

CCAS Newsletter

Council of Colleges of Arts & Sciences



Luncheon speaker Verlyn Klinkenborg, editorial writer for *The New York Times*, and Annual Meeting Program Chair **Susan Albertine**.

2008 Annual Meeting

More than 450 attendees enjoyed four days of workshops, plenary and concurrent sessions, meetings of state and regional deans, case studies, and abundant receptions at the recent 43rd CCAS Annual Meeting in Portland, Oregon. Attendees represented 46 states, the District of Columbia, Canada, and Kuwait. **Susan Albertine**, formerly dean at The College of New Jersey, served as Program Chair.

New features this year included

- A poster session organized by **Sam Catanzaro** (Illinois State U) featuring the ways that ten CCAS universities attempt to integrate learning outcomes from liberal arts education with career development.
- A continental breakfast on Friday, where attendees were encouraged to post a discussion topic at their table in hopes that others with similar interests would join in. Only about six brave souls took up the challenge, but 30 other tables filled up with

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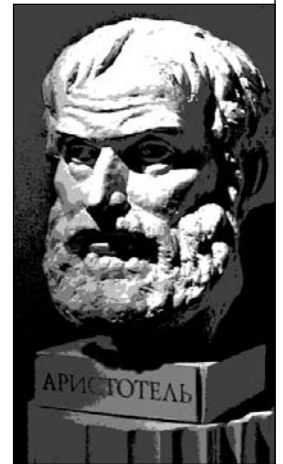
CCAS Presidential Address 2008 ARISTOTLE IN AN ERA OF ACCOUNTABILITY

MATTHEW C. MOEN, PH.D.

Several thoughts crossed my mind as I wrote this presidential address. One was House Speaker Thomas Brackett Reed's admonition that one can, in public remarks, actually subtract from the sum total of human knowledge.

Another is how much I have come to admire this organization – Anne-Marie, the Board, members. You are all a bit “*mavericky*” at times, but you have taught and inspired me, often in ways you know not, and for that, I thank you.

Third, and the heart of the matter... the proprietary institutions and the accountability movement that are now part of the educational landscape are too often devaluing the liberal arts and sciences, and diminishing our collective appreciation of liberal education.



I.

The concept of liberal education in the western world may be traced to ancient Greece, where Socrates, Plato, and Aristotle collectively argued the pursuit of knowledge is intrinsically valuable; a contemplative life is a good life; education of the whole person is noble, for it facilitates a life of reason, moderation, and virtue.

In *The Politics*, Aristotle even specified the five components of a well-rounded education: reading, writing, physical education, the arts, and music. (Applaud if in 2008, you would add a sixth item – retirement planning).

The precise origin of the phrase liberal arts is difficult to trace, but most credit the Roman orator Cicero, who believed the study of nature, math, and the humanities was essential to personal fulfillment and responsible citizenship.

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Election Results



Newly elected CCAS board members (left to right): Carmen Cid, Vickie Shields, Michael Plater, Shila Garg, Sam Catanzaro, and Rachel Lindsey.

At the Annual Meeting, the CCAS membership voted in new officers and term representatives to the Board of Directors:

- Denise A. Battles**, University of Northern Colorado, President
- Paul B. Bell, Jr.**, The University of Oklahoma, President-Elect

CLASS OF 2009

Carmen R. Cid, Eastern Connecticut State University

CLASS OF 2010

Salvatore (Sam) J. Catanzaro, Illinois State University

CLASS OF 2011

- Shila Garg**, The College of Wooster
- Rachel W. Lindsey**, Chicago State University
- Michael A. Plater**, North Carolina A&T State University
- Vickie Rutledge Shields**, Eastern Washington University



Outgoing president Matt Moen passes the gavel to incoming president Denise Battles.

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 new institution to continue CCAS membership benefits.

Membership Dues

Size	Dues
Very Small.....	\$330.00
Small	\$330.00
Medium	\$440.00
Large	\$650.00

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- Full Page ad.....\$200
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 - 9.5 inches (H) x 3.75 inches (W)

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2008 Annual Meeting

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folks just wanting to chat informally over breakfast.

- An additional post-conference workshop, “Deans & Development,” was added to the already popular “Conflict Management” and “Stepping Up to the Deanship” workshops. All were well attended.
- The traditional Breakfast for Women Deans was given a new name and purpose. The Networking Breakfast for Women and Men is now intended to focus on gender-related issues in higher education which are likely to be of interest to all deans. Sara Laschever, co-author of *Women Don't Ask: Gender and Negotiation* was this year's speaker.



Author **Sara Laschever** speaks before a Saturday breakfast audience on “Women and Negotiation: Necessary Power.”

