



# NEWSLETTER

Council of Colleges of Arts and Sciences

Volume 26, Number 6

November-December 2005

Mary Hancock-Niemic, Editor

## CCAS Goes Colonial: College of William and Mary To Host Executive Offices Starting Summer 2006

At the Annual Meeting in Vancouver in November, the Board of Directors of CCAS voted unanimously to move the executive offices of CCAS to the College of William and Mary as of July, 2006. Arizona State University has been the host institution for CCAS since 1998. The Board had solicited invitations to host CCAS from colleges and universities around the country. After six institutions expressed interest, three were chosen to be finalists. All three were visited by CCAS Board members, who recommended that William and Mary be the host institution for CCAS.

The College of William and Mary, located in Williamsburg, Virginia, is the nation's second oldest institution of higher learning. Founded by royal charter from the King and Queen of England in 1693, the College

was the alma mater of Thomas Jefferson. George Washington was its first American Chancellor, an honorific position that was revived in the twentieth century. The College became a state institution in 1906. The College's Wren Building, built in 1696 and named after its supposed architect, Christopher Wren, is the oldest academic building in continuous use in North America. Phi Beta Kappa was founded at William and Mary as the nation's first academic honorary society in 1776. Justice Sandra Day O'Connor will be named the College's Chancellor in 2006, replacing Henry Kissinger. Previous Chancellors include Justice Warren Burger and Lady Margaret Thatcher.

Ranked sixth among public universities by U.S. News and World Report, William and Mary

has an enrollment of 7,700 students, approximately 5,500 of whom are in the Faculty of Arts and Sciences. Besides graduate degrees in business, education, law, and marine science, the College offers seven doctorates and eleven masters degrees in Arts and Sciences. The College hosts several nationally-known centers and institutes, including the Omohundro Institute for Early American History and

*CCAS Move continued on page 17*

### Executive Director

#### Council Of Colleges Of Arts And Sciences

The College of William and Mary, in Williamsburg, Virginia, in conjunction with the Board of Directors of the Council of Colleges of Arts and Sciences (CCAS), invites applications and nominations for the position of Executive Director of CCAS. The executive offices of CCAS, currently located at Arizona State University, will move to the College of William and Mary as of July 1, 2006. Full time, 12 month position, beginning July 1, 2006. Salary competitive and commensurate with qualifications, plus regular College of William and Mary benefits.

To apply, send electronic versions of cover letter, curriculum vitae with salary history, and list of three references with current addresses, telephone numbers, and email addresses as attachments to Carl Strikwerda at [cstrik@wm.edu](mailto:cstrik@wm.edu). Review of applications will begin February 1, 2006 and continue until the position is filled. The College of William and Mary is an Equal Opportunity employer. For more information, see [www.ccas.net](http://www.ccas.net). For a more detailed job description, go to: [www.ccas.net/classifieds/](http://www.ccas.net/classifieds/)

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## CCAS Annual Meeting Highlights

The dust has settled on the 2005 Annual CCAS program. Deans have returned to their offices and are again mired in curriculum, development, and personnel issues. Over 450 deans attended this year's conference. Approximately 225 individuals represented comprehensive institutions, 175 deans represented research intensive and extensive universities, and 22 were from liberal arts institutions. The meeting also attracted a number of deans from Canadian, Australian, and British institutions. Fifty-five percent of participants were deans, 45 percent were associate or assistant deans and five percent were interim deans. Can anyone tell that I am data-driven?

The general theme of the conference was international partnerships, but obviously we had a number of sessions that continued the overall mission of CCAS for providing deans with information and conversation that assists in their day-to-day academic lives. I want to personally thank all the session leaders, case study leaders, committee chairs, and breakfast conveners for helping put together such a fine program. In addition, kudos go out to our plenary speakers who also provided educational insights – Dr. Terry Hartle, Senior Vice President from the American Council on Education who brought us the good and no-so-good news from Washington, and Senator Vivienne Poy, Chancellor of the University of Toronto, who provided insights on important global issues facing academic leaders today.

The 2005 meeting continued the changes invoked during the 2004 meeting, reducing the number of

meetings on Wednesday and placing the annual business meeting on Friday morning. One comment that continually emerges from the conference is that there is so little time for committees to convene. Since our meeting times begin at 7:00 am and don't finish until 5:30 pm, there seems little time left in the day for committee business. Any suggestions would be helpful. In addition, based on attendance, the new late Friday afternoon session intended to be open discussions about timely issues was a great success. Please feel free to let Joe Gow, CCAS president-elect and program chair for next year, know what you thought of these sessions and send ideas for ones we can develop for next year's meeting in Boston. ([jgow@nebrwesleyan.edu](mailto:jgow@nebrwesleyan.edu))

If you were not at the meeting, you missed the announcement that CCAS will be moving its national office from Arizona State University to the College of William and Mary, sometime after July 1, 2006. We thank ASU for their continued support of CCAS, and we look forward to an extended partnership on the east coast with The College of William and Mary. For more information please refer to the announcement in this newsletter. During this coming year CCAS will also be looking for a new executive director as Ernie Peck will be retiring, after dutifully serving CCAS for many years. Please check out the CCAS website and the ad located in this newsletter. We would be pleased if you would nominate individuals you think would be good for our organization.

Julia Wallace, CCAS President ○

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

### Membership Dues

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

### The CCAS Staff

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### 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.

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# Happy Holidays!

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*The CCAS Office will be closed from December 15th until January 2nd.*

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## PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

University of La Verne in Southern California

The University of La Verne invites applications and nominations for the position of Provost and Vice President for Academic Affairs. The University of La Verne is the largest independent university in the San Gabriel Valley and Inland Empire region of Southern California, with over 8,000 students. The academic units of the University include the College of Arts and Sciences, the College of Business and Public Management, the College of Education and Organizational Leadership, and the College of Law. The University's central campus is located approximately 30 miles east of Los Angeles, in the historic Old Town section of the City of La Verne, a city of approximately 35,000 at the foothills of the San Gabriel Mountains. The University also has seven regional campuses throughout California and a College of Law campus located in the nearby City of Ontario, California. The University is a Carnegie Doctoral Research Intensive Institution. Core values of the University are reflected in its liberal arts orientation, its emphasis on the small class experience, its close personal support of its students, and its diversity.

The University of La Verne prides itself in being reflective of the diversity within our multicultural and pluralistic society, with approximately fifty percent of its students having diverse backgrounds. The University fulfills a critical community function in educating students from underserved populations, many of whom are the first generation in their family to obtain a university degree. The U.S. Department of Education has designated the University as a Hispanic Serving Institution (HSI). In addition to educating traditional-aged undergraduate students, the University has historically served a large number of adult students in both undergraduate and graduate programs.

### The Position

The Provost and Vice President for Academic Affairs is the chief academic officer of the University and reports directly to the President; works with the University community to develop and implement a unified academic vision that will lead all academic programs to higher levels of excellence; leads the academic deans of the four colleges, the Center for Teaching and Learning, the Mosaic Cultural Institute, the Elvin and Betty Wilson Library, and Institutional Research; has responsibility for academic budgets; assumes responsibility for university accreditations and implementing outcomes assessment for all academic programs; insures academic quality; promotes diversity, oversees recruitment, evaluation, promotion and tenure of all full and part-time faculty; and supports faculty enrichment and development in teaching, scholarship, and solicitation of grants.

### Required Qualifications

- *Earned doctorate from an accredited institution.*
- *Eligible for the rank of full professor at the University of La Verne.*
- *At least five years of experience in academic administration at the Dean's level or higher with a record of increasing responsibility appropriate for a senior-level administrative appointment.*
- *Record of successful teaching in higher education and a distinguished record of scholarship and publication.*
- *Leadership experience at a comprehensive university offering undergraduate and graduate degrees to traditional-aged and adult students.*
- *Demonstrated commitment to building a multicultural teaching and learning community.*
- *A strong record of leadership and the proven ability to think strategically, prioritize effectively, and act decisively.*
- *An effective communicator.*
- *Experience in and appreciation for a shared governance environment.*
- *A strong commitment to the mission of the University, including support for the University's emphasis on a values orientation, community and diversity, lifelong learning, and community service.*

### Compensation and Benefits

The University of La Verne offers a competitive salary and a benefit package including a generous university retirement contribution.

