

CCAS PRESIDENTIAL ADDRESS
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**Harnessing the Power of Partnerships in Colleges of Arts and
Sciences**

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Thank you, Chris, for that wonderful introduction, and thank you to all of you here for your input for my speech through your emails in response to my crowdsourcing appeal. You will hear much of your input throughout my speech.

I want to start with the premise that we engage in partnerships all the time. For example, when you came from the airport, how did you get here to the hotel? Did you take the train? Perhaps you Ubered, took a cab, or rented a car? Note that the more you collaborated, the more you depended on other people, the cheaper it was to get here. The train was the cheapest and the rental car was the most expensive. But, also, in addition to lowering the cost, think about it, on the train, in the cab, in the Uber, you probably talked to other people. Maybe you met some other deans. So, that collaboration, that partnership, had benefits. And that is the point I want to make today as we talk about the benefits of partnership.

I want to talk first about CCAS as a partnership. Remember that our tag line is *Deans helping other Deans*. Fifty-two years ago this organization was formed when The Ohio State University Dean of Arts and Sciences led a walk-out of deans at the 1965 NASULGC meeting; the National Association of State Land-Grant Universities and Colleges, now known as Association of Public and Land-grant Universities or APLU for short. The APLU, or NASULGC as it was known then, refused to let the arts and sciences deans organize their own special sub-section as the deans of agriculture and as the presidents had done.

So, twenty deans walked out to form CCAS. Where would we be without those twenty deans who walked out in partnership? Now we are an organization of more than one thousand deans from more than five hundred colleges and universities teaching more than four million students. We are now partnering with the American Conference of Academic Deans and we will hold a workshop with them this Saturday. I assure you today, though, as the second Ohio State dean to lead this organization, I will not be leading any walkouts; I believe in this organization.

Let's think a bit more about partnership and collaboration. Think about your career path and when you wrote your PhD dissertation, defended your MFA, or finished your terminal degree. You relied on other authors, you relied on your dissertation chair, but the important part was the synthesis of the resources, of the references, of the documents that you did by yourself. That is what you were examined on. It was not a collective effort. You may have worked in a lab but you were examined by yourself. Think about when you got tenure. What was one of the primary criteria? Did you have to have a single authored book? Was it how many papers were you the first author on? Similarly, for promotion to full professor ... collaboration is not something we

breed into ourselves; in fact, we try to breed it out as Jaime Casap commented on in his talk this morning.

Let's dive into that a bit more. I had a promotion case just a few years ago. The department voted against promotion to full professor for the faculty member. His department chair voted against him for promotion. I voted for him. The Provost voted for him and he got the promotion. What was the reason others voted against him? They voted against him because he wasn't the PI on a grant since his promotion. He was co-PI on numerous multi-million dollar grants. But he wasn't PI on a single one. He didn't have that single author status. This narrow thinking works against us in academe as we consider partnerships because partnerships benefit us all. I am talking here about more than traditional partnerships – more than buying paper in bulk as a university. Let's talk about broader partnerships; broader opportunities.

How many here attended CCAS this meeting last year? Please show your hands. I see a good number. Do you remember Scott E Page's talk? He gave the morning plenary last year. Do you remember what he talked about? He talked about the benefits of diversity. He argued that you get better outcomes through diversity. The secret to success in solving complex problems is not bringing the best people together but rather it is bringing together people with diverse viewpoints and talents.

If you read the *Wall Street Journal* on Monday, they had a special section: Talk of the C-Suites. They featured what they believed to be the hottest ideas coming out of c-suites. And what they had on the front page of that section, above the fold, was an article about the latest trend in corporate America. It's hiring in teams; hiring partnerships; hiring collaborations.