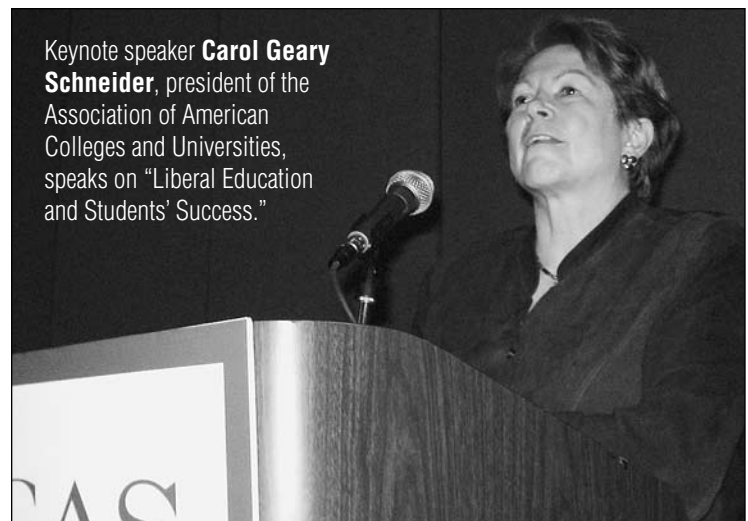


Ted Tarkow (U of Missouri Columbia) describes a program during the “Beyond the Ivory Tower” poster session to **Shahnam Navaee** and **Olivia Carr Edenfield** (Georgia Southern U).

The keynote speech by AACU President Carol Geary Schneider, and the Thursday luncheon speech by writer Verlyn Klinkenborg, were both very well received. The Presidential Address by **Matthew C. Moen** (U of South Dakota) appears elsewhere in this newsletter.

Dr. Schneider's address and two dozen other PowerPoint presentations are available for downloading from our website, www.ccas.net.

If you enjoyed this year's meeting, or wish you could have been there, mark your calendar now for the next Annual Meeting in Baltimore, November 11-14. **Paul B. Bell, Jr.** (U of Oklahoma) is the 2009 Program Chair.



Keynote speaker **Carol Geary Schneider**, president of the Association of American Colleges and Universities, speaks on “Liberal Education and Students' Success.”

Phi Beta Kappa Given Arts & Sciences Advocacy Award

CCAS has recognized The Phi Beta Kappa Society with its inaugural “Arts and Sciences Advocacy Award.” The announcement was made at the Annual Meeting. The Award honors an individual or organization demonstrating exemplary advocacy for the arts and sciences, flowing from a deep commitment to the intrinsic worth of liberal arts education.

In presenting the award to Phi Beta Kappa Secretary John Churchill, CCAS President **Matthew C. Moen** said that “There was no debate among the CCAS Board members that Phi Beta Kappa should be the first recipient” of the award, for “exemplary advocacy of the liberal arts and sciences is their mission, dating back to their founding by five students at the College of William and Mary in 1776.”

Moen further stated that “Phi Beta Kappa lives by the motto ‘that love of learning is the guide of life,’ and they have brought that magnificent intellectual spirit to more than 600,000 members, and to chapters at 276 colleges and universities. Phi Beta Kappa embraces principles essential to the academy, and to the work of deans, including free inquiry, and liberty of thought and expression.”

In accepting the award, Secretary Churchill applauded CCAS “for the very idea of this award.” He went on to say that, “We live in an age in which the value of education in the arts and sciences seems increasingly ignored, misunderstood, or even opposed. The concept that [CCAS] would institute such an award brings new attention to these worthy pursuits, and offers us a platform from which to proclaim, explain, and defend education in the humanities, the social sciences, and the natural sciences and mathematics.”



Phi Beta Kappa Secretary John Churchill accepts the Advocacy Award engraved pewter plate from President Matthew C. Moen.



2008 New Hires Survey Released

Members can now view the results of this year's survey on salaries and start-up costs for newly hired tenure-track faculty. Log in under Members Only to view the findings for All Institutions, or by institutional type (doctoral/research; master's; baccalaureate).

Our thanks to the 200 members who submitted data. We hope that come next summer, others will also submit their data using the new, improved web-based survey instrument. Your feedback about the survey and its usefulness in your hiring process would be appreciated: ccas@wm.edu.

ARISTOTLE IN AN ERA OF ACCOUNTABILITY

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Medieval scholars built a trivium and quadrivium upon this foundation – seven pillars of wisdom for an educated person. Thereafter, liberal learning survived centuries of European turmoil. It did so partly by finding refuge in the Islamic world, where Aristotle was preserved; it also found sanctuary among ecclesiastical scholars, such as St. Thomas Aquinas, who blended Christianity and Greek philosophy, facilitating the great marriage of faith and reason found in so many of our CCAS private colleges, and in so many of our hearts.