### How to Apply

Interested candidates should send a cover letter, vita, names and contact information for three professional references via e-mail to [provostsearch@ulv.edu](mailto:provostsearch@ulv.edu) or land mail to Provost/VPAA Search Committee, Human Resources Department, University of La Verne, 1950 Third Street, La Verne, CA 91750. Please direct informal inquiries to Professor John Linarelli, Chair, Provost and Vice President for Academic Affairs Search Committee, e-mail [john\\_linarelli@ulv.edu](mailto:john_linarelli@ulv.edu), telephone (909) 460-2046. For a more detailed position description, please contact the Human Resources Department at [provostsearch@ulv.edu](mailto:provostsearch@ulv.edu). Screening of applications will begin December 1st and will continue until the position is filled. Minority candidates are especially encouraged to apply.

**Reference Position #2663**

## Changing of the Guard

**Denise Battles**, Associate Dean, College of Science and Technology, Georgia Southern University, to Dean, College of Natural and Health Sciences, University of Northern Colorado.

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. ○

## 2005 CCAS Annual Meeting Notes

- Lee Edwards, Dean of the College of Humanities and Fine Arts at the University of Massachusetts, Amherst, was able to retire as CCAS Past-President after graciously holding the office for several terms. Dee Abrahamse, CCAS President for the 2004-2005 term, has now filled the position.
- Joe Hill, past CCAS President ('95-'96) and now retired Dean of the College of Sciences at the United Arab Emirates University in the U.A.E. participated on the panel of Session AA: Deaning Beyond Borders.
- Next year, the Annual Meeting will be Boston and partner with the International Council of Fine Arts Deans (ICFAD). ○

## CCAS By-Laws Change Approved

The CCAS membership voted on a change to the By-Laws in October that would remove the restriction limiting the number of times a member may run for office on the CCAS Board of Directors. This change was overwhelmingly approved 147 to 3.

### ARTICLE I. BOARD OF DIRECTORS

#### Paragraph 4

An individual may normally serve no more than two terms on the Board of Directors. ~~If an individual has twice stood unsuccessfully for election to the Board, he or she may not stand for election again.~~ A Board member who is appointed more than halfway through a term to replace a departing member of the Board may serve two full terms in addition to the partial appointed term.

The above struckthrough sentence has now been removed from the by-laws.

For a copy of the updated CCAS Constitution and By-Laws, go to the CCAS website and click on the "About" button (2nd button from the top in the left-hand column), then click on the link "By-Laws" at the top of the web page. ○



## SAM HOUSTON STATE UNIVERSITY

### Dean, College of Arts and Sciences

Sam Houston State University, a member of The Texas State University System, is conducting a search for the position of Dean, College of Arts and Sciences. The position will begin July 1, 2006. Sam Houston State University, with its four doctoral programs, is a state-supported, comprehensive university of approximately 15,000 students. The university is in Huntsville, a city of 35,000 people, located in the beautiful pine forests of East Texas, just sixty miles north of Houston. For additional information about Sam Houston State University and Huntsville, please consult our Internet site at [www.shsu.edu](http://www.shsu.edu).

The Dean will provide leadership for the departments of Agricultural Sciences; Art; Biological Sciences; Chemistry; Geography and Geology; Mathematics and Statistics, Computer Science; Music; Physics; and Theatre and Dance. The college has two hundred full-time faculty members and each year grants approximately five hundred bachelor's and fifty master's degrees.

Qualifications for the position include a doctorate or a terminal degree in a relevant field; a record of scholarly or creative achievement that merits appointment as a full professor with tenure; demonstrated administrative experience, particularly in the areas of fund raising, instructional technology, and dynamic leadership of graduate programs; prior experience as a faculty member at a college or university; and a capacity for leadership and collaboration with academicians, community members, and public officials.

Salary and benefits are competitive. Send letter of intent, curriculum vitae, a brief philosophy statement related to leadership, teaching, and research, and the names, complete addresses, and phone numbers of three references to:

Dean Genevieve Brown, Chair  
Dean of Arts and Sciences Search Committee  
College of Education  
P. O. Box 2119  
Sam Houston State University  
Huntsville, TX 77341-2119

Phone: (936) 294-1101  
E-mail: [brown@shsu.edu](mailto:brown@shsu.edu)

Nominations are also welcome.

The Search Committee will begin reviewing credentials on January 1, 2006, and continue the process until the position is filled. Sam Houston State University is an EEO/AAP employer.

## Survival in a Continuously Shrinking World

Senator Vivienne Poy

Council of Colleges of Arts and Science Annual Meeting

Vancouver, BC, Canada

November 3, 2005

President Abrahamse, distinguished scholars, honoured guests, ladies and gentlemen:

I would first like to thank Prof. Karen Gould and Prof. Julia Wallace for inviting me here today. It is indeed a great honour.

I wonder how many of you remember what the world was like about 60 years ago, at the end of the Pacific War. Maybe most of you are not old enough. There was no such thing as air conditioning or T.V., and - can you imagine - you had to put your hand out to signal when you wanted to make a turn while driving a car. I still remember seeing on the news at a theatre about the first escalator installed in a London department store.

As a child, my world was the British Colony of Hong Kong. All our close relatives lived either on the island of Victoria or in Kowloon. Whenever we had a family gathering, such as Chinese New Year or Christmas, everyone could attend. Distances people had to deal with were very short then. Crossing the harbour to Kowloon by car was something one did only occasionally, because of the long line-ups at the car ferry. That was before the first cross-harbour tunnel was built. The concept of one's friends or family living on another continent seemed almost unreal, due to the lack of technology. Making a long distance phone call was not an easy task; sending telegrams was the usual way to communicate. Most people had never been on a plane or on an ocean liner.

When I first came to Canada to go to university, USD\$1 was worth CAN90c. That was 1959. I was in residence at McGill University, in Montreal, and some of the girls in residence asked me where I came from, and these questions were always followed by, "What is Hong Kong?" and "Where is Hong Kong?" I realized that there was very little knowledge of other parts of the world, especially among young people because some of the girls had never left their own provinces before going to university. By that time, I had already been to school in England, so I felt very cosmopolitan indeed.

As technology progressed, communications improved, and the world gradually became smaller. What I consider a big change was the invention of the fax machine in the 1980s. I bought my first one when I had my fashion business, and it revolutionized my life. Besides the convenience, I was saving a lot of money in courier services.

Of course, the other important invention was the computer, which has made irreversible changes in our lives. The fact

that we can have instant communications over the Internet was unimaginable not that many years ago.

At the end of the 1990s, a couple of important events happened in our family. At that time, our youngest son was in China where he spent a total of four years. We emailed him to return to Canada in order to attend the functions with the rest of the family. By the time he rushed back for the second time, arriving at the front door with his suitcase, he said to me, "Mom, you think I live right next door instead of on the other side of the world!" It was then that I thought how small the world had become, and that was six years ago.

The world is not only small, figuratively speaking of course, it is shrinking continuously because of technology. The fact that we can have instant communication with a very large part of the world, by email, by text messaging and cell phones, is a challenge to governments, as well as educators. How do you prepare the next generation to thrive in this environment?

Today, we don't think twice about talking to someone on the other side of the world, over the Internet or by phone, and we can do this rather cheaply. Similarly, corporations have no hesitation in outsourcing labour and services because it makes good business sense. For employees, outsourcing means competition in the job market of the world. On the other hand, CEOs of corporations have to get the best value, in the cost of services, labour and quality of production, for the profitability of their companies because they have to answer to their share holders.

Many of us shop at Wal-Mart, and we notice that a lot of its inventories have "made in China" labels on them. In 2003, Wal-Mart sourced \$15 billion worth of goods from China; last year, that amount rose to \$18 billion. China's low-cost production of high quality goods has helped to propel Wal-Mart to the top ranks of corporate America.

On many of the labels of products we buy, ranging from clothing to electronics to souvenirs, we can see that China has become the manufacturing centre of the world. As Thomas L. Friedman said in his book *The World is Flat*, even the statuettes of the Virgin of Guadalupe, the patron saint of Mexico, are made in China, and imported into Mexico, even though Mexico has always boasted that it is a low-wage manufacturing country. This has not only made Mexico nervous, it

*Poy Speech continued from page 5*

has made many developed countries stop to think how globalization has affected their economies and their labour force.

While it is easy to read labels, not too many people are aware that Dalian, in Manchuria, is the “Silicon Valley” of China, where half of the residents have access to the Internet. It is situated in the N E of China, with a close proximity to Japan and Korea. Due to Manchuria’s unfortunate history under Japanese occupation, many citizens are also Japanese speakers.

Japanese companies first started some data processing there. Today, companies like GE, Microsoft, and Dell have their backroom work done there. Dalian has moved into R&D and software development. The city has 22 universities and colleges with over 200,000 students. These students are encouraged to learn English and Japanese, so that they can compete with their counterparts. The mayor of Dalian, Xia Deren, has said, “Today, the U.S.....are the designers, the architects, and the developing countries are the bricklayers....But one day, I hope we will be the architects.”

It was a real eye-opener when a South Asian friend told me that a lot of medical diagnoses in the U.S. are made in India. An example are X-ray images that are transferred by satellite to radiologists in India for reading, and the results come back without the patients ever knowing that the diagnosis was not done at their local medical centres.

When we pick up the phone to trace our lost luggage from an American or European airline, or when we call to get help in solving our computer problems, as I have done many times, the chances are that the person on the line is answering from a call centre in Bangalore, India. The call centres are staffed with young, intelligent and well-educated Indians, who are not only the cream of the crop, they can also adopt different accents, and even English names, so, again, no one would know that they are not your local computer support providers, or someone from your local airline office. How small our world has become!

Can you imagine Rolls-Royce, the quintessential British company, now employs about 50 nationalities, and outsources and offshores about 75 percent of its components to its global supply chain?

What about a company like Microsoft which has 3 research-centres worldwide? Its headquarters is in Redmond, Washington; another centre is in Cambridge, England; and Microsoft Asia opened in Beijing in 1998. Within a couple of years, the centre in Beijing has become the most productive research arm in the Microsoft system, and, to quote Bill Gates, “in terms of the quality of the ideas that they are turning out. It is mind-blowing.”

All the above is possible, not only because of globalization; it is also the result of the search for knowledge by some societies, as well as their governments, which in turn moulds their education systems. All educators have the responsibility to enable our future generations, not only to compete and prosper, but prosper for the good of our planet.

A lot has been said and written about the great economic and technical advances in the two largest countries in the world – China and India - and the fact that a large number of manufacturing jobs, as well as services, from large corporations worldwide are outsourced to these countries. This is not the place to discuss the pros and cons of outsourcing, so I will concentrate on what educators can do to prepare our future generations for the realities of life in the 21<sup>st</sup> century, when many jobs are going overseas.

One thing is sure – outsourcing is a fact of life, and many in power support it. Gregory Mankiew, the U.S. President’s chief economic advisor, has argued that if an object or a service can be produced more cheaply abroad, then Americans are better off importing it than producing it at home, and that trade protection won’t save jobs anyway. If these jobs don’t go overseas, they stand the risk of being automated.

Trade is always a two-way street. For every loss, there is a gain. I will give another example of Wal-Mart, which just opened its 46<sup>th</sup> store (its second super-store) in Beijing, adding a new store in China every month. CEO John Menzer said, “...consumer spending is exploding. The Chinese middle class is rising.” The per capita disposable income in China’s urban areas rose 7.7% in 2004 (\$1,140), and the country’s retail sales rose 13% (5.4 trillion yuan). Last year, Wal-Mart Stores Inc. was again the largest US company for the fourth year in a row, and the Fortune 500 index gave Wal-Mart shareholders a 10% return.

Western countries are feeling the pinch in jobs going overseas. Public policy makers and educators should ensure that the younger generation has the education to match the demand for higher-skills jobs, jobs that are not easily outsourced. In other words, globalization is not the enemy. Instead, it is the catalyst for the creation of higher paying jobs, but it needs the support of parents, governments and educational institutions.

In order to deal with the issue, educational institutions have been innovating new ideas, not only at the tertiary level, but also in the secondary school system. It was very interesting for me to read in the British newspaper *The Times* about what the British government is doing with their secondary school system.

The British Education Secretary, Ruth Kelly, called it “parent power.” The white paper gives parents a

**Poy Speech** *continued from page 6*

large amount of influence in reshaping their secondary schools. Ambitious heads of schools will be free to become “chief executives” of chains of schools. In other words, the British Labour government plans to use consumer pressure to reshape the quality of its secondary education in the public sector.

Globalization has changed the way we do business, provide services, and it has also brought about increasingly internationalized higher educational policies in our colleges and universities. This has resulted in an increasing number of international students enrolled in universities in the Western world.

The most ambitious, the brightest and the richest students from developing countries have been going abroad to study. In recent years, the largest growth in numbers came from China, with 38,000 in Britain alone, representing an annual growth of 50% since the late 1990s. Even Britain’s oldest university, Oxford, is planning to market itself aggressively overseas. Approximately 60,000 overseas students went to the U.S., but there was a decline in the last couple of years (2003-4) due to the difficulty of visa rules in America. Students going to Australia from China rose by 47% in 2003, and those from India by 52%.

In the U.S., higher education has been leading the way in the market-oriented model which is gradually spreading to the rest of the world. Increasingly, universities are regarded as the engines of the knowledge economy; some of the global research universities have achieved impressive successes in advancing knowledge, such as mapping the genome, or researching for a cure for Alzheimer. In the humanities, the recent record has been mixed, and we will come back to that later.

Even though *The Economist* named America the world’s greatest marketplace for higher education, and according to the BankBoston Economic Department study, MIT graduates have founded 4,000 companies, created more than (1.1) 1 million jobs worldwide, and generated sales of \$232 billion, others are wondering whether America is investing enough for the future.

In the 2005 budget passed by the Republican-led Congress last November, the budget for the National Science Foundation, the U.S. federal body most responsible for promoting research and funding science education, was actually cut by 1.9% (\$105 million) while academic leaders have argued that the amount should have been doubled instead.

According to Friedman, America doesn’t look so great compared to the India and China of tomorrow. He claims that there is a “quiet crisis” happening. In 15 to 20 years time, when America realizes that there is a critical

shortage of scientists and engineers, capable of doing innovation or just high-value-added technology work, the crisis will already be upon them.

As a matter of comparison, since I am a Canadian senator representing Ontario, I would like to give you some figures for Canada, even though we are a much smaller country compared to the U.S. In the year 2000, \$900 million was set aside by our federal government to establish 2,000 Research Chairs, at our universities across the country, between the year 2000 and 2005. (Up to this June, 1509 chairs have been established). As for the Ontario government, the education budget was increased by 39% in 2005. Yes, our public policy makers do realize that the future of our country lies in educating our youth.

Here are more examples of what other governments are doing, particularly in Asian countries because that is where a lot of our competition comes from. The Singapore government has set up an agency A\*STAR by investing billions to promote biomedical science research, development and investment, with the aim of producing 1,000 world-class PhDs, at an average of \$1 million investment per person. By 2015, Singapore expects its biomedical manufacturing sector to generate \$25 billion in output, \$12.5 billion in value-added jobs, and employ around 15,000 skilled people.

The purpose of Singapore’s far-reaching education reforms, which started a number of years ago, is to have a new generation of students who are more creative, questioning, more critical and more tolerant of taking risks.

Here is more news from Asia: do you know which high school constantly tops the SAT score worldwide? It’s Karachi Grammar School, in Karachi, Pakistan. By the way, the country that has the fastest growing cell phone market is not China, but Pakistan, and the fastest growing stock market in the world is also in Karachi, Pakistan.

Clearly, for all public institutions, it is crucial to have government support because there is a race going on between the western world, and developing countries like China and India. It is a global competition to reach the top. And there is no time to waste.

We, as parents and educators, not only need to tell our younger generation that they have to be prepared to compete world-wide for the top jobs - the ones that are not going to be made obsolete; they must also develop life-long learning skills, and be adaptable to different kinds of work, and to varying situations throughout their lives. This is where the teaching of the Humanities is important. Unfortunately, it is also the discipline that is most often under-funded. I personally believe that all students should at least take some courses in the

**Poy Speech** *continued from page 7*

humanities, even if they are going to specialize in the sciences or the IT areas.

There's a lot of fear of outsourcing of manufacturing and services, but we must remember that our creativity, inventiveness, and our imagination cannot be outsourced. Our technical training can easily become obsolete; not so our inventive minds or our creative thinking.

Our youth should realize that, with a solid educational foundation, they can create their own job description, and globalization has made it easier for any of us to live and work anywhere in the world. Mastering a few languages will give them additional tools for survival.