Think about this. They talked about hiring a group of people together. The group applies together. They don't apply as individuals — they apply as a team. Five people apply; say. Google can do this and so can Amazon. I cannot imagine doing it at Ohio State. Think about that possibility — having faculty members apply as teams. That is so antithetical to what we do. But perhaps it is the wave of the future. Now, I don't want to even think about partner accommodations when you try to hire five people. But this is where our world is going. You heard that in Jaime's talk this morning.

Last Saturday, I was at a very good football game, I must admit, Ohio State vs. Penn State. And, it did not start out well for my team. But, I was with a donor — a major donor, the head of the Ohio State University Foundation Board. We were sitting there at the game both of us very disgusted with how it was going. So, we were ignoring the game and we were talking. He's the former president of Coach, the handbag company. I asked him how he hired people at Coach. He said "above a certain level, I interviewed everyone." I asked, "what did you look for?" He said, "I didn't look for the smartest person. I didn't look for the person who had done the most at the other company; I looked for the person that fit into the team they were going to be a part of and best complemented the other members of the team." He looked for that fit into the team, the partnership.

This plays into the theme of our conference, *Advocacy for the Arts and Sciences*. As Jaime noted this morning: What are the skills that corporate America is looking for? What are the skills that non-profits are looking for? What are the skills that government agencies are looking for? The skills are the skills that we teach. They are the skills that we advocate for. Earlier this year, Mark Cuban, a businessman in Dallas who owns the Dallas Mavericks, was quoted as saying that "liberal arts majors are the majors of the 21st century." He went on to say that they lead to the jobs of the future, and that many other jobs were going to be automated or outsourced. He

said, for example, that accounting and law would be going off-shore. Liberal arts majors are the majors of the 21st century.

Let's now talk about partnerships in the arts and sciences. Employers are recognizing that a large percentage of their employees are going to school and even more want to. Think about when Starbucks partnered with Arizona State in 2014. The applicant pool for positions at Starbucks increased by over half a million. Half a million people were interested in the possibility of working at Starbucks so that they could get their education paid for in part. Sixty-three percent of the new hires at Starbucks expressed an interest in the partnership, and, they are not alone. One in two millennials expect their employers to provide financial support for further education. There is power in partnerships with employers from the standpoint of the students. And, I think there is tremendous power that we can harness for our colleges.

Now I would like to turn to some other examples. I am going to highlight three that I know well from my college and then I will turn to the even better examples that thirty-five of you gave me. That is a partnership between you and me to deliver this talk. So, hopefully, I will help add to your examples.

COSI, the Center of Science and Industry, is an institution in the city of Columbus where I live. Columbus is a city of roughly two million people. It is bigger than most people imagine. It is the largest city in the state of Ohio, larger than Cleveland and Cincinnati. COSI is like the Museum of Science and Industry in Chicago — a children's museum for science. We have a quite unusual partnership with them and our Department of Linguistics and our Department of Psychology. Both of these departments work with children and study how they acquire language. Thus they need to get children involved in experiments. In particular, they used to need to get the parents to bring them to campus. Ohio State is in the middle of a big city, and parking is difficult, at best.

What solution did our chairs of Psychology and Linguistics come up with? There are lots of children down at the museum. Why don't we do some of our experiments at the museum? So, they asked the museum about this possibility and the museum set aside two glassed-in rooms in a high traffic area so that children and parents could walk by and see other children and parents involved in experiments. What would be more cool as a child to be involved in an experiment, right? And the parking is right there; you're there anyway. This has been a tremendous success. We went from struggling to get subjects for the research studies to having more than we could possibly imagine.

Another example is the STEAM Factory. This is a group of younger faculty, younger in terms of years since they were hired. They are mostly assistant and associate professors and mostly from STEM fields but also from across the campus. The group started as a bunch of faculty going to happy hours after work on Friday. But then they realized they were also talking shop and interdisciplinary collaborations were emerging. They wanted some space to foster collaboration and they proposed that we, as the college, rent space for the group in an artist cooperative in a rougher portion of town. They made a great case and I quickly got on board as I could get that space at five dollars a square foot when I pay seventeen dollars a square foot for comparable space on campus. Out of that space, they work with the artists in the collaborative, do outreach to the community, and hatch ideas for collaborative research. This helps them secure NSF grants as it feeds into their broader impact statements. It is also great publicity for the university as the STEAM factory location also has a number of start-up companies nearby and thus the location also fosters those collaborations.