Liberal education arrived on American shores, where only sixteen years after the Pilgrims landed, Harvard was founded with this grand vision: “To advance learning and perpetuate it to posterity.”

The founders of our country – despite their human frailties – created a liberal learning impulse transcending their lives. Madison drew from a rich understanding of the rise and fall of regimes over the ages to design a living Constitution. Franklin said to invest your purse into your head;

Jefferson said to enlighten people generally, so tyranny and oppressions of body and mind vanish like evil spirits at the dawn of day. Recall that Jefferson’s chosen epitaph does not mention his presidency, but only his major intellectual contributions.

The spirit of liberal learning subsequently took root all across this land, even in remote places. In 1882, the *president* of the University of South Dakota taught the first class of seven students a curriculum of Latin, math, grammar, history, German, composition, and public speaking.

(Included as ammunition for the next time you face faculty protesting three courses, two preps. Or a proposed teaching assignment for *your* president, if you are tired of deaning.)

Liberal learning offers lessons that carry over for the rest of our lives. I still recall a Chinese politics course where we read a 600 page book on the impact of the Cultural Revolution on a single village. It pushed us down to the lives of individual villagers, caught in the terror of Mao’s misguided attempt to create a peasant utopia. The book forced me to think about communism and peasant life, to be sure, but also about issues such as retribution, reciprocity, and compassion. Every day, in ways large and small, we all face these same issues of human existence.

And liberal learning paves the way for later accomplishment. Exhibit A at my place is the Lawrence brothers of Canton, SD. Later in life, John helped his mother by experimenting with radiation on her cancer, and is known as the father of nuclear medicine. Ernest Lawrence created the cyclotron that split the atom, won a Nobel Bell Prize in Physics, and is the namesake of two national labs.

I say thank goodness for liberal education. It expands the intellectual horizons of our students; instills a commitment to ethics and service; fosters appreciation of diverse people, democracy, and freedom; and teaches the importance of personal and global responsibility.

And thank goodness for organizations like this one, and for our friends in Phi Beta Kappa, Association of American Colleges & Universities, and American Association of State Colleges and Universities, so ably represented here this year.

II.

Yet, for all of its virtues, liberal education has always faced challenges.

It has been hard in recent decades to explain that liberal education has nothing to do with politics, amidst pundits calling liberal the “L” word.

And liberal education is beyond the ability of some to grasp, such as the student who wrote on a course evaluation that he did not like the course initially, but by the end of the semester, had done a 360 degree turn.

Or outside the academy, consider the fellow in Maine who called

the obstetrics office and asked my wife, a registered nurse, how long he should take the pill for his girlfriend to prevent a future pregnancy. He could read St. Augustine’s *Confessions* closely, but I doubt he would grasp the nuances of original sin.

Still other challenges to liberal education exist within the academy, but are desirable in their own right.

A research tradition arose in Germany, emphasizing discovery through the scientific method. It has nibbled at liberal education in simple ways,

Here is the bottom line... arts and sciences deans blend research and accreditation with liberal education, while also holding the intellectual center of the university against their sometimes balkanizing effects. In that respect, we are indeed the Flying Wallendas of academic life, balancing many worthy trends.

like taking faculty time out of instruction. And yet, so much research is directly aimed at improving the human condition, and it has driven the great discoveries of our age. And research wonderfully complements the arts and sciences, with its focus on generating knowledge, within and across, academic disciplines.

The land-grant tradition embodied by NASUGLC has also nibbled at liberal education, with its focus on agriculture and applied knowledge. CCAS was born from this conflict. NASUGLC’s decision to include agriculture and engineering deans in their 1965 legislative agenda, but not arts and sciences deans, created a walkout and this organization

Yet, even as land-grant institutions remain true to their roots, they also advance liberal education, pushing it out to more and more people.

Finally, accredited programs have flourished. This can be lovely for arts and sciences – we too can wave around accreditation reports to leverage resources from our provost. But more often, accreditation shifts goodies to professional schools. The American Association of Liberal Learning has countered by offering its own accreditation. But AALE’s ride has been bumpy, even with the Department of Education. It has accredited mostly a small slice of international universities and private colleges.

So perhaps the time has come for CCAS to start its own affirmation of liberal learning. This could be a full-blown effort working with a newly staffed Department of Education to develop an accreditation framework that supplements or supplants AALE. If that seems too ambitious given our mission and turnover, we might consider the simple path of a liberal learning endorsement of our own making.

Unlike other self-appointed bestowals of academic legitimacy, such as *U.S. News* - whose questionnaire last year asked me to rank academic quality at 262 institutions in 49 states where I don’t work or live – our affirmation of liberal learning would be scholarly and on the ground.

Back to accredited programs, they are a good thing. We need engineers designing our airplanes and accountants doing our taxes. And as a guy who turned fifty this year, how much better a podiatrist than a poet for those bunions yet to come.

Here is the bottom line... arts and sciences deans blend research and accreditation with liberal education, while also holding the intellectual center of the university against their sometimes balkanizing effects. In that respect, we are indeed the Flying Wallendas of academic life, balancing many worthy trends. Worried that I will spook our new deans, the Wallenda analogy stops here.

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III.

Some more recent trends are diminishing liberal education.

The rapid rise of the spiffy propriety institutions, and their ugly cousins, the electronic diploma mills, has been unfortunate for liberal education. The August *Chronicle* reported more than 900 for-profits out of about 4400 higher education institutions – some 21 percent.

At a rudimentary level, pause for a minute... and think how odd it is to have institutions of higher learning motivated less by sharing the value of wisdom, than by the value of shares.

Corinthian Colleges is the funniest in this regard – on their web site, they thoughtfully refresh their stock price on the NASDAQ every 20 minutes during trading days.

And stock price has pushed the for-profits to skirt common practice and financial aid regulations, drawing scrutiny and fines.

Being a simple fellow, I pose a simple, and maybe naïve, question – isn't a little something being lost here? Contrast Corinthian's frame of educational reference to Marcus Aurelius's thought in *The Meditations*.

The money-making institutions should be embarrassed pitching college degrees with ooh-so-little effort, but are not because they are making so much money doing it. Stock in the University of Phoenix rose from an IPO of 72 cents, to more than \$80 per share.

Here one finds the emperor of the western world lamenting the life of power given to him, when what he wants is the quiet life of the Roman Stoic, striving to become a better person. Now in truth, *The Meditations* is a rather dreary book, but it shines a bright light: education can be mostly about wisdom and virtue, as it has been traditionally, or it can be about profit, as it has often been lately.

And think about how the for-profits are recasting education as a matter of personal convenience.

More students equal more money, and with their dismal retention rates (16 percent at the University of Phoenix), the proprietary institutions feel the need to convey a message that one can painlessly earn a college degree. Phoenix tells students to “earn your college degree without putting your life on hold.” Capella must have hired the same marketing firm because they tell students to “move forward without leaving the rest of their life behind.” But the winner in the rhetorical race to painless education is Kaplan, which tells students to “earn a college degree on your terms.”

A college degree on *your terms*... now that is a sweet promise, that skips entirely such fussy notions as educational standards and student effort. It is second only to free admission at the county fair to see the invisible man.

Obviously, I overstate the situation to make a point. Many of the for-profit institutions are innovative and legitimately accredited, and no doubt have high standards in their courses.

But their relentless rhetoric of earning a college degree in record time, or on your own terms, is a steady disservice to educational standards, and to America's global competitiveness.

Let's stand tall on this particular issue.

Let's exercise our professional responsibility as arts and sciences deans, and issue a public statement through CCAS that takes the for-profits to task for their persistent educational pandering.

For true education is not a painless credentialing process, but rather is a matter of profound personal struggle, where students must read, write, question, and think. Students learn so much when they grapple with the likes of *Billy Budd*, *Beloved*, or *Night* – chilling books about injustice and

mass murder that are the antithesis of painless education.

People where I live have a subtle sense of humor that includes advice for a rider who finds himself atop a dead horse – dismount. But I'm going to ride this hobbyhorse a little further.

The money-making institutions should be embarrassed pitching college degrees with ooh-so-little effort, but are not because they are making so much money doing it. Stock in the University of Phoenix rose from an IPO of 72 cents, to more than \$80 per share.

And in the ultimate statement of education as a private rather than a public good, they are now telling policymakers that they pay taxes, while we drain taxpayers.

And for the liberal arts this situation is worse. The for-profit institutions focus heavily on applied and profitable fields of study. Criminal justice, accounting, and counseling are their standard fare.

They make little effort to teach Latin or molecular biology because they make no money. They make little effort to teach inorganic chemistry or paleontology, because laboratories are expensive, and it is hard to push students successfully through those programs. Instead, they cherry-pick large enrollment courses with few instructional costs, where they turn a handsome profit.

In contrast, our institutions are non-profit centers of learning, discovery and service to the public. Like a family, where some earn a living for the benefit of all, we rely on some parts of our curriculum to subsidize other parts. In that way, we are able to keep alive great intellectual traditions and lightly enrolled courses, whether it be feminist writers or graduate mathematics.

We are not currently doing so in this country, but we should be having a public conversation over the wisdom of gradually pulling choice parts of the curriculum out of our colleges and universities. Market imperatives alone cannot drive academic curricula, or in the years ahead, we will be lacking intellectual integrity, and financial flexibility to drive discovery.

IV.

Accountability also chips away at liberal education.

The centerpiece has been No Child Left Behind, with its testing on key subjects for K-12 students. This pressure on public schools has driven up test scores in some locales, so it is often effective.

But interesting was the *Wall Street Journal* article about the Finns – the highest scorers in the world. The Finn's recipe for success is centered on paying teachers well and foregoing a standardized curriculum, in favor of teachers designing one that best fits their kids.

We've all heard how NCLB pressures teachers to narrow curricula, and teach to the test; how it produces scores that follow youngsters around in unhelpful ways, such as pass rates by ethnic group; how it drives out subjects that can inspire in other ways. In 2006, CNN reported a steep decline in physical and health education, noting that students can even satisfy P.E. requirements through online courses. In 2008, a study by the Center on Education Policy showed that about a quarter of schools reported a 50 percent reduction in arts education. I mention the K-12 accountability issues first because we typically house the academic programs in our colleges that are going by the wayside in our high schools.

Accountability may have started with K-12, but it now inundates us.

Here is a partial list of developments. Learning outcomes are center stage; accrediting bodies scrutinize assessment efforts; we've all hired assessment gurus, and armed them with benchmarking tools, such as the Delaware Study, National Survey of Student Engagement, Faculty Survey of Student Engagement, the Beginning College Survey of Student Engagement, and the CLA, CAAP, and MAAP exams; we have hundreds of campus and system initiatives with local versions of testing, capstone courses, and electronic portfolios; we have a Voluntary System

of Accountability; and yes, we have so many reports, from State Higher Education Executive Officers, the National Governor's Association, the National Conference of State Legislatures; the Business Higher Education Forum, the Institute for Higher Education Policy, and perhaps most famously, the Spellings Commission. Finally, we have a reauthorized Higher Ed Act that *Inside Higher Ed* labeled a "huge, exacting accountability bill."

Collectively, the accountability documents aren't all that thick, but they are weighty. Here are some common threads running through most of the reports, where we must be responsive in order to partly regain the level of trust we once held.

College is expensive for the average family, and people should be able to easily compare costs. Retention isn't particularly high, and graduation takes too long. Students should be more engaged with faculty at larger institutions since that intellectual connection is the reason for existence. And employers need graduates who can communicate... better than the student writing an essay on the Russian Revolution, who inserted the letter "h" into the word peasant, and thereby wrote repeatedly of the pheasants rising up to topple the Czar.

As for specific accountability studies, they are uneven. On one end of the spectrum is Derek Bok's thoughtful book on accountability in the arts and sciences; entitled *Our Underachieving Colleges*, it outlines a path of internal reform whose essence was affirmed earlier this week by the annual report of the National Survey of Student Engagement. Still other reports – like those from SHEEO or the governors – are often sensible and recognize the need for internal and multifaceted change. These reports may arrive at predictable conclusions, such as governors viewing accountability mostly in terms of higher education driving economic development in their states. But the intent is good, and our task is simply to enlarge their view of the university.

But then at the other end of the spectrum, there is a funny fringe, where disdain for higher ed is palpable. We might remind that group of House Speaker Sam Rayburn's observation that it takes a carpenter to build a barn, while any jackass can kick one down.

In the spirit of House rules, I invoke a point of personal privilege, and do not say who precisely is at the funny fringe. But I will say that there are some odd ideas out there. The July report of the Institute for Higher Education Policy argued the case for colleges and universities issuing a "warranty of an institution's programs and standards."

Yes, a warranty. It would state "the utilitarian purpose of the degree granted."

Good grief, what a myopic view of education's end. Aristotle's grand vision of the intrinsic worth of knowledge reduced to a mere customer warranty by an educational think tank preoccupied with accountability.

Given the range of accountability activities, how should deans respond? Embrace fair criticisms, and strive mightily to do better. Derek Bok has a roadmap. At the other end, beat back the foolish ideas as vigorously as Woody Allen did the chocolate pudding in *Sleeper*.

And we must drive discussions of accountability to those places where universities are better understood. Just as you don't want Yahoo run by yahoos, you don't want accountability driven by people who have never taught college, published research, or who do not grasp liberal education or cross-subsidy. In that sense, it helps that NASULGC and

AASCU have teamed up on the Voluntary System of Accountability. They understand colleges and universities.

But even as conversations drift to venues where we are understood, arts and sciences deans must play a role.

Let's see why by looking first at the Spellings Commission report – the manifesto of the higher education accountability movement that still animates most of the conversations. The report especially focused upon access, affordability, and learning. We support those things too, and we might even endorse some specific Commission recommendations, such as financial aid for disadvantaged students, or easier aid processes, or transparency in costs.

To her credit, Secretary Spellings continues working on financial aid issues in the waning days of the Bush administration.

We are probably less enthused about other recommendations. As deans, we better understand the downside of increasing the extent of advanced placement and dual credit.

But maybe more troublesome than any specific recommendation of the Spellings Commission was its glaring sin of *omission* – the total neglect of liberal learning. This may flow from the fact that many Commission members held professional degrees, and that the private sector was so heavily represented – Microsoft, IBM, and Boeing, along with a former AT&T executive, the Chamber of Commerce, a private investor, a philanthropist in the private education loan market, and the CEO of Kaplan. Liberal education had few seats at the table. And while that is the case, my point is not to question the motives of the individual Commission members, nor to pick on professional degrees – I explicitly mentioned their virtues earlier. If that is the message you hear, you are hearing the wrong message.

My message is simply that as deans of arts and sciences, we are entitled, and in fact obliged, to remind educational policymakers going forward that the Spellings report did not include our mission. It did not include the historic mission of undergraduate education in this country.

To publish a report "charting the future of U.S. higher education," – the report's actual subtitle – without mentioning liberal education is a little bit like writing a culinary review of Ruth's Chris steakhouse, with no mention of meat.

Thank goodness for Phi Beta Kappa, who observed that the Spellings Commission recommendations left out liberal education. Secretary Churchill noted "there is not a syllable about education in the liberal arts and sciences. Not a syllable." Secretary Churchill is here today, and we thank you, sir.

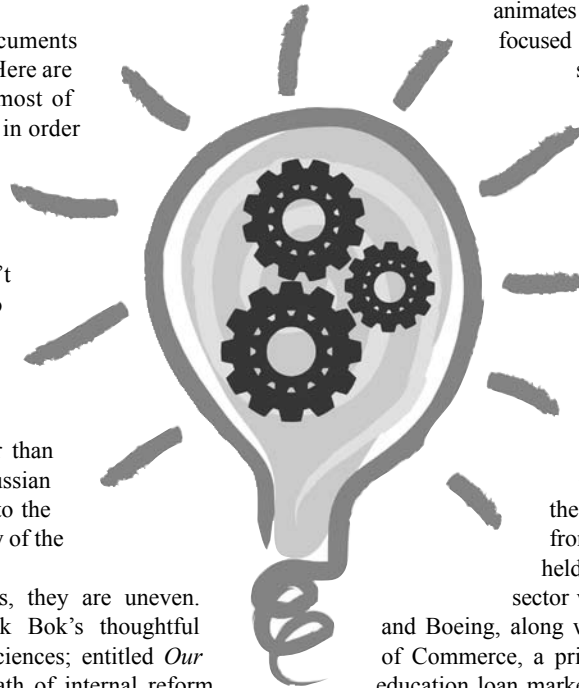
And hats off to David Ward, President of the American Council on Education at the time, who was the only commission member who declined to sign the Spellings report.

And to former Assistant Secretary for Postsecondary Education – the honorable and courageous Diane Jones – who earlier this year left her post out of frustration with the Department of Education's indifference to the liberal arts and sciences. Her story was page one of *The Chronicle*.

Now I don't want to beat, or particularly sit atop, what is surely a dead horse. But while time has run out on the Spellings Commission, the tone of its report still drives accountability work underway. Until such time as the new administration provides a different blueprint for higher education – and we should strive to help craft one – still sitting on the table is a plan that neglects, not respects, the liberal arts and sciences.

Earlier I mentioned places where I think accountability is on target, and we must be responsive; now for some thoughts about where it misses the mark.

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In general, the accountability movement is reductionist, glossing over institutional missions. Think for a minute about the different role and resources of Portland State, Harvard, Spelman, Wheaton, Ohio State, and the University of Utah. Then think about the appropriateness of data-driven academic comparison. It is too much apples and oranges.

Sure, we can offer benchmarks that compare us, just like Morningstar ranks mutual funds on risk and reward. We can do so with cost, where a clear metric exists. But on the academic side, we must be circumspect. Education is too multidimensional, and institutions are too dissimilar, to yield much but banal comparisons. Training future world leaders might be a suitable benchmark for Harvard, while graduating first-generation students might be a touchstone for our isolated or indigent institutions.

We're frequently accused of trying to dodge accountability by saying it is simply too hard to measure. Point well taken, but in turn, our critics should give more thought to the pitfalls of driving dissimilar institutions to testing and reporting in a nation that has clearly prospered from its ethnic and educational diversity.

Reductionism shows up with the Voluntary System of Accountability. The VSA was launched by educators to take ownership, and much of it involves sensible reporting of standard data. But it also requires pilot testing of incoming and exiting students on one of three standardized exams, and reporting of an average and a value-added score. I hasten to add that NASULGC and AASCU understand the ups and downs of all this, and see the need for institutional context and disclaimers.

So they are thoughtfully turning lemons into lemonade, and guiding us toward improved assessment of student skills. And yet, I fret about the reductionism because a value-added skills score is a pretty narrow slice of college life and learning. It doesn't tell us anything about whether we instilled within our students, more appreciation for artistry, tolerance, or civic life. Standardized testing simply does not measure those parts of liberal education. We must surely think narrowly about important individual skill sets, but at least as much, we must think broadly about education of the whole person, if our collective democracy is to thrive.

NASULGC and AASCU understand this issue too, and pursue projects to reinvigorate American public life. What worries me is whether other players in higher education policy realize the reductionism at work.

Accountability is also troublesome to the extent it has become a cottage industry. Assessment academies, publishers, the tutoring and testing companies, EduMetry, OWL software, Insight... they all stand to benefit from pervasive testing. Consultants are likewise riding this wave of policymaking to lucrative arrangements. And here don't forget the proprietary institutions, which strongly prefer discussions of learning outcomes for working adults, to a focus on education's end for young people.

Accountability also requires a lot of institutional effort and positioning for something near, but not exactly at the center, of learning. Sure, we can roll students into tests; have staff analyze and post scores; speculate whether institutions are gaming their incoming or exiting test takers, or spinning their results. But that is a whole lot of effort without actually teaching the kids.

Former CCAS President Geoff Feiss passed along this rural wisdom: "if your hogs are skinny...don't weigh 'em...feed 'em." We are weighing a lot these days, and what we are doing now seems to be structuring just what we are doing. We risk diversion from the critical educational tasks of our time, like preparing students to interface with Islam, to evaluate sound science, or operate deliberative democracy in a crossfire culture.

Related, I worry that accountability takes our eyes off the prize. Recall how W.E.B. Du Bois pushed us toward liberal education when slavery ended. He wrote movingly of the need to give the freed not a technical, but a liberal education. He argued that only then would there be a lofty respect for the human soul, and freedom for self-development. Only in liberal

education would we unlock the treasures of inner lives, he said, and push new viewpoints into the world.

These noble and energizing purposes of liberal education *are* the prize. Yet, these days so much of the footrace is a mix of shallow promises and profit, careerism and credentialing, standardized testing and mandated reporting, and marketing and institutional positioning.

V.

So what can we do to bolster liberal education?

Some steps are easy and obvious. We actively promote Phi Beta Kappa. We reach out to kindred spirits, like best-selling author Tom Friedman. We educate ourselves and our faculty so that we can speak confidently about the great intellectual tradition of which we are a part.

We keep working on a modest redefinition of liberal education that acknowledges an expanding college population, as the AAC&U has proposed, and as the CCAS Board has endorsed.

We open up a more public discussion of the harmful dimensions of the proprietary institutions, using analogies that our friends in the business world intuitively grasp, such as the specialty hospital in the community that attracts the insured, while city hospital is left with the uninsured. They understand cross-subsidy better than we do.

We make a liberal education speech a part of our repertoire, discussing these issues in our own way, and in the context of our own institution.

Today I pledge to take this message to places where I am invited, and I challenge each of you to carve out a small part of your professional life to do the same.

And then maybe at this conference, we annually ask a subset of deans to propose specific ways in the coming year for CCAS to advance broader public understanding of the liberal arts and sciences.

As an organization, CCAS can do more, starting with a letter to the new Secretary of Education that informs and requests a meeting. We should petition the folks running the VSA to put an active CCAS dean on their oversight board, and the AAC&U to put a CCAS dean on their National Leadership Council for LEAP. We could ask Teagle or some other foundation to fund development of a CCAS affirmation of liberal learning. And we should weigh in when issues affect us. We only recently tiptoed into the political arena, two months ago releasing an agenda for higher education for the next Congress and administration. The Obama campaign kindly acknowledged receipt of our work, and future CCAS presidents and Boards should push this and new messages into new places.

VI.

I close on an optimistic note, confident in our ability to structure things for the better, and mindful of the fact that liberal education refines the views of our young people, and instills good habits in their hearts. This recurrent play to the human spirit has happened for 2500 years in the western world, and it will outlast any harmful vestiges of education for profit or accountability, if we are vigilant and willing to act.

And then maybe our descendents will remember us as good ancestors, who championed liberal education at a time it faced many challenges.

Thank you for the honor of serving as your president, and let's move forward with complete confidence.

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FEATURING: **Kate L. Forhan**

Kate L. Forhan, Dean, College of Arts & Sciences
Northeastern Illinois University

Why did you choose the administrative route when you had a successful career as a teacher and researcher?

I had found that I really enjoyed being a department chair and I had helped to start an interdisciplinary institute. It is really satisfying to build things. Someone once told me I had an “entrepreneurial” personality and I guess that is a good attribute to describe what a dean does.

You’ve been a dean now since 2002.

What advice would you give to new deans?

That the only control you have is over your own life and priorities, ethical systems, and judgment. So if you can take the time to structure thinking space during the day, keep that time to stay centered on what your goals are. And also, that “good enough is good enough.” As Orel Hersheiser says, “the perfect is the enemy of the good.” I believe that if I try to be perfect, I’ll fail!

Why are you a member of CCAS?

It is people I can count on – their wisdom, discretion, advice, and sense of humor. It’s a very lonely job [being a dean], because you are very isolated. So where can you go to get that sense of camaraderie and shared purpose without a hierarchical relationship? From CCAS – people are generous with their time, ideas, and concrete answers. And there’s lot of good food.

How do you keep your life in balance?

Well, it might seem like I don’t have much of a life – my children are grown, the dog died, and my husband works in another state. But I love being in downtown Chicago. Our phone message says it all, “We can’t come to the phone right now. We’re probably out enjoying the city of Chicago!”



Do you have a favorite dean who might be profiled under “Featuring?” Send your nominations and a few words about the dean to ccas@wm.edu.

CCAS Members to Receive Subscription Discount



The CCAS Board of Directors and Heldref Publications have entered into an agreement whereby CCAS members in good standing can subscribe to *Change: The Magazine of Higher Learning* at a 30 percent discount.

Well known and respected as an opinion magazine dealing with contemporary issues in higher education, the award-winning *Change* spotlights trends, provides insights, and analyzes the implications of new programs and policies. Articles cover

influential institutions and individuals, new teaching methods, curriculum, finances, governance, and public policy. Editorial content includes special departments, regular columnists, a wide-ranging book review section, and analytical features on current issues in higher education. *Change* is published six times a year with editorial leadership provided by the Carnegie Foundation for the Advancement of Teaching.

CCAS members can subscribe for \$36 for six issues. To obtain an order form, click on the link under Publications at www.ccas.net.

February Department Chairs' Seminar

SPACES STILL OPEN

Please encourage your new or recently new department heads/chairs to attend this well-received two-day seminar. Seminar co-directors **Nancy Gutierrez** (U of North Carolina at Charlotte) and **Don Para** (CSU-Long Beach) will be assisted by four experienced department chairs. Atlanta-Buckhead was chosen as the site for this event, as many cities have direct flights into Atlanta.

The registration price remains at \$500, which includes two breakfasts, one lunch, and two networking receptions. The \$129 preferred room rate is good at the Doubletree Inn Atlanta-Buckhead through **January 22**.

Additional information may be obtained on our website, www.ccas.net.

Changing of the Guard

Joseph Curran, Misericordia University-College of Arts and Sciences, has been named dean, replacing Barbara McCraith.

Larry Gould, formerly associate dean at the Northern Arizona University, has been named associate vice president at the Yuma Campus of NAU.

Willie Houston, Central State University-College of Arts and Sciences, has been promoted to associate vice president. **Loyette Chinwah** is the new dean.

Nina McClelland is serving as interim dean at The University of Toledo-College of Arts & Sciences, replacing Yeuh-Ting Lee.

Bruce Rankin, is serving as interim dean at Northeastern University-College of Arts and Sciences, replacing James Stellar.

Lawrence D. Rogers, formerly associate dean at Kansas State University, has been named dean of Oregon State University-College of Liberal Arts, replacing Larry Roper.

Jane Winer, Texas Tech University-College of Arts and Sciences, has been named provost. **Lawrence Schovanec** is the interim dean.

WELCOME NEW MEMBERS

Alvernia University – Division of Arts & Sciences. Kevin Godfrey, Dean.

Boise State University – College of Social Sciences & Public Affairs. Melissa Lavitt, Dean.

Bowie State University – School of Arts and Sciences. George Acquaaah, Dean.

Clark Atlanta University – School of Arts & Sciences. Shirley Williams-Kirksey, Dean.

Concordia University at Austin – College of Liberal Arts. Kenneth Schmidt, Dean.

Olivet Nazarene University – College of Arts and Sciences. Sue Williams, Interim Dean.

Radford University – College of Science and Technology. J. Orion Rogers, Dean.

San Francisco State University – College of Behavioral & