is the Board's hope that members will be eager to share their thoughts and ideas for how CCAS can better meet their professional-development and other needs.

Notice of Upcoming Ballot on By-Laws Change

The Board of Directors has directed that a ballot be sent to members within the next few weeks to clarify the By-Laws regarding replacement of board members upon an unanticipated vacancy. Member deans will be asked to vote on the following proposed two changes:

- 1) Excerpt from Article I-Board of Directors

If vacancies on the Board are caused by resignation, or if a Director does not remain qualified (e.g., if he/she leaves the position of Dean), such vacancies may be filled by appointment by the President in consultation with the Board, such appointments to hold office until the next Annual Meeting. If a vacancy occurs on the Board, the President, in consultation with the Board, shall make an appointment to fill the unexpired portion of the term of

the person vacating the Board. In making replacement appointments initial consideration shall be given, in order of votes received, to candidates from the election held at the preceding Annual Meeting.

2) Article VIII. Committees

- a. Standing Committees. There are eight Each standing committees, each of which has an set of operating codes.

2007 CCAS Meeting and Seminar Schedule

MARCH

March 15-16

CCAS SEMINAR FOR DEANS
"Marketing and the Media: Developing a College Communications Strategy"

Hospitality House
 Williamsburg, Virginia

JULY

July 12-14

CCAS SEMINAR FOR DEPARTMENT CHAIRS

InterContinental Kansas City at the Plaza
 Kansas City, Missouri

July 15-18

CCAS SEMINAR FOR NEW DEANS
 InterContinental Kansas City at the Plaza
 Kansas City, Missouri

NOVEMBER

November 7-10

CCAS ANNUAL MEETING
 Chicago Marriott Downtown
 Chicago, Illinois



Christopher Newport University invites applications to fill the position of Provost. Appointment is to be effective July 1, 2007, or as soon thereafter as possible. The Provost serves as the chief academic officer of the University and reports directly to the President. The Provost is responsible for, and possesses delegated authority over, all academic affairs of the University, including the academic management, budgeting, and organization of the institution; the development and approval of the University's curriculum; and the participation of the Faculty in matters of University governance. The Provost is Dean of the Faculty, and, as such, is the ranking member of the Faculty. Those reporting to the Provost include the Vice Provost, the Dean of the College of Liberal Arts and Sciences, the Dean of the Luter School of Business, the Associate Provost for Research and Graduate Studies, and the University Librarian.

Christopher Newport University is a young, selective, state-supported liberal arts and sciences university of 4,800 students located in beautiful, metropolitan, southeastern Virginia between Williamsburg and Virginia Beach. With 226 full-time, salaried instructional faculty members drawn from among the nation's top schools, CNU's hallmark is outstanding teaching with a strong commitment to undergraduate education and the liberal studies core. The fall 2006 freshman class of 1,200 students was selected from more than 7,000 applicants and has an average SAT score of about 1165. CNU is now in the late stages of capital improvements, which will total nearly \$500 million. These include a \$30 million student union; the addition of athletic facilities, residence halls, and retail establishments; renovations of academic buildings; the I.M. Pei-designed Ferguson Center for the Arts; and a \$20+ million renovation and expansion of the University Library. In spring 2007, ground will be broken for the construction of three new academic buildings, which will, together, have nearly 200,000 square feet of space under roof. The result is an intimate and coherent neo-Georgian academic setting in which the University will cultivate and carry forward its mission. For further information on CNU, please visit www.cnu.edu.

The appointee must be a person of exceptional learning, vision, and energy. As chief academic officer, she or he must have a record of success in an academic discipline sufficient to warrant a concurrent tenured appointment to the Faculty at the rank of professor. This individual must possess the capacity to learn quickly how the Provost's office functions and the well-developed academic values and stature that are the bedrock of effective academic leadership. Our next Provost must be an individual who embraces our institutional mission and values, who has personally experienced life at a great liberal learning institution or held a position dedicated to liberal learning, and who can work effectively as the partner of both the President and the Faculty in realizing institutional goals. Given these qualities, the search committee welcomes applications from those with documented successful experience in academic leadership – preference may be given to candidates who hold or who have held positions at the Dean's level or above, but Associate Deans and Chairs of academic departments are especially encouraged to apply. Christopher Newport University aspires to be a pre-eminent public liberal arts and sciences university, and the University has already taken great strides in that direction. The next Provost of the University must embrace that aspiration and must, in concert with the President and the Faculty, exercise effective leadership in fulfilling it.

In order to be considered, each applicant must send a letter of application addressing his or her background in the context of the specifics of this position; a current resume; a statement (not to exceed 750 words) of philosophy on teaching, scholarship, and service in a University committed to liberal learning; and the names, mailing addresses, e-mail addresses, and telephone numbers of at least five professional references to the address below. Three letters of reference are optional, but encouraged. For further information about the search and position, please visit provostsearch.cnu.edu. The executive search firm of Morris & Berger is assisting in the University in this search.

Michelle Moody
Office of Equal Opportunity and Faculty Recruitment
Provost Search
Search #7042
Christopher Newport University
1 University Place
Newport News, VA 23606-2998
or to
mlmoody@cnu.edu

Review of applications begins December 11, 2006.

Applications received after December 11, 2006, will be accepted but considered only if needed.

Criminal history background check required for finalists.

Christopher Newport University, an EO Employer, is fully committed to Access and Opportunity.

provostsearch.cnu.edu



Dean of the College of Arts and Sciences

Bucknell University

Bucknell University, a top ranked national liberal arts institution, invites inquiries, nominations and applications for the position of Dean of the College of Arts and Sciences. The College of Arts and Sciences comprises 2975 students and over 240 full-time faculty members. Courses are offered in the divisions of humanities, social sciences, and natural sciences and mathematics, through 23 departments and seven interdisciplinary programs. Dedication to the teacher/scholar model is at the cornerstone of Bucknell's institutional quality. The Dean will be joining the university at a particularly exciting time. The university has recently completed a strategic planning process that will build upon the institution's historic strengths and values to achieve even higher levels of quality and prominence for Bucknell.

The Dean is the intellectual and administrative leader of the college, and the chief advocate for the mission and purpose of liberal arts education. The Dean is responsible for departmental and program budgets, faculty development and recruitment, curriculum initiatives, and the implementation of the strategic plan as it relates to the college. Reporting to the Provost, the Dean is a key member of the University's leadership team.

Bucknell seeks an individual of distinguished academic and administrative accomplishment. The preferred candidate will have the Ph.D., will have earned tenure, and will have a record of scholarship and teaching at a level that would qualify for appointment as full professor. The preferred candidate will also have substantial leadership experience in higher education administration, with a full understanding of the mission of a liberal arts college or university and evidence of ability to work successfully with members of the faculty and chairs.

Inquiries, nominations and applications are invited. Candidates should provide a cover letter describing their interest in and qualification for the position, along with a curriculum vitae. All inquiries and materials will be treated as confidential. Inquiries and questions concerning this search may be directed to the consultants assisting Bucknell University in this search: John K. Thornburgh at 412/209-2666 or Gael E. McCully at 781/272-8899. Materials should be submitted via email to BucknellDean@wittkieber.com. We encourage the submission of applications by December 15, 2006.

*Bucknell University is an Affirmative Action/Equal Opportunity Employer.
Qualified women and minorities are encouraged to apply*