



# NEWSLETTER

Council of Colleges of Arts and Sciences

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Mary Hancock-Niemic, Editor

## Highlights from the 2003 CCAS Annual Meeting in Orlando

The Annual Meeting held in Orlando this year, provided an opportunity for our members to mingle and network while enjoying the great Florida weather. The evening receptions and the Thursday luncheon were held pool side to take advantage of the beautiful surroundings at the Hilton at the Walt Disney World Resort.

There were 28 case study groups, numerous workshops, and committee meetings giving all who attended a chance to exchange ideas, gain new insights to educational concerns, and participate in CCAS activities. In addition, it provided an opportunity to meet old friends and make new ones.

This year we did something different. We took pictures of the members in various activities and meetings. We would like to thank Andy Niemic, husband of editor Mary Hancock-Niemic, for his time and talent taking over 240 pictures of the Annual Meeting.



CCAS Registration Desk (left to right): Mary Hancock-Niemic, Andy Niemic, and Sheila Dean (Temp).

We hope to put all the photos online for our members to view in the near future. Please check the CCAS web site from time to time for notification of when the photos will be available. <http://www.ccas.net>

In addition pictures of the membership, for the first time we have photos of the newly elected Board of Directors. On page 3, we are pleased to introduce you to the 2003-2004 CCAS Board. You may want to clip this page and keep it with your Membership Directory.

For those of you who were unable to attend, we are reproducing the Thursday luncheon keynote address by Lee Edwards, University of Massachusetts at Amherst. Her topic, *Education and its Discontent*, is particularly relevant as education faces more scrutiny.

### EDUCATION & ITS DISCONTENTS

I chose to title this talk “Education and Its Discontents,” not because – you’ll be happy to know – I wanted to make any Freudian points – or jokes – but because, unfortunately, it is a title that is good for all seasons. It may well be, as Socrates declared, that the unexamined life is not worth living. And yet, in every wind and weather, discontent and education live in close proximity. Education, indeed, seems designed to foster at least a local discontent rather than an easy satisfaction with things as they are. Things as they are, in turn, are often discontent with education’s discontent. On the other hand, maybe it would be better to allude to E.M. Forster rather than to Freud and simply call this talk “Two Cheers for Education,” as he raised Two Cheers for Democracy. I have a friend who said, on hearing that I’d be standing here before you, that at whatever costs I should be funny. Unfortunately, like Polonius, I can only promise that I shall be brief.

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## New Hires Survey Online and Available on CD

Every year for the past several years, the CCAS office has sent out the New Hires Survey to its membership. The purpose of this survey is to compile a guide that provides information on salaries and costs associated with hiring new faculty members from around the country.

The data in the New Hires Survey are provided raw in a Microsoft Excel spreadsheet; that is, no statistics have been generated nor analyses performed from the data. The New Hires Survey is broken down into geographic regions, types of institution as well as Carnegie classifications, making it easy to use.

Each participating college has been sent a letter with instructions on how to access the online file. In addition, they will be receiving the data on a CD through the mail.

Only those colleges who have participated in the New Hires Survey will be receiving the letter for online access and the CD. For example, if a member institution has several member colleges but only one college contributes to the survey, only that participating college will receive it. For this reason, the CCAS office has made additional CDs of the New Hires Survey available for the nominal cost of \$10.00 each.

If you would like your own copy of the Excel file on CD for your college, please fill out the form on this page and return it with a check made out to CCAS for \$10. Please note that we cannot accept credit or payment cards at this time. In addition, for this small amount, we cannot invoice.

If you have questions, please contact the CCAS office. ○

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	\$170.00
100 - 299	\$255.00
300 - 499	\$345.00
500 - 749	\$430.00
750+	\$520.00

### The CCAS Staff

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**FBI: 42-6122857**

### Advertisements

Advertisements must be received by the 15th of the month **prior** to publication (e.g., Aug. 15th for the Sept/Oct 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.

## CCAS 2003-2004 New Hires Survey on CD

### Council of Colleges of Arts and Sciences

College of Liberal Arts and Sciences • Arizona State University  
 PO Box 873108 • Tempe, AZ 85287-3108

Please send me the 2003-2004 New Hires Survey CD. I am enclosing a check made payable to CCAS.

I am requesting \_\_\_\_\_ CD(s) at \$10/each for a total of \$ \_\_\_\_\_

Name \_\_\_\_\_

Institution \_\_\_\_\_

Unit \_\_\_\_\_

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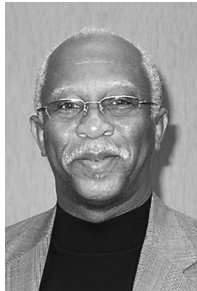
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# 2003-2004 CCAS Officers & Board Members

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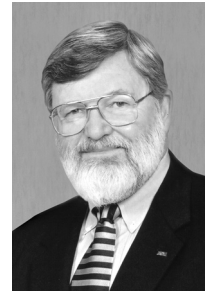
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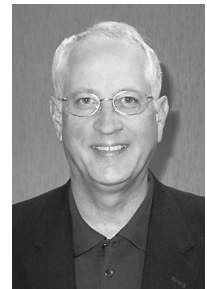
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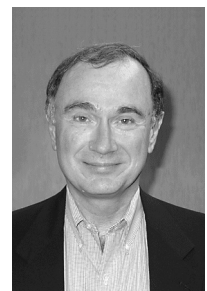
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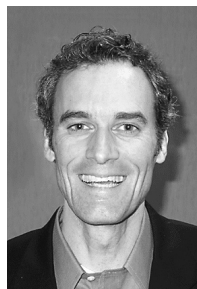


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## Changing of the Guard

**Dr. Ellene Contis**, Associate Academic Dean, Eastern Michigan University, to Assistant Vice President for Academic Administrative Serves.

**Dr. R. Bruce Dunlap**, Professor, Dept. of Chemistry and Biochemistry, University of South Carolina, to Dean, College of Arts and Sciences, Florida International University.

To have your changes included in the next newsletter, send, fax, or email them to the CCAS office. See page 2 of this newsletter for contact information. ○

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We live in a mean and nervous time. In the country, on the planet, it's hard to think of a plane crash or a falling stock without thinking of a conspiracy. As we walk about our communities or campuses, going about our daily lives in the streets or in the classroom, we carry with us – naggingly, consciously – the knowledge of our own fragility, the certainty that we need to be prudent and that prudence can't protect us from insanity or violence. Nor, it seems can education. The former CEOs at Anderson Accounting and Enron and Putnam Financial, I am sure, all have degrees to hang upon their walls. Would it matter to the course of current events if George W. Bush had attended more or differently to his studies as an undergraduate at Yale (or, for that matter, if Hitler had been accepted into art school)? Did the fact that the late Paul Wellstone was a teacher, a professor, influence his politics? And, in any of these instances, how does one take account of such possibilities without crudely assigning virtue and veritas to positions that are just political and partisan?

More locally, it is clear that the job of deaning is not getting easier or purer. Jokes about the difficulty of cleaning deans aside, I think all of us know too many people lost to the position because they simply got tired of the fray, of constantly sailing too close to too many winds. Too many provosts in too little time. Too many Stakhanovite admonitions to do more with less. Too many difficulties separating educational mission from political expedience or pandering in fields that span a broad spectrum that includes area and language studies, as well as scientific and technical research.

In addition, it is also clearly true that education itself is not immune from the values of the market place, as the following vignette from J. M. Coetzee's newest book, *Elizabeth Costello*, suggests. In the scene, the title character – Elizabeth Costello, a successful and celebrated novelist – and one Professor Peter Godwin, teacher of English, are having a conversation.

“This is a secular age,” Godwin asserts. “You cannot turn back the clock. You cannot condemn an institution

for moving with the times.”

Costello asks: “By an institution you mean the university?”

“Yes,” says Godwin, “but specifically faculties of humanities, which remain the core of any university.”

“The humanities the core of the university,” Costello muses, thinking “she may be an outsider, but if she were asked to name the core of the university today, its core discipline, she would say it was moneymaking.”

Nonetheless, I and, I think, many of us in this room went to college and chose a life in the academy out of a perhaps naïve and however unconsciously Kantian belief that the university was a place of rationality and reason. This, in contrast, to the ethos of my family of origin whom I love dearly but all of whose members tend to resort, in tight places, to squaring their shoulders and shouting down the table: “How can you argue with me when I know I'm right?” At a recent meeting with one of my departments, a faculty member squared his shoulders, looked at me across the table, and asked exactly that.

H.G. Wells complained, as Europe unraveled in the period between World Wars, that there appeared to have been no point in having given women voting rights, since now that we could vote – and did – the world was still going to hell in a hand basket. Analogously, if higher education for a broad spectrum of American society doesn't seem to have produced a rational universe at home or made us a force for Edenic happiness and pleasure elsewhere in the world, is it as useless a notion as Wells thought the franchise was? Can we say only, at best, that women voting haven't actually been proven to make things worse and that, long before post-modernity, half of humanity was always already unhappy in Eden. Even if the expulsion from the Garden, which was, after all, the entry into knowledge, didn't usher in a reign of universal rationality, it doesn't seem possible to un-eat the apple. I digress, but I think you get my point, which is to suggest that discontent is the unconscious underside of education – driving desire for it and hedges around it, imposing shapes and structures on it – and to suggest also that this country at this present moment has never been more in need of two cheers on its behalf.

Like the idea of universal suffrage – suffrage based on citizenship or even residency and on a shared participation in the community of human beings, rather than on property, wealth, or hereditary caste – the idea that there should be universal access to education is of relatively recent origin. In America, there are several convenient prototypes for talking about this expansion of educational access and offerings. Two are institutional. They are the late 19th and early

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## 2004 CCAS Meeting and Seminar Schedule

### JANUARY

January 3 – 5

**Board of Directors Meeting**  
San Antonio, Texas

### APRIL

April 1 – 2

**CCAS Deans' Seminar**  
Wyndham City Center  
Washington D.C.

April 24 – 25

**Board of Directors Meeting**  
Tempe, Arizona

### JULY

July 15 – 17

**CCAS Seminar for Department Chairs**  
Sheraton West Port Hotel Lakeside Chalet  
St. Louis, Missouri

July 18 – 21

**CCAS Seminar for New Deans**  
Sheraton West Port Hotel Lakeside Chalet  
St. Louis, Missouri

### SEPTEMBER

September 19 – 21

**CCAS Seminar on Effective Collaboration  
in Teacher Preparation**  
Embassy Suites Hotel Downtown  
Denver, Colorado

September 25 – 28

**Deans and Development**  
Westward Look Resort  
Tucson, Arizona

### NOVEMBER

November 10 – 13

**CCAS Annual Meeting**  
Hyatt Regency San Antonio on the Riverwalk  
San Antonio, Texas

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20th-century networks of state Normal Colleges for the education of teachers and Land-Grant universities for the education, specifically, of students described specifically as artisans and mechanics. The third is a non-institutional governmental initiative – the GI Bill of Rights, enacted into law during the Second World War. Collectively, over the course of more than a century, these developments engaged mass society with higher education for, I believe, the first time in the history of the world.

Each of these developments clearly builds on, but also challenges and changes, an older idea and traditional ideal of a university as a place for the education and socialization of a class of hereditary elites. The brainchild of Justin Smith Morrill of Vermont, the land grant university is an expression of Morrill's belief that it was fundamentally necessary "to offer an opportunity in every state for a liberal and larger education, not merely to those destined to sedentary professions, but to those much needing higher instruction for the world's business, for the industrial pursuits, and professions of life." This belief found expression in the Morrill Act of 1862, which was signed into law by President Abraham Lincoln at a moment when the future of the American republic and the outcome of its unprecedented – however flawed and incomplete – experiment in the possibilities of democracy was very much in doubt. Actually, the land grant university was *enabled* by the Civil War, since those states most opposed to its educational vision and social aspirations were in the process of trying to secede from the Union and, hence, didn't vote, while many of the representatives from the remaining states who *did* vote – and did vote in favor of the Bill -- did so in support mainly of its provisions in favor of the new universities offering military training.

Morrill himself, however, was clearly interested in more than militarism. In his view, the rural farmers and urban artisans whom he envisioned as the sources of the new universities' composite student body were in danger of being excluded from civic power and participation by the developments of the Industrial Revolution with its tendency to accumulate vast amounts of money – and along with money, influence – in the hands of single individuals and private corporations. Still sounds familiar, doesn't it? Morrill found himself and at least some of those who voted with him voted as they did out of a conviction that a middle class needed to be created, sustained, and educated in order to resist in America the tendency to oligarchy.

Like the Morrill Act, the G.I. Bill of Rights, officially known as the Serviceman's Readjustment Act of

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1944 also has its roots in War, its passage in irony, and its consequences in profound social alteration. Proposed and drafted by the American Legion (which chartered a plane to fly the deciding vote from Florida to Washington) and ardently supported by William Randolph Hearst, the Bill called for the federal government to subsidize the cost of veterans' tuition, fees, books, and educational materials and contribute, as well, to their living expenses while attending college. Veterans were free to attend the educational institution of their choice, and colleges, in turn, were free to admit those veterans who met their admissions requirements. Prior to its passage, detractors – who included the presidents of several elite colleges – argued that paying the educational expenses of veterans would bankrupt the government, lead to irremediable overcrowding on college campuses, and wreak havoc on educational standards by overrunning classrooms with students unprepared for the rigors of higher learning.

The campuses *were* crowded. Traditional dormitories gave way to Quonset huts, decommissioned barracks, and row on row of prefabricated housing. In 1947, slightly more than 49% of all American undergraduates were veterans. Classrooms, laboratories, and facilities expanded. Not only did the government spend billions of dollars without showing signs of going bankrupt, but a vast economic engine began to warm up and get ready to drive the country into prosperity. The fear, however, that connects government spending on education with the fear of governmental bankruptcy still persists, as does the concern that a more open and socially equitable admission and support process will lower the academy's intellectual ceiling.

Despite these fears, enormous changes – in access, in financing, in curriculum, in the nature of student bodies and the professoriate, in the location of institutions of higher education – have been wrought in the country in the wake of the kinds of expansions enabled, in part, by the Morrill Act and the GI Bill. As a result, an unprecedented number and percentage of the country's population has had exposure to some kind of liberal arts education, frequently to fulfill requirements variously labeled as Core, General Education of Distribution. At the same time, the vocations for which higher education served as either training or social prerequisite also expanded at an unprecedented rate. Higher education, even in institutions committed to the liberal arts and sciences came to include courses of study that were obviously vocational or that served to prepare students to undertake such courses of study in the future in pursuit of graduate or professional degrees. Fueled by an ethos of democratization, higher education became much more directly implicated in the creation of a national workforce and the management of almost every other socially

important institution in the country. At the present moment, I think it is fair to say, higher education as it is presently organized in the United States, whether that education is offered by the state or by the private sector, whether its bedrock is secular or religious, is overwhelmingly and officially committed to admitting and educating students without prejudices pointed at the students' wealth or social status.

Clearly, this commitment works imperfectly, at best and, currently, it is showing signs of fraying altogether. A student loan and a trust fund are manifestly not identical. Parents or scholarships not based on economic need support some students, while others must rely on their own paid labor or go deeply into debt to provide funds to pay the bills, even as escalating tuition costs and fee increases have made it virtually impossible for students truly to work their own way through college. Nonetheless, it is important to realize and support this commitment – and urge its realization closer to, not farther from perfection – precisely because the compact IS so fundamentally different from that offered by either the older universities – organized along lines that replicated and guaranteed social stratification – or the emerging narrowly proprietary for-profit institutions. In addition – and particularly in the absence, really, of any other competing social institutions – military service and imprisonment are the only two alternatives that I can think of – institutions of higher education offer the largest, most legitimate, and most hopeful opportunity for students – especially of the age of traditional undergraduates – to move in some combination of literalness and imagination beyond the confines of their immediate neighborhoods and test themselves against measures – personal, as well as intellectual – that don't spring simply from the traditional assumptions of their local clans.

The genius of this system is not invested in any particular curriculum and still less in any particular conclusion. Precisely on the contrary, the genius of this system rests in its capacity to help us live with ambiguity and conflict. To the extent that we can truly understand that in human life and social intercourse what you see is limited by where you stand, that interpretations – and even facts – vary with time and circumstance, that what is taken-for-granted and natural in one time or place is questioned and contested in another, we become prepared to admit that someone will always be there to argue with us when we're most sure we're right. And we're able to live -- in peace, if not always in harmony -- inside the argument

The expansion of access to higher education that I have been tracing in this talk, is rooted, I believe, in democratic values and in the assumption that democracy requires an educated citizenry not so much

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**A dozen (or so) questions we all should be asking about higher education and the business of deaning****Presidential Address to CCAS on November 13, 2003****Geoffrey Feiss**

I have worried about this speech ever since Holly Smith, I think it was, called me a couple of years ago to tell me that I had been nominated president. I have been attending CCAS meetings for nearly a decade and have always been impressed by the quality of the remarks and the insights of the presidents. So, like any over-achiever suffering from his due quota of imposter syndrome, I have worried. Then, it occurred to me that with my moving to the provost's office, in the tradition of CCAS's drumming its errant presidents out of office, I might escape. But, Roosevelt was far too vigilant to let a spot on the program slip so easily away.

Then, I relaxed. Those of you who were in San Francisco may recall that Lee Edwards, our esteemed president in 2002, could not attend at the last minute. Lacking Roosevelt's firm hand, I simply decided not to have a Presidential address. When I read the evaluations of the meeting last year, some 8% of the respondents rated her speech as good or very good. So I guess that means your standards may not be that high. But, on second thought, maybe I should worry because an alternative explanation is that you will find no remarks to be preferable to even the best.

My strategy, over the past few months, as I realized that this address would inevitably occur, has been to jot down lots of little notes to myself of possible subjects that might be of some interest to you. I ended up with a random list of queries – some of whose

answers are self-evident, some not. Not knowing what to do with this assortment of stochastic thoughts, I decided to punt. I have woven then into this talk -- an academic miscellany of ideas, a menagerie of worries, a chrestomathy of questions.

So, I have fourteen questions to pose. I tried to come up with twenty questions in honor of the old quiz show that I listened to as a kid. But in the spirit of the times, we've had a 30% cut in our budget.

*Question #1: When did higher education become a private good as opposed to a public one?*

When my college was founded in 1693 and for at least 100 years thereafter, the role of our few dozen provincial colleges was primarily to train the spiritual leaders of the colonies' churches and to attend to the moral needs of those living in lands distant from Europe. With the Revolution, this view began a slow evolution toward a mission that might be seen as aligning with the sense of our founding fathers that we must create a well-educated citizenry to fulfill the leadership requirements of a young, democratic republic. We were to instill in our students the gift of civic virtue. By the beginning of the final third of the 19<sup>th</sup> century, American colleges had added the role of providing the technological and practical skills required of a growing industrial and agricultural nation – mostly via that most marvelous legacy of the Civil War, the land grant college.

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**The CCAS ListServ Service****Deans Communicating and Networking Electronically**

CCAS maintains a listserv for its members to network and discuss issues of importance to them. For those of you who are unfamiliar with a listserv, it is a software program that keeps of list of participants and allows them to communicate with each other. It uses email to allow its "subscribers" (members) to ask questions, provide answers, start discussions, and, in general, "talk" to all the subscribers on the list at the same time. For example, you can ask a question by sending it to the listserv and the listserv will distribute your question to everyone on the list simultaneously.

Because the listserv uses email, messages are sent only to the subscribers on the list. In essence, it becomes a closed discussion group of people with similar interests.

CCAS maintains two listserv lists: ASU and Yahoo. The ASU list is for CCAS member deans, assistant deans, and associate deans. This listserv is more restrictive in that it does not allow job announcements, surveys, or posting of files for the other subscribers to download. It is strictly for discussion.

The Yahoo listserv is also for members, but also allows non-member deans, assistant deans, and associate deans of all colleges, not just arts and sciences, to join the list. Subscribers can send job announcements, conduct surveys, and post files for others to download. It is less restrictive than the ASU listserv.

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By the mid-1870's, we begin to blend a growing commitment to research and professional education in the Germanic model and, with all that filthy lucre from the Mellon, Stanford, Rockefeller, Duke, Vanderbilt, Carnegie, and other way-too-rich families, the American research university was born. The 20<sup>th</sup> century American university as we know it was really formed by WW II and came to focus on building the intellectual foundations for a modern, internationalist, market economy in a world at risk from tyranny and non-democratic forces. Normal schools became teacher colleges and morphed to regional universities – many now indistinguishable from their more venerable brethren. Whether it was the founding of the NSF and the NIH or the passage of the GI Bill, the NDEA, or the federal government's increasing involvement in student financial aid, the federal government increasingly stepped in where states and private entities had been in control. Higher education is now a strategic asset; the foundation of the post-industrial, knowledge-based economy; and a very expensive venture to operate.

The critical thing is that all these visions of the role of the college or university spoke to the social benefit of creating a well-educated class of college and professional school graduates – be they destined for careers in spiritual guidance, political leadership, engineering or to become teachers to educate the citizenry, scientists, lawyers, doctors or nurses, artists, captains of industry, diplomatic functionaries, or, God forbid, professors. In all cases, institutions of higher education were called upon to serve society by providing what society could not provide for itself – highly trained, well-educated, creative and curious, virtuous (in the classic sense of civic virtue) citizens. True, the individual recipients of this higher learning benefited – often by prestige, wealth, status, or comfort – but such is the nature of social organization. Those who provide the critical needs and wants of the whole often thrive and are generously rewarded for their contributions to the community.

I am not an economist, but my limited understanding of this view of higher education is that this would see our work as producing public goods as contrasted to private goods. Private goods have an owner. Private goods benefit the individual and, often, ownership is exclusive. If I own my house, it is mine and you can't live there. There are obvious buyers and sellers of private goods and the price mechanism works through open markets. Public goods, on the other hand, benefit us all. Clean, potable, public water supplies or municipal fire departments protect the health and well-being of everyone – whether he or she contributed to the provision of the good or not. My benefiting from this good is not necessarily decreased by your enjoyment of the same good.

Public goods generally can only be adequately provided by public actors. Consider a private goods, example. If I am a house-builder, it is to my benefit to modulate scarcity to a certain degree as it assures a high demand and a high price. If I am trying to provide public goods like clean water to prevent the outbreak of cholera or dysentery, it does the individual no good to limit water only to those who can afford to pay. If I want to prevent catastrophic fires from burning my home to the ground, it does no good to restrict access to fire protection only to those who can afford to pay.

Obviously, higher education in its roles of preparing engineers, scientists, lawyers, accountants, teachers, poets, or physicians is serving the common benefit and thus is one of many public goods. Economists tell us that public goods will only be provided by collective action – by political will. But, if we say that the only beneficiary of higher education is the individual – through higher lifetime earnings as we all so commonly boast – then it becomes a private good and private actors can be relied upon to provide the service. Herein lies one of our problems. The state or federal government can readily shed itself of responsibility in competition with more politically powerful interests because we all “now agree” that the true beneficiary of higher education is the recipient, the individual and not the collective. Of course, I disagree entirely, but I vote in Virginia – a notorious low-tax state and higher education as a private good plays perfectly into the hands of the anti-tax purists.

*Question #2: When did we (deans) turn over the authority for many matters that define the quality of academic life to non-academic professionals like our friends and colleagues in student affairs, admissions, rec sports, the registrar's office?*

Fred Kluge spoke to this matter last year in his remarks to our meeting in San Francisco, later published in the *Chronicle*. Fred spoke humorously and well about Kamp Kenyon – a place where students are made to feel good first; a place where being not only physically but also mentally safe from confronting and dealing with hard facts or unpopular ideas is a positive; a place where we pledge to keep our students in their comfort zone, whatever that is. This degrades our institutions into Jacuzzi U. Places which spend more money on fitness centers, food service galleria, and climbing walls than we do on dance studios, classrooms, or libraries.

Another observer of life on campus, Mike Flusche of Syracuse University, speaks of the intentional campus – a campus where everything we do speaks to our mission as an institution of higher education and where every

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## Reminder to Update CCAS Membership Decanal Information As It Happens

The 2003-2004 Membership Directory has been printed and sent out to the CCAS members. However, changes in decanal staff are always taking place in our member institutions and should be sent to the CCAS as soon as possible.

Although the changes won't be reflected in the current Membership Directory, it is very important to let the CCAS office know when a change takes place so we can update our database. Otherwise, mailings such as the newsletter, registration forms for seminars, workshops, and the annual meeting, may never reach the intended new dean, associate dean, or assistant dean. In addition, the person will not have access to CCAS "members-only" services such as the listserv, and new hires survey. Also, CCAS must set up the new person with a temporary password to gain access to the Members Only portion of the CCAS web site.

When a change occurs, please notify the CCAS office as soon as you can. Please do not wait until the 2004-2005 Membership Directory information forms are sent out in the spring of next year. Although this acts as a reminder and gives you another opportunity to update your decanal staff information, the new person to the decanal staff has missed out on CCAS benefits in the meantime.

Once the Membership Directory forms are sent to you next year, please review them and make any changes that are needed. Then fax or send the forms back to the CCAS in a timely manner.

*Please note that even if you do not have any changes, it is necessary to mark the decanal information as correct and return the forms to the CCAS office before the indicated deadline.*

Despite several reminders that are sent to member institutions before the Membership Directory is sent to the printing company, there are some that still do not respond by the deadline. When this occurs, only the institution, college, and mailing

address information is included in the Membership Directory. This means decanal information that cannot be verified – even if it has not changed from the previous year – is not included.

In order to avoid having your decanal information omitted from the

upcoming 2004-2005 Membership Directory, please respond to the decanal information confirmation forms that you will receive next spring well before the deadline.

And remember to send decanal changes to the CCAS office as they occur. Thank you. ○



## Provost and Dean of the College

The Citadel, the Military College of South Carolina, invites applications and nominations for the position of Provost/Dean of the College.

Founded in 1842 and located on a 130-acre campus in historic Charleston, The Citadel is one of thirteen public, senior institutions within the South Carolina state system of higher education. It is a fully accredited, comprehensive, coeducational college offering undergraduate and graduate degrees through the Schools of Business, Education, Engineering, Humanities and Social Sciences, and Science and Mathematics. Through a full-time faculty of 155, the College provides academic programs leading to the B.A., B.S., M.A., M.A.E., M.A.T., M.B.A., M.Ed., M.S., and Ed.S. degrees. In the current *Best Colleges* ratings published by *U.S. News & World Report*, The Citadel is ranked third in its category.

The Citadel's primary purpose is to educate undergraduates as members of the South Carolina Corps of Cadets and to prepare them for postgraduate positions of leadership through academic programs of recognized excellence supported by the best features of a structured military environment. The military lifestyle supports the growth and development of intellect, character, physical fitness, and moral and spiritual principles. The Corps of Cadets, all of whom live on campus, includes nearly 2,000 undergraduates drawn from almost every state in the union and thirteen foreign countries. The College of Graduate and Professional Studies fulfills a complementary purpose by serving 2,300 citizens of the region and the state through undergraduate and graduate degree programs and a broad range of professional development opportunities.

As the chief academic officer of a teaching institution, the Provost/Dean of the College provides leadership in all academic areas, including curriculum, instruction, research and other scholarly activity, accreditation, public service, and information technology. He or she ensures the primacy of academics in the College while respecting its military traditions and understanding how the military environment supports the education of the whole person.

The Provost/Dean of the College reports directly to the President and acts as the chief executive of The Citadel in his absence. He or she has responsibility for planning academic budgets and collaborating with the President and others in legislative relations and fund-raising. In addition, he or she coordinates institutional-level decisions and policies involving planning, personnel, finance, facilities, communications, and cadet/student activities before they are acted upon by the President. Detailed information about The Citadel may be found on the college's website (<http://citadel.edu>) and in the current SACS Reaffirmation Compliance Audit (<http://citadel.edu/sacs/>).

The successful candidate will hold a Ph.D. or other terminal degree, have a strong record of teaching and scholarly achievement, and possess at least four years of successful experience in senior-level academic leadership, preferably at a public institution of higher education.

Review of applications and nominations will begin on December 1, 2003, and will continue until an appointment is made. Requests for further information may be addressed to Al Finch at [al.finch@citadel.edu](mailto:al.finch@citadel.edu) or 843/953-7477.

Nominations and applications, which should include a resume and a letter explaining relevant experience, should be addressed in total confidence to: Al Finch, Chair, Provost Search Committee, The Citadel, 171 Moultrie Street, Charleston, South Carolina 29409.

Please reference position #F03-31CCAS in your application materials. **Application deadline: Until Filled. NOTE: UNTIL FILLED MEANS THAT APPLICATIONS WILL BE RECEIVED UNTIL THE POSITION IS FILLED AND/OR A SUFFICIENT NUMBER OF APPLICATIONS ARE RECEIVED.** (006272)

The Citadel is an affirmative action/equal opportunity employer, dedicated to multi-cultural diversity in campus and leadership positions.



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activity is a potential learning experience or teachable moment. Is there a controversy on campus about new sky-boxes for the football stadium, about the design of the new dorm (when did dorms become residence halls, anyway – why replace a good one-syllable word with four?), about hate speech, about on-line course evaluations – why can't each become an intentional learning experience?

What does it say about us as institutions dedicated to higher education when we allow athletics, the Greek life coordinator (I always have a picture in my mind of a young man in a toga?), or the PR office to trump academic priorities, to define our image, or to drive curricula? The tension between faculty and administrators is as old as universities – indeed as old as Socrates taking hemlock. What isn't as old are the pre-emptive actions of nervous spin-meisters on campus who have the ear of the president or of alumni in sweatsuits who oppose academic standards that might threaten their playgrounds.

Maybe things were better when senior faculty who had run out of research ideas were shunted off to become the registrar or the dean of students or the dean of admissions. At least, these offices had people in them who understood the values and practices of the academy. Professionalization of higher ed administration (and we give lots of PhD's in Higher Education Administration to people who have never been in front of a class in their lives) is a mixed blessing indeed. How do we regain control?

*Question #3: When did every private Research I decide to be Harvard; every liberal arts college to be Williams; and every public university, Berkeley?*

I won't pick on anyone, yet; but when Big State U. decides to be in the top ten I am always struck by the fact that they do not tell us which of the current top ten they intend to displace. Ambition itself is not all bad, but the inherent competitiveness of this exercise is, I believe, one of the contributors to mission creep – along with that most insidious of all factors: presidential ambition. And, the first constituency to suffer, in my experience, are the undergraduates. It is almost as if they become higher education's bleacher hogs who pay increasingly higher and higher prices for the same old, bad seats and hot dogs in order that the sky boxes can have air conditioning and champagne.

Let me give an example. The last three days, I was at the annual fall meeting of the SURA Board. Some of you know SURA; some are members. SURA is a consortium of some 60 or so southern research universities, stretching the definition of southern as it includes institutions from Delaware to Texas (and one in Massachusetts -- to the eternal consternation of

Daniel Webster, I imagine). It manages DOE's Thomas Jefferson national accelerator lab in Newport News. Many of us in the southeast benefited from SURAnet that allowed us to connect with the internet early on. They manage the Abilene network which supports Internet 2. This is a serious operation. We were hosted at a major research university, indeed a state flagship university at which I think almost all of us would be grateful to work. I will call it XSU. XSU has an ambitious, dynamic, energetic, smart, creative, and young president. Did I mention that he was ambitious? He and his staff were gracious and warm hosts and did what we all do when we have such opportunities – he show-cased his university to the representatives of some thirty or so institutions that he had as captives on his campus. This is part of the job; we all do it. I expect that there are more than a few in this room who have been subjected to my own subdued PR blitz at W&M – the one that mentions George Washington, Thomas Jefferson, et al. See, I just did it again.

We were handed a very flashy ten-or-so page multicolor, glossy piece complete with a CD of sights and sounds of XSU and a "personal" welcome from the president. So far, so good. A little pricey, a bit over the top, but well within the bounds of normal taste for such self-promoting items. I would even have brought it and held it up, but I expect the rather garish color of the cover would have allowed some of the more savvy of you sitting near the front to guess who XSU is.

Now this handsome promotional piece defines the president's ambition -- did I say he was ambitious? – that his university become a "National Flagship" by 2010. He highlights recent events and progress, describes their aspirational peers, sets a bold vision in research and economic development, targets selected graduate programs (especially ones where there will be a big payoff in prestige and external funds). The piece is not quite silent on undergraduate education (it comes third after R&D and graduate education and just before facilities and campus life -- this latter seeming to be mostly about cyber cafes, post-graduate opportunities in high-growth industries, and athletics). There is a commendable discussion of diversity, but when this agenda finally, in my mind, does turn to pre-baccalaureate students, it is in the context of those old performance measure bugaboos: selectivity, retention, graduation rate. There is no mention of the liberal arts and sciences, of art or theater, philosophy or rhetoric, languages or political science – it is as if 80% of the liberal arts core were fluff or uninteresting or, worse, even a tad embarrassing and old-fashioned for XSU's ambitious future.

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I didn't read every word, I confess, but in several scans I failed to see such familiar words as: teaching, learning, undergraduate research, mentoring, first-year experience, study abroad. There was the following, quite puzzling item in the final section, the "Call to Action." Under "Efficiencies," right after describing XSU's success in privatizing many services, after commending the self-sufficiency of its athletic programs and the provision of new study spaces for its athletes, after describing its new power plant, the agenda has two odd items. It says (and I quote):

1. XSU is ranked among the top 30 four-year universities in enrollment, providing advantages in terms of economies of scale. Lack of resources limits course sections and laboratory renovations, but enrollment management and facilities planning permits the University to optimize existing space.
2. XSU balances the number of students per class versus the quality of instruction that can be offered to a class of a given size.

I think they are saying that they lack resources for high quality undergraduate education, but plan to manage that.

What price ambition? What would be wrong with being second (or third or fourth) tier if that is what the community or region needs. Are we entering a kind of zero-sum competition where we will move around the most talented generators of external funding from institution to institution using a star system that in the end adds little to the national sum of research, economic development, or intellectual capital formation. Is this the university equivalent of states bidding against one another for the newest Toyota assembly plant?

It is safe to say that any urban institution in a mid-sized city that is serving non-traditional and first-generation college-goers is not going to be top ten, or top thirty. So what? Whose problem is it if your school is not in the top ten? Embedded in this discourse are a multitude of racist, classist, elitist, and downright undemocratic assumptions that drive many well-meaning people to waste vast amounts of time and verbiage to little profit. We exist to serve our students. Our students come from a vast assortment of cultural milieus with a range of needs and personal goals. It is tragic when institutional aspirations cloud our ability to serve them and undermine or devalue our faculty's sense of pride in the important work they do.

*Question #4: Why is higher education increasingly being held to a consumerist model that says we are responsible for things we cannot control – like the inability of post-adolescents to act like responsible adults? Where did this come from, this idea that I am paying for this education and so you had better deliver it – pronto and painlessly?*

To some extent, I suppose this is a consequence of the hierarchical nature of education which somehow gets corrupted into a pay-for-service relationship. It seems eerie to me that where once the conservatives lambasted the liberals for saying that criminals weren't responsible for their actions if the roots of their antisocial behaviors were in poverty or other social pathologies, now hold that students bear no responsibility when they don't learn. No Child Left Behind – or as one of my colleagues likes to say, "Or is this No Child's Right Behind" – would seem to feed or perhaps be the product of an idea that students are passive vessels (my word processor made that passive vassals, the first go around – an interesting slip), infinitely malleable and perfectible. Aside from the fact that getting our students to the state of perfection is a Christian heresy unlikely to please most social conservatives, do we really believe that if only the schools and their shiftless teachers would get to work, every student would read, write, decline Latin nouns, and solve second order non-linear differential equations?

I wonder why those of us in education are held to a different standard of expectations than others in the people business. If the student is our customer then is the parishioner the priest's customer; a PFC, the Army's; a corpse, the embalmers? Can a believer sue his minister if his prayers are not answered? Could a recruit take legal action against his drill sergeant because of lowered self-esteem that led him to excessive consumption of alcohol?

All kidding aside, the real tragedy of this corruption of the teacher/student relationship into a pseudo-mercantile one is that it violates a transformist view of education – the sense that we take immature and jejune young people and challenge them to become something better. We don't mold them like clay; we're not manufacturers. Nor are we hoteliers, social directors, or personal fitness trainers. We build and sustain environments for change and then guide, cajole, encourage, browbeat, drive young men and women to achieve their best. We certainly have deep obligations to our students, but we do not bear full responsibility for their performance. Alexander Astin has argued and I think convincingly demonstrated that the most important influence on student learning is peer culture. In other words, the student-consumers who fail to achieve their goals have only themselves to blame.

I would suggest that when the first successful suit is brought against a priest or rabbi by a congregant who fails admission to heaven, we will accept full responsibility for our students' failure to get into Law School.

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*Question #5: When did we begin to sell higher education as the key to personal financial success rather than the essential ingredient of a life well-lived?*

This one goes back to my very first point about private vs. public goods. The charter of my college, written in 1693, proposed the creation of a college “[so] that the youth may be piously educated in good letters and manners...” It created “...a certain place of universal study, or perpetual college of Divinity, Philosophy, Languages, and other good Arts and Sciences...” Even in those not terribly enlightened times in the court of King William and Queen Mary, it was understood that the goal of a college education was to provide the tools for living the virtuous life, not, as it would appear today, the tools for building or at least buying Humvees.

If there is a reward, a set of private goods that devolve from higher education, and we would be fools to say there is not, then the private benefit comes from the preparation for an examined life. The more we sell the experience as a key to material wealth and well-being, the more we denigrate our core mission (and expose ourselves to criticism when our students, through little fault of our own, fail to achieve that status). I am reminded of the old saw that no one, on their death bed, ever says “I wished I had gone to work more.” Many do say, however, that they wished that they had read more books, painted more sunsets, traveled to more unknown lands, had more fulfilling friendships, loved more, or understood better the world in which they lived. We need to remember that this is our mission. Material benefit is a dividend of a college degree, not the intent.

*Question #6: How much time and money should we spend on assessment as contrasted with our core mission of teaching and learning?*

If I buy a car, I want to drive it, not have it inspected. There is a saying in North Carolina, “If your hogs are skinny, don’t weigh ‘em, feed ‘em.” The increasingly knee-jerk reliance on assessment ignores a number of obvious pitfalls. The most obvious being: when do we spend so much time and money assessing that we stop doing enough of the things we are trying to assess. A second is the Maxwell’s Demon problem. When do our efforts to measure this thing we call education begin to actually change the practice in non-productive or interfering ways. And, of course, there is the third issue. There is an obvious gaming strategy of setting your standards sufficiently low and recruiting students who are all alike and who already meet these standards as an assurance of success. I am reminded here of the apocryphal story (I hope) of the university Chancellor who realize that he could increase his institution’s rank in the USNWR rankings if they were more selective. His solution: stop telling high school students below the top ten percent of their class that they had no chance of

admission. A perfect gaming strategy – nothing changed except the measured outcome.

A colleague at the University of Arizona shared with me the following rules of assessment from their director of assessment research, Gwen Johnson. I wish I had had these years ago. Ask yourself six questions: 1) What’s the major question I want answered? 2) Why is this worth asking/assessing? 3) Imagining I had already done the assessment, what would I predict the results (data) would be? And the three I really like: 4) If the results were as I’ve predicted, would anyone besides me be interested? 5) If the results were as I predicted, would I or anyone else be able to do anything about or with them? 6) If the results were as I predicted, would I or anyone else be likely to do anything about or with them? Boy, does this change my view of some of the assessment exercises I have been a party to!

*Question #7: Why do we call it grade inflation and why does everyone assume it is bad? We have grade compression or grade crowding, but not inflation and students doing better in our classes as measured by an authentic grading scheme could be a good thing.*

Do sales managers refer to those salespersons whose sales go up every year as contributing to sales or profit inflation? Is it not a plausible alternative to imagine that a combination of better students, better faculty, imposition of (expensive) learning technologies, authentic evaluation, objective-based teaching strategies, and other intentional educational reforms directed at student learning might also result in the average grade of our students going up over time? Does anyone in this room actually care what percentage of Harvard baccalaureate recipients receive honors? Retreating to the consumerist view: If I had paid \$180,000 to send my kid to Harvard and the kid did even moderately well, that’s the least I would expect for my investment.

The truth is that I have had as many parents complain that our grading is too tough (read: how is my kid going to get into law school if you turkeys don’t give him A’s) as complain that we have lowered our standards. It is everybody else’s kid who doesn’t deserve the A, not mine. I won’t deny that there aren’t faculty who have insufficiently high standards or that high-stakes student evaluation of teaching doesn’t tempt faculty to curry favor with student by lenient grading. But my sense is that for every one who errs in this sense, there are five whose grades are going up because they are better, more engaged, more caring, more effective teachers and several whose grades do not increase simply because they are student-bashing SOB’s. Increased grades can reflect a teacher’s competence, not his or her lack of backbone.

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*Question #8: Why do so many faculty spend so many of their waking hours wishing they were somewhere else?*

I once was interviewed for a job that I did not get at a very prestigious liberal arts college within a half hour's drive of a Midwestern city. This city has some of the nation's finest cultural resources and some of the worst social problems – but both create a multitude of teachable opportunities of a challenging and stimulating nature. When I talked to faculty about what a great resource this city was – what a learning lab it could be for community-based learning and research – all they wanted to talk about was their last trip to NYC or Paris. I came away with sense that everyone there had waited for a decade for the call from New Haven or Palo Alto and, not receiving it, had resigned themselves to living out their academic lives in a Sahara of the Bozarts.

If a faculty member is that unhappy, leave and do something else. Anyone smart enough to get a PhD is smart enough to find a well-paying job in New York or Seattle. The last I looked, the tenure contract had no clause that indentures the faculty. The selfish and self-promoting behaviors that arise from a sense of resentment at one's pitiable plight of not being at the university that one clearly is, in one's own mind, supposed to be teaching at, is a cancer that undermines the institution which has granted the privilege of tenure and a daily insult to one's dedicated and professional colleagues. Get over it!

I should note, out of fairness to faculty, that the kind of over-weening presidential ambitions that I described previously, do not free administrations from some culpability in this matter. The more our institutions talk about becoming something else, something better, something more prestigious, the more our faculty are perhaps justified in thinking they have made a professional error in staying where they are.

*Question # 9: What the Hell are we going to do about USNWR and now the Atlantic rankings?*

If I hear another president (or myself for that matter) say, "We all know that this ranking doesn't mean anything, but," I am going to go to welding school and learn a trade where we can measure success in real time. The transference of sports thinking to academia – the top ten, national rankings – is an insult to the very purpose of higher education. We need humility, not hubris; collaboration, not competition. If just twenty college presidents at leading institutions said we are not going to participate, the whole thing would fall like a house of cards.

And why should they do so? First out of respect for the diversity and integrity of the American higher education system. Second, to save money on marketing,

branding, and self-promotion. Third, so they can go to an NCAA convention with a clear conscience that they are not contributing in the academic realm to misdeeds comparable to those so prevalent in the athletic. Fourth, to demonstrate that they actually understand the difference between reputation (good) and prestige (bad)..

*Question # 10: How many modifiers are too many in front of your school's self-description?*

We sometimes laugh at William and Mary that we are, without a doubt, the best small public liberal arts university south of the York and north of the James Rivers? In one's search for status and uniqueness in the academic universe, what are the appropriate descriptors. I think we should voluntarily abandon words that are exclusionary like best or unique (or co-most unique) and replace them with words that speak to aspirations and achievement. Instead of the best small public liberal arts ..., we should be a small, public, liberal arts university dedicated to teaching on a human scale – or some such. Let USNWR apply the discriminatory adjectives. I think I remember a quote from Elizabeth Kubler-Ross to the effect that to be well-educated is to be humble.

*Question #11: Is it actually possible that sentient beings in the U.S. Congress (and I realize that it might be a stretch to assume that there are sentient beings in the U.S. Congress) – is it possible that they believe that the current budget crisis of the states is not the cause of tuition increase and, as a corollary question, why would free market conservatives believe that price-fixing strategies for setting tuition will improve higher education?*

Higher education is arguably the only sector of the education establishment that operates as a free market. If Harvard is charging too much for tuition, people can stop going there. Does Congress plan to cap the cost of caviar, Lincoln town-cars, or Broadway tickets? Ah, you say, but the taxpayer is not subsidizing these luxuries. But, if the U.S. Congress doesn't want to subsidize an expensive education at Harvard, just say so and cap the amount of federal financial aid a student may receive. I am not sure that is such a great idea, but at least that would be an honest response to their argument that tuition is too high and that the taxpayers shouldn't be paying for it.

I was recently told that to process a purchase order in the Smithsonian – a U.S. Government agency with full Congressional oversight, it costs \$374. Now think: these are the people who are telling us how to become more efficient?

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## AAUP's Special Committee on Academic Freedom and National Security in a Time of Crisis Report Now Available

The American Association of University Professors (AAUP) Special Committee on Academic Freedom has released its report and is now available on the AAUP web site ([www.aaup.org](http://www.aaup.org)). This report is a preliminary evaluation of what has happened since September 11, 2001 and the sections within the USA Patriot Act

that threaten academic freedom. It summarizes the national response to terrorism and how it has affected foreign students and scholars. The report also contains recommendations specific to the education field. ○

*For further information, contact AAUP.  
Phone (202) 737-5900, Fax (202) 737-5526.*

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*Question # 12: Is it possible to take a system seriously that says that diversity is a laudable goal in higher education, but that we cannot use our financial resources to achieve those ends?*

The courts, wrapped in the same infallible Constitution that gave us the concept that a black man equals 3/5 of white one and that women cannot vote, the same institution that has given us such enlightened decision as Dred Scott and Plessy vs. Ferguson, now tells us that we can seek to achieve racial diversity – if the faculty decides that this is an end that will enhance education – but that we cannot dedicate programmatic funds to do this. Where is Lewis Carroll when we need him?

Then, in a statement that can only be described as somewhere between historically ignorant or sociologically naïve, the Court decides that in 25 years, we are going to resolve this problem that is 400 years in the making? It must be the scientist in me, but I would really like to see the evidence that makes this statement one that an informed and educated public servant can subscribe to with impartial confidence. In essence we are told that in 25 years, by not investing any resources directly in achieving racial and ethnic balance on our campuses, this problem will go away. I think we have just found a policy track that could save us a quick \$87 billion dollars in Iraq by the end of the year.

*Question # 13: Can we stem the rush toward "channeling faculty time and energy toward pursuing marketable products" for corporations, government agencies, or, perhaps more worrisome, the current cause de jour -- be it the Cold War, terrorism, or homeland security?*

I have watched faculty whipsawed by well-meaning V-P's for Research who one day decide that infectious agents like anthrax are where the money is and the next decide it is smart materials or terrorism prosecution or cognitive science. Proposals get written, visits are made to agencies or elected representatives and research agendas are turned topsy-turvy just because the scent of money is in the air. And, all the time, the Director of Economic Development and his intellectual property minions are hovering like wolves around the dying embers of a campfire.

I have no greater wisdom to offer on this additional distraction from what we were hired to do than to refer you to an excellent article that begins to address this issue by David Montgomery of Dartmouth in the latest issue of *Academe* which focuses on research and national security. The academy is not improved when it becomes a tool of any ruling oligarchy, no matter how laudable its goals. It is independence, orneriness, and quirky freedom that makes colleges and universities the intellectual leaders of a nation – not the number of patents its faculty receive, the number of for-profit spin-offs it spawns, or the number of federal ear-marks it can corral.

*Question # 14: How does a dean get time to think? Can we declare email-free, cell phone-free, PDA-free, laptop-free zones on campus?*

I can only offer two observations with respect to this question. First, the best thing I did in my six years as a dean was to build a cabin in the Colorado Rockies, about 7 miles south of the Wyoming border, that has no phone, no electricity. My two weeks here were balm to my oft-battered soul. Get your equivalent and go there, regularly. Your institution needs it as much as you do. You may not come back any smarter, but you will restore your senses of perspective and humor – both essential to your job.

My second observation connects to the old joke about academic job descriptions. The president's job is to speak in public, the faculty's job is to think, and the dean's job is to keep the faculty from public speaking and the President from thinking. I have a secret to let you in on – from my personal experience of the past five months. Provosts have more time to think than you do. In fact, your provost is probably out there somewhere thinking, right now. You have to be prepared for that eventuality. You need to be relaxed enough and have time enough to engage the intellectual side of your job. It isn't, it can't be all budgets and meetings and memos and nasty emails. Find the time to read and think about ideas, to contemplate the practice of deaning, to follow whatever engages your interests. In fact, your presence here, the fellowship of other deans, the network you will build of co-sufferers is part and parcel of this intellectual exercise of being a dean. This is the only way to stay one step ahead of your scheming provost. ○



## How to Submit Advertisements for the CCAS Newsletter and Web Site

The CCAS Office often receives calls and emails asking how to submit advertisements for publication in the newsletter or posting on the CCAS web site. Because the submission for the two formats is not the same, each has different requirements. To better assist you when placing an ad, both newsletter and web site submissions are detailed below.

### NEWSLETTER:

The newsletter is published bi-monthly or six times each year, starting with the January/February issue. Advertisements must be received by the 15th of the month **prior** to publication (e.g., Aug. 15th for the Sept/Oct issue).

Ad sizes and costs are:

**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)

The quickest and easiest way to submit an ad is via email either in the body of an email message or as a text file attachment. Send to [ccas@asu.edu](mailto:ccas@asu.edu) and make the subject line "Ad for (date) newsletter."

Before sending, please check your ad to see that it fits comfortably within the dimensions given above for the ad size that you are requesting. This is important because more often than we would like, a one page ad is requested and a multiple page ad is submitted.

Please edit your ads before submitting them to CCAS since there is no way for us to know what points you consider important. We could inadvertently edit out a section that is crucial to your ad to make it fit.

Ads that are "camera-ready" should be saved in eps file format (encapsulated postscript) with all fonts in outline form. This is technical jargon that is best understood by an advertising agency or your graphics department. If they have questions, please have them contact the CCAS office *before*

submitting the ad. Also, call for custom ad sizes or other special requests.

### WEB SITE:

The CCAS web site provides free space for ads. When submitting an ad, please do not format the text or include graphics as the formatting will not be retained and the graphics

will not be posted. Because this is a free service, please limit the amount of text to the equivalent of a one page ad in the CCAS newsletter.

Ads remain on the web site for about one month after the closing date in your ad. If you have further questions, contact the CCAS office. ○

## EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA

### DEAN

### SCHOOL OF ARTS AND SCIENCES

East Stroudsburg University of Pennsylvania invites nominations and applications for the position of Dean of the School of Arts and Sciences. The University is seeking a leader with vision, a university-wide perspective, and a commitment to excellence in teaching and learning.

Founded in 1893, East Stroudsburg University is one of 14 universities in the Pennsylvania State System of Higher Education. With a growing enrollment of 6,000+ students, more than 60 undergraduate degree programs are available and graduate studies are offered in 19 areas of specialization. The University is located in the scenic Pocono Mountains 65 miles west of New York City and 85 miles north of Philadelphia, adjacent to the unspoiled Delaware Water Gap National Recreation Area with options for suburban, small city or country living.

The Dean reports directly to the Provost and Vice President for Academic Affairs and is the chief academic and administrative officer for the School of Arts and Sciences, which includes 18 academic departments and 175 faculty in arts and letters, science, and social sciences. The School has approximately 2500 undergraduate and graduate majors and is involved in the construction of a new science and technology center, renewed investment in the arts, innovative programs with a University-sponsored business accelerator, and other exciting initiatives. This is a senior management position without faculty rank.

The Dean is responsible for the leadership in planning, organization, administration, and evaluation of the educational program of the School. The successful candidate will possess:

#### Requirements:

- An earned doctorate in an appropriate discipline from an accredited university
- Seven years of experience as a faculty member in higher education
- A minimum of three years experience in higher education as a department chair, assistant or associate dean

#### Preferences:

- Extensive experience in curriculum development at the undergraduate and graduate levels
- Experience in budgeting, personnel supervision and evaluation
- Leadership in program development, accreditation and assessment
- Experience in and commitment to innovative approaches to general education
- Familiarity with strategies for enrollment management
- Experience working effectively from an administrative position with a variety of academic departments and disciplines
- Demonstrated commitment to the principles of diversity and to quality education for a multicultural society
- An understanding of and appreciation for the application of the shared governance process
- Experience working in a collective bargaining environment
- A demonstrated ability in research activities and developing external funding
- Experience in establishing relationships with internal and external constituencies and serving as an advocate for the school
- An understanding of the application of new technologies in education

Projected starting date for this position is July 1, 2004. Competitive salary plus excellent benefits. Final selection will be based on final interview. Official transcripts are required prior to appointment. Qualified candidates must submit a letter of application, curriculum vitae, and the names, addresses, telephone numbers, and email addresses (if available) of five references to: Mr. Tim Kresge, Human Resources, East Stroudsburg University, 200 Prospect Street, East Stroudsburg, PA 18301. Full consideration will be given to applications received by November 15, 2003.

*ESU is an equal opportunity employer.  
Minorities and women are strongly encouraged to apply.*

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Associate Provost for Academic Affairs and  
Dean for Undergraduate Studies  
University of Maryland

The University of Maryland, College Park, invites applications and nominations for the position of Associate Provost for Academic Affairs and Dean for Undergraduate Studies. A Carnegie Extensive Research University and flagship of the state university system, the University is located in the Baltimore-Washington corridor. In the last ten years, it has developed 60 nationally ranked programs and innovative undergraduate programs that have brought it national acclaim. Additional information about Undergraduate Studies is available at its web site: [www.ugst.umd.edu](http://www.ugst.umd.edu).

The Associate Provost and Dean will report to the Senior Vice President for Academic Affairs and Provost and serve as a member of his senior staff. The Associate Provost/Dean will sit on the Council of Deans, on the campus-wide Committee on Appointments, Promotion and Tenure, and on the University's principal academic planning committee. The Associate Provost/Dean will assume responsibility for many important academic and academic support programs, including General Education, the University Honors programs, Individual Studies, College Park Scholars, First-Year Focus, the Division of Letters and Sciences, Orientation, pre-professional advising, the Trio Programs (Academic Achievement Programs, Upward Bound, and Educational Talent Search). The Associate Provost/Dean will be responsible, in collaboration with the academic deans, for undergraduate advising. The Associate Provost/Dean will also support, in consultation with the Academic Affairs Equity Officer, the University's efforts to recruit and retain a highly diverse student body.

The University seeks a person of academic distinction with administrative experience and a vision for promoting excellence in undergraduate education. The ideal candidate should have a demonstrated commitment to undergraduate education, the ability to work on and off campus with diverse groups of faculty, students, staff and administrators, and a record of scholarship and teaching that would qualify the candidate for appointment as Professor with tenure. Salary will be competitive and commensurate with experience.

The appointment date is July 2004. Applicants should submit a letter of interest, curriculum vitae, and the name and contact information of five references. Nominations are also encouraged and will be received at any time at the address below. For best consideration, applications should be submitted by December 1, 2003. Applications will continue to be accepted until the appointment is made. All materials should be sent to:

Search Committee  
Associate Provost for Academic Affairs and Dean of Undergraduate Studies  
Main Administration Building, Room 1119  
University of Maryland  
College Park, MD 20742

The University of Maryland is an equal opportunity employer; women and minorities are encouraged to apply. The University has a policy of being responsive to dual career couples.



UNIVERSITY OF  
MARYLAND

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Both listservs do not allow “spam” (unwanted, junk email) of any kind. Anyone found sending spam is immediately removed from the listserv.

Joining the CCAS listservs is easy. No special software is required. You just need to have an email address.

### ***How to join the listservs***

To join the CCAS ASU Members-Only listserv, follow these steps:

1. Open a new email message.
2. In the “To:” box, type in:  
[listserv@asu.edu](mailto:listserv@asu.edu)
3. In the body of the email message, type in:  
SUBSCRIBE CCASDEAN

Once you have been approved by the CCAS office, you will receive an email about the listserv, how to send messages, and listserv policies.

To remove yourself from the listserv, send email to [listserv@asu.edu](mailto:listserv@asu.edu) as you did above to subscribe.

But in the body of the email message, type in:  
UNSUBSCRIBE CCASDEAN

To join the Yahoo decanal listserv, follow these steps:

1. Open a new email message.
2. In the “To:” box, type in  
[AcademicDeans-subscribe@yahoogroups.com](mailto:AcademicDeans-subscribe@yahoogroups.com)

To immediately start sending messages to members of this group, send email to:

[AcademicDeans@yahoogroups.com](mailto:AcademicDeans@yahoogroups.com)

To learn more about this listserv, use your browser to go to this URL (Internet address) by following these steps:

1. Open your browser (Internet Explorer, for example)
2. In the Address box, type:  
<http://groups.yahoo.com/group/AcademicDeans>

You can unsubscribe from the Yahoo listserv at any time by sending email to:

[AcademicDeans-unsubscribe@yahoogroups.com](mailto:AcademicDeans-unsubscribe@yahoogroups.com)

You should have no problem subscribing to either list. The most common mistake is to add extra text to the body of the email message, such as signatures.

If you have problems, please contact the CCAS office and we will help you. ○

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to understand today as because you don't know what's going to happen tomorrow. Set against this position, it would be naïve to deny, there is a competing view that see education not as a public good but rather as an economic benefit to the individual for which, ultimately, the individual student, not as citizen but as consumer, must be responsible. The distinction between these two belief systems can be read also in the struggle within higher education between those who see the curriculum as making a direct connection between the present student and the future worker and those who see it, in precisely opposite terms, as enabling a space between the present and the future, the human being and the worker. It is visible in the competition within and between disciplines for programming support, in the divisions on many campuses between science and technology on one side and the “softer” liberal arts on the other, in the semi-serious assertion that research is defined by its capacity to bring in overhead money. It can be read, as well, in the tension between the desire to maintain the university as a place designed to take the long view, value intellectual ferment, and foster social critique and the discontent with that desire that is registered by a focus on short-term efficiency, production, and the bottom line.

When times are hard and circumstances dangerous it

is tempting to lower our sights, pull in our horizons, hunker down, and focus narrowly on what appears to be immediate self interest. Specifically, when the dissenting views universities permit become too noisy or disruptive it is tempting – and certainly easier – to blame the universities rather than reform the world. The noise that started on college campuses in the 1960s finds its opposing echo in the current economic retrenchment and a sense of public hostility towards academe.

I began by saying that I know it is foolish to confuse education with virtue and wicked to conflate intellectual knowledge with either ethics or morality. Wisdom, however, seldom springs from ignorance. And it is certainly both true and useful to remember that one of Philosophy's goals is to enable the individual to think about the nature of the Good in relationship to the leading of his or her own life. Jacob in the Old Testament wrestled all night with an angel until the angel blessed him and gave him a new name. I've also thought the image of that epic battle was a perfect metaphor for the process of acquiring an education: a struggle between worlds, fueled by discontent and outrage, with the prospect of transforming triumph. Democratic access to higher education enables both the struggle and the victory. Education, inevitably imperfect, inevitably a work in progress, is worth its discontents. Two cheers. ○



## University of North Carolina at Greensboro College of Arts and Sciences

The College of Arts and Sciences at the University of North Carolina at Greensboro invites applications and nominations for the newly-created position of Associate Dean for Research. This position is one of three Associate Deans in the College and reports directly to the Dean. The College has 240 tenured and tenure-track faculty in 20 academic departments with four doctoral and 20 Master's programs. (For more information, visit the College web site at <http://www.uncg.edu/aas>.) The primary responsibilities of the new Associate Dean will be to assist faculty in identifying external funding opportunities, to work with faculty on the development of grant proposals, and to provide leadership in writing proposals to support College-wide initiatives. The Associate Dean will also participate in the general administrative work of the Dean's Office, as directed by the Dean. The College currently generates approximately \$6 million per year in external funding and expects to increase that amount significantly over the next five years as the University moves towards its goal of \$50 million in external funding by 2008. The Associate Dean will work with individual faculty from a wide range of disciplines on their own proposals and will convene multi-disciplinary groups of faculty and staff to prepare proposals addressing broader research initiatives as well as other projects, such as teacher education and curriculum or faculty development, that advance the goals of the College. Candidates should hold a doctorate, preferably in one of the disciplines represented in the College, and should have significant experience with external grants and contracts, either as a research administrator or as a principal investigator. Excellent written and oral communication skills and the ability to facilitate the work of others, both individually and in groups, are essential.

This is a 12-month administrative position and will include either a renewable term faculty appointment or tenure in one of the departments of the College, depending on the successful candidate's qualifications and experience. Review of applications will commence January 10th, 2004, and will continue until the position is filled.

Please submit a letter of interest, curriculum vita, and three letters of recommendation to Associate Dean Search Committee, College of Arts and Sciences, Room 105 Foust Building, UNC Greensboro, P.O. Box 26170, Greensboro, NC 27402-6170. EEO/AA.

Contact:

Associate Dean Search Committee  
University of North Carolina at Greensboro  
College of Arts and Sciences  
Room 105 Foust Building  
Greensboro NC 27402-6170

**Who Are We?**

**A Breakdown of the CCAS Membership**

With the Annual Meeting past and the end of the year looming, it's a good time to take a look at who the members of the Council of College of Arts and Sciences are. We already know our members come from institutions large and small, public and private as well as from every state in the union and beyond. But it is interesting to see just how it breaks down.

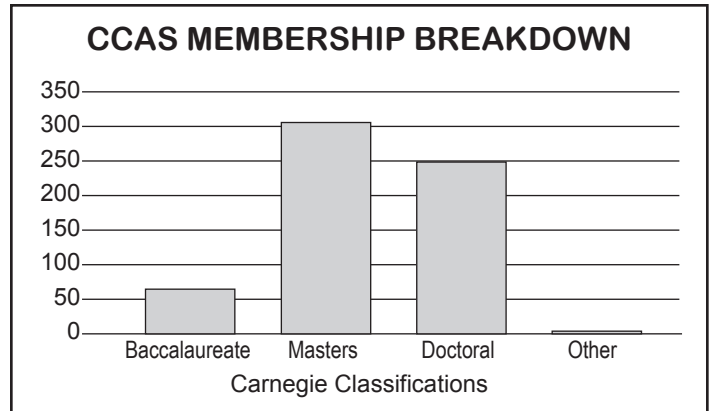
This year we received 2003-2004 membership directory information from 617 colleges, representing 477 public and 131 private institutions (9 institutions were unknown in the count of public and private because of data ID mismatch when joining the CCAS database with the IPEDS Institutional Characteristics database).

The distribution by Carnegie Classification is as follows:

- Baccalaureate – 63
- Masters – 304
- Doctoral – 246
- Other – 4

As the chart on the right shows, the majority of members are in the Masters and Doctoral category. However, CCAS is a dynamic and growth-oriented organization that is flexible and able to meet the needs of its membership.

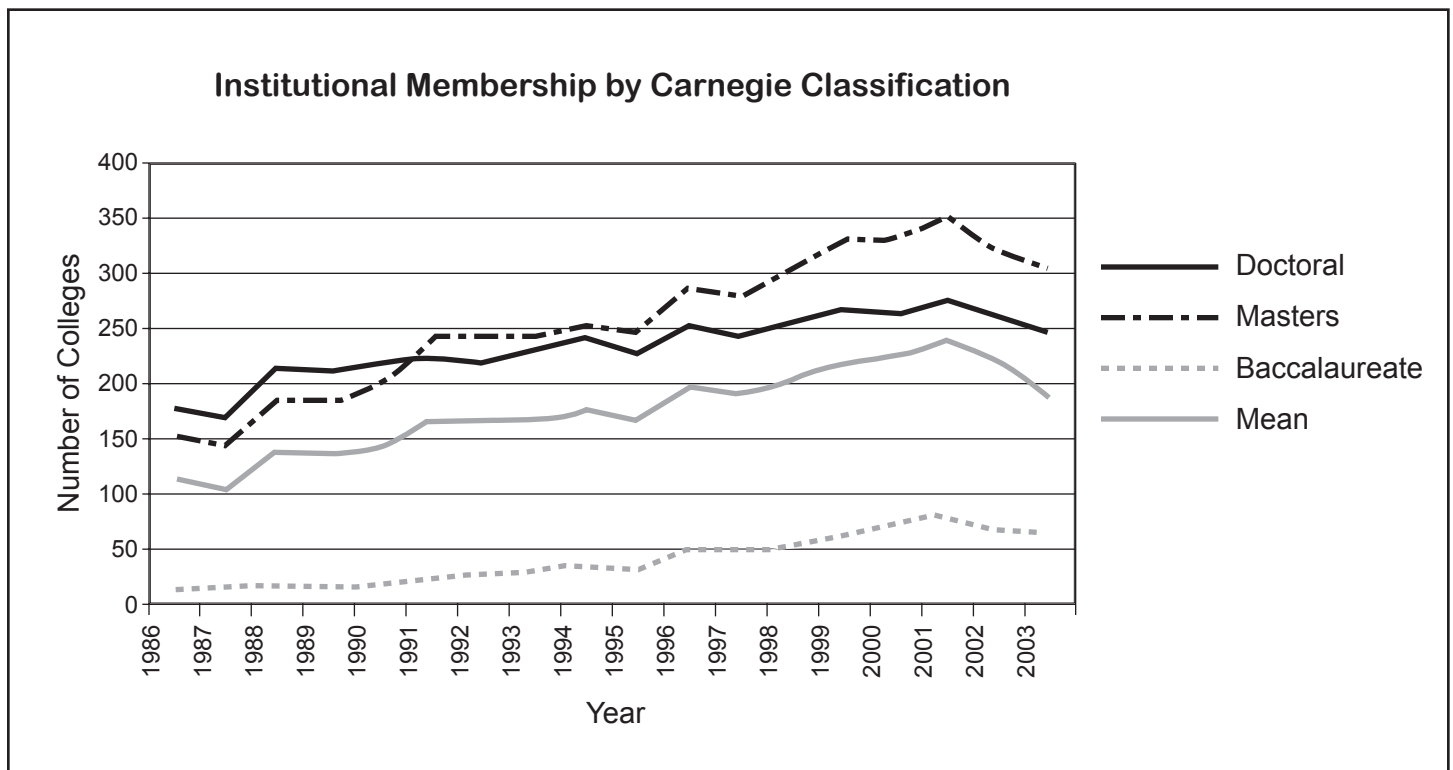
The chart below shows the steady growth of CCAS in all membership categories for more than a decade. But as we



all know, September 11, 2001 changed everything, and is reflected in the numbers as well. However, if you look closely, you will see that the upturn has already begun.

As we leave the year 2003 behind, the outlook for 2004 is, in general, positive. Because education is the focus of so many groups, from grassroots to the President, funding will become more bountiful as the economy recovers. Hopefully, budgets will increase as a result.

Despite the ups and downs of the economy, one thing you can count on is that CCAS will continue to provide the support and services its members rely on. ○





Council of  
Colleges of Arts  
and Sciences

College of Liberal Arts  
Arizona State University  
PO Box 873108  
Tempe, AZ 85287-3108

## 2003-2004 CCAS Officers & Board Members



Meet Your New CCAS Officers and Board of Directors. See page 3.