Whenever I see one of Jackie Chan's recent movies, such as "Rush Hour," I am reminded how small the world has become. Asian film producers and directors used to make films in Asia about Asians, and Western films were only about the western world. Whenever Asians appeared in Western films, they were characterized as exotic, dangerous or as "the other." All that's changed in recent years. Now, Asian producers and those from Hollywood collaborate in the global context, because of instant communication; we have moved into each other's neighbourhoods; our children go to the same schools; we compete for the same jobs and we learn each other's languages and cultures. A good example is the Toronto Film Festival, when the world comes together to celebrate the art of films.

I mentioned films, but the same goes for music, literature, fine arts, fashions, etc. It is really limitless what our younger generation can do to create jobs for themselves, as long as they have imagination, and, hopefully, also financial support from their governments. Many countries support the development of their arts and culture, such as our Canada Council for the Arts.

Besides honing our skills and learning how to compete worldwide, what are the other parameters for survival in this shrinking world?

Our world has come to know that almost everything can be digitized, virtualized and automated, and these tools can be used for the good of humankind or for its destruction.

For the sake of our future generations, we need to teach our students to restore our natural environment, which means cleaning it up and keeping it clean; we need desperately to learn to live in harmony with each other.

I will first deal with the environment. I believe the biggest problem facing our world today is the inexhaustible demand for energy, which, at the moment, means mainly fossil fuels. With the industrialization of a very large segment of the world's population – China and India – the demand for energy produced by fossil

fuels is not the answer. Not only is this type of energy non-renewable, we will all be choked to death if we continue to use it in the way we do now.

To illustrate just one example of the demand: in Beijing alone, car sales from January to April, 2004, were almost 1,500 (1,375) per day. To look at it positively, it means that there is a very fast growing middle class in China. However, the cars that are available for purchase are the same ones that have been polluting the environment in the West, and the numbers being sold are increasing daily.

Because of industrialization in China and India, no amount of oil in the world would be enough for the demands of their manufacturing, their high tech industries, and their growing middle class. Alternative, clean, and renewable sources of energy will have to be developed. The Western world must take the lead in cleaning up their environment, as well as in research and development for clean and renewable energy. Western governments need to put resources in our universities and colleges, as well as provide tax incentives for industries.

Our world would be a much better place if China and India could skip the bad side effects of the Industrial Revolution in the West, and be able to move on to using clean and renewable energy to power their industrial engines. In fact, the high price of oil is giving great incentive to corporations to find new technological solutions, which in turn gives the world the probability of a major innovative breakthrough. At the moment, the greatest possibility is the invention of hydrogen-powered vehicles.

With China poised to take over from the U.S. as the country with the most cars by the year 2025, it will play an important role in determining global technological standards. Within the next 2 decades, a quarter of the OECD (Organization for Economic Co-operation and Development) vehicles could already be using fuel cells, and, because the demand will come increasingly from China, energy as well as car companies, will be willing to spend large amounts in research and development (R&D) if they know that they can mass-produce hydrogen-vehicles.

It may sound like a contradiction that China's growing weight in the global economy can help to revolutionize the world energy system. In fact, China's economy is expected to leapfrog on new technologies, possibly extracting methane and hydrogen directly from its indigenous coal resources.

All this is only possible because of the impact of globalization and internationalization of higher education, between the Western countries and the developing countries. Not only are students going from



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the developing countries to the West, there is also a trend that more and more are going the other way. Last year, there were 86,000 foreign students in China (35,000 from S. Korea; 16,000 from Japan; 6,000 from U.S.; 1,000 from Canada; 6,000 from Europe etc.). Beijing is hoping to boost that number to 120,000 within three years.

In China, the target is to regulate its educational system according to the criteria and mainstream of international practice. It is interesting to note that, two senior scholars from Beijing University, after observing undergraduate education in the U.S. in 1997 concluded that Chinese traditional values in education of encouraging students to help each other in learning may be helpful to university students around the world, encouraging them to cultivate a firm sense of moral responsibility and humanistic concern in an increasingly competitive and individualistic global society.

This view is reflected in a recent article in the *Globe & Mail* that at universities in the West, Chinese students are taught to be assertive, outspoken, confident and independent. When these students return to China, they find it difficult to work in a team which they are not prepared for. Interestingly, China, whose culture has always emphasized education, is currently educating its own innovators. Almost 30 million students – the size of the population of Canada – are studying in Chinese universities. Under these circumstances, I really believe East and West must learn from each other.

Education has reached the stage of internationalization that teaching can be done through local partners. This particularly applies to schools for business. An example is Chicago's Kellogg's Business School which has half of its students taught by local partners in places such as Israel and Hong Kong. The best example of internationalization is the Chartered Financial Analyst (CFA) Institute which used to be an American association. Even though its curriculum is taught by some 40 universities, the reading list and curriculum are freely accessible by private providers. Its qualification has now become a global currency, and candidates can register, pay a fee of \$1,455, and turn up at one of 274 test centres around the world to write the exams.

Globalization and internationalization of education levels the playing field in the search for knowledge, meaning that there is worldwide competition for scientists, researchers, problem solvers and thinkers. And, instead of these numbers coming from the indigenous population of the West as in pre-globalization days, it is now possible to have a critical mass of brilliant minds to draw on, from every corner of the world. I just want to cite one example, and that is Dr. Hwang Woo Suk, a Korean veterinarian from Seoul National University, whose team became the first to clone human embryos capable of yielding viable stem

cells that might one day cure countless diseases. I will not go into the ethical debates on this issue, but the fact of the matter is that he is highly sought after by major medical centres worldwide.

Medical research has the ability to make our lives easier, our health better, and let us live longer, but we won't have quality of life unless we are able to live in a clean environment, and in a peaceful world.

Today, we are dependent on fossil fuels, and these natural resources have brought great wealth to some countries that have them, but they are also a curse to many other developing countries, such as Nigeria, Chad, and Iraq. Exploitation by foreign powers has subjected the local population to a tremendous amount of suffering, just because of the abundance of their own natural resources.

To quote Timothy Hunt in the *Politics of Bones*, the paradox of multinational petroleum production is that it generates great wealth while generating even greater poverty. An example is Nigeria, which is the wealthiest country in Africa, and which wields significant political, economic, and military influence over its neighbours. Its economy has contracted, instead of expanded, over the last three decades. The country's absolute poverty rate (% of population living on less than \$1 a day) soared from 9% in 1970 to 46% in 1998. While Nigerians have been sliding into destitution, the political and economic elites of the country have grown ever richer.

Historically, as well as today, many wars have been, and are being fought, over the control of fossil fuels. Internationally, concern over growing energy dependency is giving rise to further political conflict. The U.S. Department of Defense worries that Beijing might enter U.S. spheres of influence, or that they might strike deals with states the U.S. has attempted to marginalize. Also, the Bush administration's disapproval of a possible pipeline project, connecting India with Iran's vast energy resources, shows us what can happen in the future.

The availability of clean, green and other renewable energy will not only make the world a lot safer from political conflicts, it will also alleviate suffering of a large portion of the world's population.

A shrinking world means it is progressively easier to trade, both in products, and in services, and international trade is a major incentive for peace.

Today, geographic distances no longer have much meaning because of technology. I will use Dell notebook as an example. It is co-designed in Austin, Texas, and Taiwan. When an order is received, it goes immediately to one of the six factories around the world to be assembled and shipped. This type of global business can only thrive and be profitable in an atmosphere of peaceful co-existence.

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Governments of countries that want economic development to improve will avoid war at all cost. I would now like to give an example of how trade influenced the reduction of tension between China and Taiwan.

The majority of the population in Taiwan opted for peaceful relations with China during the election of the Legislative Assembly, held in December, 2004, because there is just too much trade at risk. Soon after the election, despite all the sabre rattling, the Chinese government took the path of reconciliation rather than that of military might.

What China did was announce the granting of Fifth Freedom rights to Pudong Airport in Shanghai (to be done in 2 stages: for cargoes by the end of this year, and for passengers by the end of 2006). Most foreign media didn't carry the announcement because they missed its significance altogether. In Taiwan, the news hit like a bombshell. In the headlines of the *Commercial Times* on August 16 was, "Fifth Freedom Shock! Eva Air and China Airlines (Taiwanese airlines) stand to lose all advantages!"

Let me explain. Up to this point, Taiwan and China did not offer each other freedom in civil aviation, meaning flying across each other's airspace. At the moment, Hong Kong is used as a trans-shipment point. Now, all of a sudden, the granting of Fifth Freedom means giving the right to an airline from one country to land in a second country, and then pick up passengers, and fly on to a third country where the passengers get off. Eva Air and China Airlines will lose their advantages because Taiwanese airlines are not allowed to land in airports in China. Not surprisingly, these two airlines are pressuring their government to change the no-landing rule which is exactly what China wanted. In order for Taiwanese airlines to have Fifth Freedom in Pudong, the Taiwanese government must reciprocate by allowing Chinese airlines to land in Taiwan.

China and Taiwan are each other's greatest trading partners, with an increasing flow of goods and people, between the two. The Fifth Freedom card that the Chinese government played has put President Chen of Taiwan in a no-win situation. At the same time, tension has been diffused. This is only one example of trade promoting peace.

Can the world have more than one super power? Yes, we certainly can, but I have to qualify this by saying that I mean economic and not military power. Today, economically powerful countries are very interdependent in trade and services, and they simply cannot afford to go to war.

In a world where cell phones can take photographs and text messages, and instantly send to the other side of the

world; where information can be posted on the Internet and be accessible to hundreds of million people; those of the world's population who are dispossessed can use the same technology to terrorize and destroy.

So, how are we ultimately to survive, even if we had clean air and no wars? Countries, as well as individuals, who have economic and technological capabilities, must help those in need in the under-developed and developing countries to improve their lives. No, I don't just mean giving money even though it is necessary, I mean helping people to help themselves. A very good example is the work being done world wide by the Aga Khan Development Network, which alleviates suffering in many needy area of the world by building schools, giving loans to the local population to start small businesses, as well as creating jobs for them. Aside from the Aga Khan Development Network, there are many generous individuals and NGOs out there, but we need many more.

I believe ethnical behavior should be on top of the list when it comes to teaching. We must not lose sight of humanity because of profit, because that is where a lot of the world's problems come from. Students today need to know that each individual is responsible to everyone around us, precisely because the world is getting so small.

If you ask a child from an affluent background, anywhere in the world, what he or she would like to be as an adult, the answers would be rather similar, such as doctor, astronaut, lawyer etc. But, when a child says, "I want to grow up to be a suicide bomber," you know right away that there is something very wrong with the society the child lives in. It is our collective responsibility that every child in the world should have a reason to live, not a reason to die.

Thank you.

# Looking Back, Looking Forward: CCAS and Deaning after 40 Years

## CCAS President Dee Abrahamse

Council of Colleges of Arts and Science Annual Meeting

Vancouver, BC, Canada

November 4, 2005

Good Morning, Friends. I mean this in a special way: at CCAS, the quality of friendship and mutual support is extraordinary, and something we celebrate as the hallmark of our existence, as reflected in our mantra of “Deans helping Deans to Dean.” This morning I want to reflect on our organization, and since I’m a historian, it seemed appropriate to investigate our own history. I’ve spent some of the last month reading through the CCAS archives – four fat notebooks of minutes, newsletters, conference programs and addresses. The first thing I discovered is that this is an anniversary year: CCAS was founded in 1965, and held its first annual meeting in November, 1966, with approximately 50 Deans in attendance. We are now 40 years old, and have much to celebrate! CCAS is almost 500 institutions strong, crossing institutional types, and, in a year when we have all been shocked by the demise of the American Association of Higher Education, I am happy to report that CCAS is fiscally healthy. As we move to a new institutional home at the College of William and Mary, we have exciting new opportunities. So it seems a particularly appropriate time to look at our past and see what it can tell us about our future. Today I would like to talk about what I’ve learned about the early years of CCAS, its enduring and changing characteristics over its four decades, and some unresolved issues for the future. I am certainly not the first to do this, but since our membership does not include many old-timers, I hope this examination will not prove repetitive. I want to focus on four themes: 1) Who are we? 2) “Deans helping Deans to Dean” 3) disciplinary dialogue and defense of arts and sciences, and 4) CCAS and national issues. These have been the stated goals of the organization since its founding, and they frame very well our sometimes ambiguous roles as an organization and as individual Deans.

### What is CCAS?

The Council of Colleges of Arts and Sciences had its origins in a specific issue: a move by the National Association of State Universities and Land Grant Colleges to include Engineering and Agriculture deans, but not Arts and Sciences, in their Office of Education programs for legislative advocacy in 1965. This being the 60s, 50 Arts and Science Deans walked out of the meeting and formed their own group – CCAS. The mission statement they developed set three purposes for the new organization: 1) to provide a forum for discussion of “common problems of higher education as they relate to the Arts and Sciences in state

supported institutions,” and 2) to be “an agency for transmitting the results of deliberations and resolutions to appropriate persons and institutions including recommendations to ... Federal and State agencies” (in other words, lobbying), and 3) to share information on the various fields in Arts and Sciences.<sup>1</sup> Those principles have been ratified several times subsequently. Institutions were elected to membership in early years, and in 1968, eligibility was extended to ASCU institutions. The over 70 attenders at the 1968 meeting included one female dean, two deans from HBCU’s, and several deans from liberal arts colleges.<sup>2</sup> However, it wasn’t until 1988 that private universities were officially admitted to CCAS membership. Today they constitute about a quarter of our member institutions. Membership grew to 250 member institutions by 1989. About this time, the numbers of women and minority deans began to increase substantially. CCAS expanded rapidly during the 1990s to its 2004-2005 membership of 481 institutions, representing a wonderfully diverse range of the 4-year higher education landscape, although it is still a relatively small fraction of the 2500 higher education institutions in the country.<sup>3</sup> Our membership and attendance here today show that we still have some challenges. Not many HBCU’s are represented, and as we don’t have many bachelor’s colleges as we might like.

CCAS is a very unusual professional organization. Unlike our colleagues in professional fields like Education or Business, our organization has remained a “guild” of Deans and Associate Deans (accepted into eligibility for the Executive Board only last year), and we represent Deans rather than the Arts and Sciences as a whole. In the past we have rejected at different times in our history calls to include department chairs; former deans who have retired, returned to the faculty or moved to higher administration; or alliances with our development officers or other higher education associations. That makes us a very select bunch, and a transient organization, as the “Changing of the Guard” notices in our newsletters show. As a test of that, would all here who have attended CCAS meetings for more than 10 years raise your hands? Less than five? First-timers or visitors just checking us out? Upward mobility claims more than its share of CCAS officers, so our leadership changes as fast as our members, and institutional memory is short. We’re also amazingly lean compared to other professional organizations – a single executive director (the indomitable Ernie Peck),

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a staff person and a student assistant keep us going. Just compare the websites of the American Association of Teacher Educators, the AACSB, or any of your own discipline associations and look at their staff! These demographics are what make our meetings so collegial, but they also limit what we can do well, and make it very hard to get the word out about who we are to new deans and institutions. They also reflect, I think, the tensions in our own roles as managers, advocates for arts and sciences, and people who still think of ourselves professionally as biologists, historians or philosophers.

First, let's look at the CCAS mission of **"Deans Helping Deans to Dean"** and how it has evolved in 40 years. This is the lifeblood of our professional lives as deans, the career most of us never expected to have, may have only temporarily, and the role for which no real training exists. This wasn't the mission the CCAS founders intended, but it was an early necessity. In the late 60s, as some of us may remember from the other side, being an Arts and Science dean could be dangerous. In 1969, President Phil Cartwright wrote a plea for deanly advice-sharing in a newsletter (tongue in cheek, I hope):<sup>4</sup>

The academic year is over, and many of us are heaving a sigh of relief that we have neither been shut down nor burned down. ... The militant undergraduates have left the campus to plan new strategies for the coming year. The dissident graduate students have gone back to the laboratories and libraries to make up for lost time, and perhaps to prepare for better organization to bargain for improved working conditions...

Suggestions for program: role of students in governance of universities. Please come to this meeting prepared to witness and confess your past errors so that those of us who may not be in the vanguard of the revolution but must face the following legions can possibly avoid repetition.

Alas, we have no more information from 1969 to tell us what happened to Phil Cartwright and his fellow Deans! Less dramatically, annual meeting programs over the years reflect "Deans helping Deans" to deal with constant concerns and the issues of the decades. Workshops for new deans began as early as 1971, and discussions of collective bargaining, troubled departments, department chairs and career advice were on early programs, as they have been ever since. Perhaps unfortunately, legal issues have always been popular. Beyond these issues, CCAS programs are a history of developments in higher education and how they affected Deans: New federal legislation, affirmative action and computers (entitled, on one program, somewhat ominously "The Plague and Potential of Computers"), dominated the early 80s - it's hard for us to imagine what an un-electronic Dean's office or

university could have been! - and development as a deanly responsibility made its first appearance in those years. CCAS programs first began to discuss assessment in the mid-80s, and the organization approved a resolution of concern about its application to the liberal arts in 1986.<sup>5</sup> Eighteen years later our faculties are still trying to adjust to that one! At the same time, deans gave very serious attention to diversifying faculty and student bodies, and to listening to HBCU's and minority deans. Core curriculum and general education reform were important topics of this era. Not surprisingly, the CCAS programs of the early 90s, when most of us were unexpectedly managing financial stress, taught us all how to manage downsizing and deep budget reduction planning, (with, as I remember, a somewhat macho competition to see who was *really* suffering most and might be laying off whole departments and faculty!). Those were years when we really needed each other, and a time when attendance and membership in CCAS grew dramatically. In the last decade, to judge by our programs, we've focused increasingly on our students - assessing how they learn, managing enrollment, whether they graduate, worrying about their basic skills, and even trying to understand their culture. Throughout its 40 years, CCAS has been a wonderful place to learn from each other how to manage these national issues and mandates in the arts and sciences.

Our focus on international partnerships this year, and even partnerships with Deans in other countries, has a long history in CCAS. In the past, we've attempted to build professional connections not only with Canadian Deans, but Deans from Mexico and Japan.

These "Deans Helping Deans to Dean" topics are our niche, they generally meet the needs of all our varied institutions, and we can address them very well with an annual meeting and weekend seminars. They also generally fit our "do it yourself" model of presentations by deans rather than calling in outside experts. CCAS can continue to serve its members well in the future if it does nothing but this, and some Presidents have advocated that we do nothing else. The other parts of the CCAS original mission - advocacy for arts and science, and even sharing information about our disciplines have been more elusive and difficult. But if we focus only on the professional aspects of deaning, what is distinctive about our role as Arts and Sciences, rather than, say, Business or Education deans? For many of us, especially those who do not come from large research institutions, CCAS is the only place (other than from self-interested faculty!) we can learn about the unfamiliar disciplines we're called on to support or initiate or learn about national issues that affect our universities.

**The National Agenda:**

It may surprise us to know that CCAS began as an advocacy group for arts and sciences with the federal

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government and others. It's interesting to see what they did:

In 1965, there was not yet a Department of Education, but the first annual meeting featured discussions with the Assistant Secretary of HEW (then the Office of Education) on what became the Higher Education Act of 1965, and CCAS considered giving testimony before congress and directing written comments to Federal agencies. In 1967, a resolution on the draft was sent to President Johnson, expressing "deep concern" about the proposed Selective Service policies that would end student deferments and "remove thousands of teaching assistants from classrooms and laboratories at a time of a shortage of college teachers." Another resolution issued a strong statement on the right of students to dissent in "orderly and peaceful fashion," and the importance of establishing the limits of dissent after the "broadest possible student-faculty-administrative consultation."<sup>6</sup> In those years, these must have been courageous statements, and those of you in the audience who were among the demonstrators should be glad to hear that statement!

CCAS weighed in on threats to Title VI area and language study programs, and international education as well, and began a "Dean in residence" program in Washington, with a Dean willing to spend an administrative sabbatical there. It actually happened once, but administrative sabbaticals didn't seem any more common in the 1970s than they are now, so the program died after several years of discussion with AASCU and other organizations. However, during the next decade, meetings featured conversations with the U.S. commissioner of Education, Claibourne Pell and other representatives, and in those days, they seem to have listened. CCAS addressed resolutions throughout the next decades to federal agencies against the expansion of specialized accreditation, especially in computer science, the decline in math and science education, the role of arts and sciences in teacher certification, opposing earmarks, supporting affirmative action programs (1985), academic standards in NCAA, and expressing concern over "outcomes assessment" (1986). These were considered and serious statements and at least some of them did seem to have an impact on policy. Governmental affairs and resolutions committees were active. The ideal of establishing a Washington presence remained on the table for CCAS for years, in discussions with AASCU, AACU, NASULGC and other organizations, and was advocated as recently as 1995. It has always foundered on CCAS's volunteer status, and the expense of establishing a Washington lobbyist for arts and sciences. We no longer have a governmental affairs or resolutions committee. But as Terry Hartle and Isaac Mowoe have shown us this year, we, as Deans, need to know more about national issues; do

we also need to find a way to speak up, and to whom, about issues especially pertinent to arts and sciences? CCAS made the right decision to give up the dream of becoming a lobbying organization, but our new home at William and Mary offers us proximity to Washington, and even the use of a Washington office for meetings and seminars, and could be the opportunity for interested deans to hold substantive discussions with legislators, policy makers, and professional organizations.

**Sharing Information about Disciplines:**

Throughout the history of CCAS, this goal has been less visible in the organization, but this is an area I think we must emphasize more. CCAS was born out of frustration that the liberal arts were not understood or valued by universities or society in the mid-1960s. One of the most popular topics for Presidential addresses in early CCAS meetings was a defense of the values of liberal education in a world of careerism, especially the humanities. In the 1970s, CCAS attempted to get foundation funding for a survey study of what differentiated a liberally educated person from one who was not, and even proposed questions that might be used. (I think you'd shudder, as I did, at some of the questions, but the intent was serious).<sup>7</sup> Alas, they were unable to interest a foundation in the study! Throughout the 1980s, guest speakers and presidents expressed their alarm at the "stampede" of students into applied majors like Business, making statements like: "We must say loudly and clearly that there will be no prosperous 1990 if the American citizenry is illiterate" (1983).<sup>8</sup> (In 1983, the writer was thinking of cultural and scientific literacy, not the literacy we worry about today!) They argued values we would all agree with, and have probably used ourselves, about the importance of educating critical and creative thinkers rather than career training, but it's not clear whether the arguments reached anyone beyond ourselves, the convinced. In 2005, these alarms can certainly be qualified. Nationally, Arts and Science degrees, as a whole, declined dramatically in the '80s, but they have recovered substantially since the mid-90s, in most fields other than a continuing decline in mathematics and physical sciences).<sup>9</sup> Math and science education, bridging the "two cultures," and helping non-scientist deans understand and speak for their science programs have been concerns of CCAS throughout its history, and all of us, even those who do not have science disciplines in our college, need to become educated and outspoken about this national crisis. (We've had some excellent panels on those topics here.) Similarly, CCAS has been deeply involved in involving arts and sciences in teacher preparation since 1987, long before it became a national issue. Here, I think CCAS has had great success in "Helping Deans to Dean" as effective partners in teacher preparation and advocates for strong academic learning in the last decade, and CCAS has been sought as a partner by several national

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associations and projects. Foreign languages and area/international studies are other long held CCAS concerns that are acquiring a new resonance with the external world.

But we also need to talk more, across institutional types, about changing academic programs in our own universities. As Deans, we come with our own disciplinary backgrounds and biases, and most of us don't have the luxury of getting good outside advice (other than by the disciplines themselves, on our campus or in program reviews) about what programs we should be investing in, and which kinds of faculty we should think about hiring for the future, especially for undergraduates on campuses where resources are limited. In some of my favorite sessions in the 90s, CCAS scheduled "Frontiers of the Disciplines" each year, where faculty experts discussed new developments in their fields. I remember a session on the new geography as the geospatial technology revolution transformed the field, where Deans whose institutions had eliminated the subject years before asked how much it would cost them to begin a program again. In other years, Philosophy, Physics and ethnic studies were discussed. As we're lobbied to support more expensive scientific archeology, interdisciplinary cognitive science, what seem like overly traditional philosophy positions or many varieties of media studies in different fields, I think how much a CCAS discussion like this could help, especially if it could bring together doctoral, comprehensive and undergraduate institutions to talk about where these areas are going, what is appropriate for graduate study, and which fields should be part of a good undergraduate programs. Perhaps we could bring back something like those discussions, especially as we move beyond traditional disciplines to the needs for interdisciplinary study.

Let me close with a challenge for CCAS's next decade. About ten years ago, I heard a CEO of a major US corporation and the director of a major foundation tell academics that the universities had, in their view, been absent in addressing the big problems in our society, such as poverty and education. That memory came back to me this summer with a vengeance, as our global world reeled from one disaster to another – from the faces of starving African children to Katrina victims and the Pakistani earthquake survivors, to Iraq. As my friends expressed their frustration at not being able to do anything, it seemed to me, and to you, I'm sure, that we educators do have a responsibility that should keep us awake at night – to make sure that the students we educate will not only care about these issues and feel responsibility for action, but will have the skills, understanding and knowledge to keep us from global disaster. We've certainly had a demonstration this

year that technical competence isn't enough; we need people who are fluent in the language and culture of unexpected places around the globe (and even parts of our own country), who are not afraid of data, experts in poverty and its causes; economists who can work with messy, non-quantifying disciplines, applied ethicists and experts in organizing complex operations, and, above all, people who will continue to care about human misery in New Orleans, Africa, Pakistan, Indonesia and other crisis areas when they are no longer in the headlines. These people are our arts and sciences graduates. We must rely on them to do better than our generation to make sure that tragedies in Pakistan, Africa and India and global poverty are just as real and important as problems at home, and, even more, that change is possible. We're called on to change our undergraduates, in a short time, from teen-aged media consumers into engaged citizens, and to shape our graduate students into contributing professionals. Will we be able to do what is needed? What kind of education will we need to develop to make them ready for this; or what research can help us understand how to take global actions that will not do unintended harm?

How can CCAS, with all the limitations I've described above, help us make the transformations we'll need in the next decade? Here are a few suggestions. Could we sponsor sessions, or even sustained conversations with leaders of, for example, Oxfam, the World Bank, and major foundations and think tanks to hear what education and expertise they think we should be providing our graduates? It's clear that we can't all offer the languages and cultures of every potential global crisis area, and that most smaller institutions won't be able to afford all the specialized scientific equipment or training they'll need in the future. We're just beginning to figure out how to develop successful consortial programs in areas with multiple campuses, but some of our members have long established and successful consortia, even across very different institutions and long distances. Could CCAS become a resource for consortia and collaboration? One of our strengths as an organization is our diversity of institutions, and I think this is something we can draw on more intentionally. We can sponsor cross-institutional dialogue that help us learn from, for example, the successes of small undergraduate institutions in engaging students in service and international experiences, the knowledge that minority-serving institutions have of the real lived experiences of disenfranchised communities, the directions of research from research universities, and the growth of applied preparation within the arts and sciences at comprehensive universities. I'm thinking of these conversations not in the abstract, but with a focus on addressing very specific global issues for the future. If we can take on some of these issues in the next decade, arts and science deans, through CCAS, could really

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challenge that statement I heard a decade ago about the absence of universities in addressing major problems of our society.

As CCAS enters its fifth decade, it remains an extraordinary organization. It has survived and thrived, improbably, as a rapidly-changing group of busy volunteers with no bureaucracy and minuscule staff. For decades, we've been an unmatched source of collegial training, help, and conversation about the business of deaning as the demands of the job have grown immeasurably more complex. We've discussed, and sometimes provided advocacy for, the values of the liberal arts and its disciplines, and made it possible for our members to understand and respond to external mandates. Aside from our wonderful conferences and seminars, we're beginning to find ways to provide mutual support to each other in ongoing ways. CCAS once again needs to take stock of how it can best serve not only the attenders at this meeting, but the arts and sciences in all member institutions, while we demonstrate our value to more universities. We need to think creatively, but realistically, about what new directions we can take on without losing our "Deans Helping Deans to Dean" identity. In an organization like CCAS, this isn't the responsibility of the Board of Directors alone, but of all of you here. Whether you are a long-time active participant or an accidental interim here to check out the world of deaning and see whether it's for you, we need your ideas and involvement in the future of CCAS and the arts and sciences. Here's to the next decade of our organization!

**(Footnotes)**

<sup>1</sup> CCAS Newsletter #1, November, 1966

<sup>2</sup> CCAS Newsletters #10,11, 1968

<sup>3</sup> In 2004- 2005, CCAS membership broke down as follows: 25% private; 75% public. @005-2006 membership as of Nov. 1 (still incomplete) included the following Carnegie classifications: 13 Baccalaureate General, 20 Baccalaureate Liberal Arts; 4 Baccalaureate/Associate; 85 Doctoral Research Extensive; 68 Doctoral Research Intensive; 199 Masters I; 13 Masters II; 3 Other. 2004-2005 member institutions included 16 HBCU's.

<sup>4</sup> CCAS Newsletter #12, 1969

<sup>5</sup> CCAS Newsletter Vol. 7, No.6, Nov.-Dec. 1986. Resolution 5., to Education Commission of the States

<sup>6</sup> CCAS Newsletter #6, 1967: Letters to President Johnson and General Hershey.

<sup>7</sup> CCAS Newsletter #22, May, 1972

<sup>8</sup> Paul J. Magelli, Presidential Address, 1983; CCAS Newsletter Vol. 4, no. 7

<sup>9</sup> National Digest of Higher Education Statistics, 2004: Table 250: Bachelors Degrees conferred by discipline, 1970-71-2002-2003

## 2005 – 2006 CCAS Officers and Board Members

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## CCAS 2005 Annual Meeting, Vancouver, Canada

### Addendum for Sessions F&J: Deans and the Law: The USA PATRIOT Act and the American University, November 3, 2005. Isaac J. Mowoe

#### Addendum:

If you were present at either of these sessions, please note the following which I promised, in response to a request at the end of Session J, to provide through the good offices of CCAS, for the benefit of those who might find it useful.

First, Section 505 of the USA PATRIOT Act, PUBLIC LAW 107-56-OCT. 26, 2001, is codified in Title 18 U.S.C. Section 2709, Counterintelligence access to telephone toll and transactional records, and 2079(b) provides as follows: Required Certification.- The Director of the Federal Bureau of Investigation, or his designee in a position not lower than Deputy Assistant Director at Bureau headquarters or Special Agent in Charge in a Bureau field office designated by the Director, may –

- (1) request the name, address, length of service, and local and long distance toll billing records of a person or entity if the Director (or his designee) certifies in writing to the wire or electronic communication service provider to which the request is made that the name, address, length of service, and toll billing records sought are relevant to an authorized investigation to protect against international terrorism or clandestine intelligence activities, provided

that such an investigation of a United States person is not conducted solely on the basis of activities protected by the first amendment to the constitution of the United States; and

(2) ...

Second, the facts as stated in the opinion of Judge Janet C. Hall, of the United States District Court for the District of Connecticut, in *John Doe, et al., v. Alberto Gonzales, in his official capacity as Attorney General of the United States, et al.*, CIVIL ACTION NO. 3:05-CV-1256 (JHC), September 9, 2005, include a description of the manner in which the National Security Letter (NSL) was delivered in this instance. In the words of Judge Hall, “A Federal Bureau of Investigation (FBI) agent telephoned the plaintiff, John Doe (“Doe”), a member of the American Library Association. Doe possesses information about library patrons. The agent informed an individual at Doe that the FBI would be serving a NSL on Doe and asked who at Doe could accept service. Two agents delivered the NSL to Doe. The NSL is on FBI letterhead and signed by defendant Roe (“Roe”).”

Presumably, the individual who accepted service at Doe requested and examined the identification badges of the two FBI agents, and was satisfied that they were indeed who they claimed to be, and that the NSL was in fact from the FBI. ○

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#### CCAS Move continued from page 1

Culture, the leading center for the study of colonial American history, the National Center for State Courts, and the National Planned Giving Institute. Former CCAS President P. Geoffrey Feiss serves as Provost of the College. The present Dean of the Faculty of Arts and Sciences is Carl Strikwerda, currently a member of the Board of Directors of CCAS.

The College’s immediate environs offer CCAS a number of advantages. With some three million visitors a year, Williamsburg is one of the major tourist destinations in the country. The city is served by nearby airports in both Richmond and Newport News. Seminars offered by CCAS in Williamsburg have been very well received by the deans who attended. Williamsburg is only three hours from Washington, DC. As an affiliated organization of the College, CCAS will have access to the College’s Washington, DC, office, located at Dupont Circle, for meetings, small conferences, and interviews.

If any CCAS member has questions about the move to William and Mary, they should feel free to contact Board President Julia Wallace, [Julia.wallace@uni.edu](mailto:Julia.wallace@uni.edu) or Dean Strikwerda at [cstrik@wm.edu](mailto:cstrik@wm.edu). ○



**27th Annual  
National Conference on  
Law and Higher Education in  
Clearwater Beach, Florida  
On February 18-22, 2006**

The 27th Annual National Conference on Law and Higher Education, will be held on February 18-22, 2006 at the Sheraton Sand Key Resort in Clearwater Beach, Florida. This nationally recognized, ABA award-winning conference provides higher education administrators, attorneys, research professionals, and faculty with a series of interdisciplinary workshops, plenary and concurrent sessions, and focus groups on the most important law and policy issues affecting public and private higher education.

To view the conference brochure, go to [www.law.stetson.edu](http://www.law.stetson.edu) and click on CLE and Seminars or go directly to [www.law.stetson.edu/CLE/](http://www.law.stetson.edu/CLE/) and then click on the headline in the right hand column: *The 2006 Law and Higher Education Brochure now available online*. The conference brochure and registration materials will open up in pdf format for you to view or print. For a copy of the printed brochure, contact Professor Robert Bickel, or Aleidys Ibarguen at [HigherEdCenter@law.stetson.edu](mailto:HigherEdCenter@law.stetson.edu).

## CCAS 2006 Seminar and Annual Meeting Schedule

### MARCH

March 15 to 18

#### Special Back-to-Back CCAS Deans' Seminars

*Williamsburg Hospitality House*  
Williamsburg, Virginia

March 15 to 17

#### *Deans and Development*

March 17 and 18

#### *Deans and Fiscal Issues*

### JULY

July 13 to 15

#### CCAS Seminar for Department Chairs

*Chicago Marriott Downtown*  
Chicago, Illinois

July 16 to 19

#### CCAS Seminar for New Deans

*Chicago Marriott Downtown*  
Chicago, Illinois

### NOVEMBER

November 7 to 11

#### CCAS Annual Meeting

*Boston Marriott Copley Place Hotel*  
Boston, Massachusetts

Information about these and other CCAS activities appear in the CCAS Newsletter and are posted on the CCAS website:

**[www.ccas.net](http://www.ccas.net)**

When timely, brochures and registration forms in pdf format are available for download from the CCAS website. For seminars, click on the "Meetings" button (3rd button from the top in the left-hand column). For the Annual Meeting, click on "Annual Mtg." (3rd button from the bottom in the left-hand column).

Due to the relocation of the CCAS Secretariat Office in 2006 to the College of William and Mary, contact information will change. Monitor the website for relocation status and new contact information. ○



## California State University Channel Islands Dean of the Faculty



California State University Channel Islands seeks a Dean of the Faculty beginning with the 2006-07 academic year. The newest of the 23-campus CSU System, Cal State Channel Islands is in its fourth year of operation and seeks a faculty leader interested in participating in the growth and development of a new campus.

The successful candidate will have administrative experience from an accredited four-year university at the level equivalent of department chair or above; demonstrated leadership and interpersonal skills; an earned terminal degree from an accredited institution and a record of quality teaching, research and scholarship appropriate for appointment as a tenured full professor in an academic department; demonstrated commitment to facilitating the pursuit of excellence in teaching, research and scholarly activities; demonstrated commitment to the development and support of cross-disciplinary programs; demonstrated commitment to shared governance; experience and a demonstrated commitment to fostering a culturally diverse academic community; commitment to a student-centered learning environment; commitment to building all the dimensions of a university; knowledge of and experience in the development and assessment of learning outcomes; experience in a new or growing institution and/or experience in planning for and developing new academic programs; a successful record of developing and sustaining community partnerships and experience in a collective bargaining environment.

Application review begins January 15, 2006. The position is open until filled.

**Apply at [www.CSUCIFacultyJobs.com](http://www.CSUCIFacultyJobs.com)**

**(805) 437-8455 for assistance**

AN EQUAL OPPORTUNITY/TITLE IX EMPLOYER

**Dean**  
**College of Liberal Arts**  
***Wright State University***

Wright State University invites nominations and applications for the position of dean of the College of Liberal Arts (COLA). In keeping with the mission of a growing comprehensive and research university, the dean is expected to provide dynamic and visionary leadership to advance Wright State's mission in teaching, scholarship, and professional service. The successful applicant must be sensitive to the aspirations of diverse constituencies. This is an outstanding opportunity for a creative, energetic academician to lead a large, vibrant college with internationally recognized programs.

**The University:**

Surrounded by a lush 200-acre biological reserve, Wright State University's main campus is located in a suburban community approximately ten miles northeast of Dayton, Ohio. The easily accessible and state-of-the-art campus enrolls approximately 17,000 students, including nearly 4,000 in graduate and professional programs. The university, named for Dayton's aviation pioneers Orville and Wilbur Wright, offers approximately 100 undergraduate programs through the colleges of Business, Education and Human Services, Engineering and Computer Science, Liberal Arts, Nursing and Health, and Science and Mathematics. In addition, the university offers over 40 masters programs, five research doctorates, and two professional doctorates (M.D. and Psy.D.). Known as the birthplace of aviation, Dayton has a population of approximately 180,000 people and is at the center of a metropolitan area that includes seven counties and more than one million people.

**The College of Liberal Arts:**

Wright State University's College of Liberal Arts serves over 3000 students majoring in nationally recognized graduate and undergraduate programs in the humanities, social sciences, theatre, film programs, and the fine and performing arts. The arts departments are located in the Creative Arts Center, which is in the midst of a multimillion-dollar renovation and expansion. In addition, the College of Liberal Arts provides the majority of the courses for the university's general education program. Over 190 faculty and 35 staff serve within 20 departments and programs.

**Position Responsibilities:**

The dean of the College of Liberal Arts will be responsible for leading the college in the pursuit of its mission and in building successful collaborative relationships within the college and the university and with external constituents. The successful candidate will have a clear vision, a history of direct linkage to external constituents, and the determination to provide academic and administrative leadership that will enhance the college's ongoing programs and resources, new program initiatives, and relationships with the community, industry, and other units of the university. The dean is responsible for programmatic leadership, financial oversight, planning and development, personnel administration, and community outreach. The dean reports to the provost and serves as a member of the Council of Deans.

The dean is the chief administrative officer of the College of Liberal Arts and works with other deans and academic officers to formulate and implement university policy. The dean supervises departmental chairs, faculty, and senior COLA staff in developing and implementing college goals and policy. Among the dean's specific responsibilities are strategic planning, program development, faculty/staff/student development, resource allocation and budget management, research and scholarly promotion, fund raising, grant procurement, enrollment management, collegiate partnership initiatives, professional service, and relations with external constituencies.

**Qualifications:**

The candidates must possess:

- A doctorate or terminal degree in a discipline related to the liberal arts;
- A record of professional accomplishments and scholarship that meets the qualifications for the rank of professor in a department of the college;
- A record of teaching excellence and interdisciplinary initiatives;
- A record of research or creative accomplishments;
- Substantial administrative personnel and budgetary experience as chairperson or equivalent;
- A commitment to, and potential for a high level of success in, securing external funding;
- Evidence of a strong commitment to helping students obtain a liberal arts-based education;
- Experience in curriculum development including a commitment to innovative pedagogies in the liberal arts, promoting interdisciplinary projects, and internationalization of the curriculum;
- Evidence of strong interpersonal and communications skills with faculty, staff, students, alumni and community members;
- Record of implementing and/or supporting community outreach programs;
- Evidence of successful collaborations with groups and individuals, internal and external to the college and the university, with a commitment to foster interaction between colleges and professional schools; and
- Evidence of recruitment and retention of a diverse faculty and staff, as well as teambuilding, supervision, and staff support for professional development.

**Application:**

Nominations and applications are due no later than **December 2, 2005**, and review of applications will begin on that date; however, the position will remain open until filled. Salary for the position is competitive; the starting date is expected to be July 1, 2006.

Nominations and applications should be submitted to [coladeansearch@wright.edu](mailto:coladeansearch@wright.edu) in MS Word or Acrobat PDF format only. Paper copies will not be accepted. Applications should include a letter of interest addressing the responsibilities and qualifications listed above, curriculum vitae, and the names and contact information of five professional references. (No further reference checks will be made without prior approval of the applicant.) For questions, contact Dr. Greg Bernhardt, chair of the COLA Dean Search Committee, at 937-775-2822. For additional information concerning Wright State University and the College of Liberal Arts, visit [www.wright.edu](http://www.wright.edu).

Wright State University is committed to a policy of equal opportunity and affirmative action, and specifically encourages applications from members of under-represented groups.



Council of  
Colleges of Arts  
and Sciences

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

*In this issue...*

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- **New CCAS Board of Directors**
- **Pull Out Section of Speeches from the Annual Meeting by Canadian Senator Vivienne Poy and CCAS President Dee Abrahamse**
- **Addendum to “Deans and the Law” Annual Meeting Sessions F & J by Isaac Mowoe**
- **And more... !**