A third example, before I get to the examples you provided me, is data analytics. Some years ago IBM built a data center in suburban Columbus. They then came to the university and said that they needed talent. They wanted graduates to work there. The first reaction of the university was, "Great, we will build you a master's program." They told us that they did not need master's graduates. They needed student with bachelor's degrees. That partnership, with six other companies in town, led to our data analytics major. We now have 300 data analytics majors and we have to limit the number of students in that major. The only reason we have to control the number of majors is that it is only 3 years old. We could grow it to 500 or 600 students before we knew it and they could all get jobs that paid well. The key was working with IBM and the other companies to help devise the curriculum they needed, while fitting it into an Ohio State education.

But, as I said, your examples are even better than mine. I received thirty-five replies to my email. It almost goes without saying that many of you volunteered to tell me more about what you were doing. I followed up with some of you and I will give those examples in more detail. But, I do want to acknowledge the thirty-five schools that sent in information. So, bear with me:

- St. Joseph
- UNC Charlotte
- University of Northern Iowa
- North Central
- Michigan at Flint
- Adelphi
- Sam Houston State
- Cal State Northridge
- Oregon State
- Grand Valley State
- IUPUI
- East Tennessee State
- Savannah State
- Northern Illinois
- Calgary
- Utah
- St. Johns
- Saginaw Valley State
- Cleveland State
- Iowa
- Nebraska-Omaha
- Massachusetts at Lowell
- Tennessee
- North Alabama
- Ryder
- Western Kentucky
- Humboldt State
- Oswego
- Central Florida
- Fredonia
- Gannon

Those who sent me a response, could you put up your hands so that others can see who you are? I see you all around the room. There are people at almost all of the tables with great examples. So, let's talk about some of those examples, about some of those partnerships.

Buildings shared with other units was one of the themes. IUPUI has a joint building in the college with Engineering. Cleveland State has space that was built for the specific purpose of sharing with Cleveland Playhouse. Likewise, there was a recent story in *The Chronicle of Higher Education* about five universities in the Atlanta area that share library facilities.

The University of Calgary has an interesting partnership with the University of Saskatchewan, University of Alberta, and the University of Oslo. Think about it, what do they have in common? Well, they are all very close to the Arctic and that was their bond. They have a project that gets more women into science and it is built around a study abroad trip from the Canadian universities to Norway to launch rockets. Very, very cool.

Many of you spoke of engagement with your local K-12 schools, as Jaime highlighted in his talk; around science or music where programs could not be provided by the local schools. Central Florida spoke of a program involving curriculum across many fields and many universities to help facilitate transfer and thus timely degree completion of degrees.

Cal State Northridge, this is a program that I particularly liked, partners with the U.S. Forest Service. The U.S. Forest Service is trying to get more diversity in their employment pools. Cal State Northridge, a minority-serving Hispanic institution provides a ready pipeline of applicants to the Forest Service and a great job opportunity for those students.

And then, there was my favorite example. It came from Western Kentucky University. What they noticed was that there was a brewery near campus. Who wouldn't notice that, right? The craft beer industry is predominately male but biology majors skew female, as the sciences go. Knowledge of Biology is useful in brewing beer. Ergo, they formed a partnership where they are brewing their own beer. It gets more women into the craft brew industry and provides tremendous opportunities for the students.

Now those are all examples of great partnerships. I would be remiss if I did not talk about some common themes I saw in all those examples. The point here is evidenced in the title for my talk. I didn't say, "The Power of Partnerships." I said, "Harnessing the Power," because if you lose the reins, partnerships can go very wrong. Thus what I want to talk about now is some of the principles and some of the values that I saw in the examples above and that I think apply in general. I will illustrate the principles with examples from my own experience but you can think them through for your situations.

First principle: The partnership begins with ground rules based on open discussion. For example, in the College of Arts and Sciences at Ohio State, we just transferred all of our email services from the college to the university level. That was a delicate negotiation but we started with certain ground rules. The Provost told me "you must do this," and the CIO told me what they would do. In all seriousness though, we clearly laid out ground rules in advance and based those rules on discussion.

Second: A clear vision exists as to what the partnership will do and how it will support the needs of all parties concerned. So, clear vision and needs. An example that *didn't* work for me was our Town and Gown Committee. This was an arts committee that was formed by the college. But it was never fully successful because we did not define what its mission was. Now, we are

merging the committee into the Greater Columbus Arts Council and we are becoming a member of that group, which has a clearly defined vision and is doing good work. We went from the initiator to the collaborator but the vision and needs are now met.

Third: The value and resources of each partner are recognized. An example is the Community Extension Center in Columbus run by our Department of African-American and African Studies. It is located in a building that Ohio State owns in a predominately African-American section of town. It is a perfect opportunity for our students to gain experience in service-learning and for the community to learn about Ohio State. We recognize the resource contribution of each party. Ohio State has the building and the people of the community are right there.

Fourth: The structure of the partnership's power has been clearly defined for all partners. That does not mean all partners are equal and thus there can be some tension. Recently, for example, we built a building to house portions of the Department of Chemistry and Biochemistry and the Department of Chemical and Biochemical Engineering at Ohio State. For that building, the deans clearly agreed on the partnership between the colleges of Arts and Sciences and Engineering but the department chairs did not always see eye to eye. We had to intervene a number of times but in the end everyone saw it as a win-win.

Fifth: Partners need to clarify their own aims and objectives. The Community Extension Center, that I just mentioned, had some struggles a few years ago because the community and the university hadn't each clarified objectives. But then we are able to resolve our differences.

Finally, I am going to talk about values. Values are just as important as principles, if not more so. This will sound like things we teach children, but I think they are important to remember here.

First: Respect for each other. Partnerships will not succeed if all do not feel valued. A great partnership we just had recently was with Ballet Met, which is a Columbus professional ballet troop, and our Dance Department. Each saw the value in the other.

Second: Learn from each other. As was commented earlier by Chris, I've come to the CCAS annual meeting for eleven years in a row. Why do I make it a priority to attend? Because I learn from you as fellow deans and, hopefully, you learn from me.

Third, Be curious. How do you learn? You are curious. You only learn if you ask questions. My email to you is an example of that and as a result I learned about thirty-five great partnerships.

Fourth: Be flexible. As Jaime highlighted this morning, you should be flexible and iterate. One size does not fit all. You have to be willing to change. To use his example, the classroom of the future may look like one thing today, but tomorrow it will look different, and the day after it will be different again. I used Jaime's example here instead of the one I had prepared because his was so much better. This is another example of partnership; I borrowed from his talk!

Fifth: Meet each other on common ground. This is very important. If I say to someone that we should partner because I'm with THE Ohio State University, for instance, that is probably a non-starter.

To draw to a close, I would not be a good professor if I did not give you some homework. What partnerships have you created? Talk to your tablemates or others when you get the opportunity later during a break about some of their partnerships. What are some of the partnerships you

could create? Those could lead to talks here next year. Think about what you could do over the next year with these partnership opportunities. Jaime gave you some examples; I gave you some examples today. Talk to your peers. Get ideas. Email. Use the list serve. And then present them at the CCAS meeting in Chicago next year.

Finally, thank you for your time. I hope my remarks were helpful. And, thank you for electing me President. I had a great year as did CCAS. Thank you all for coming today.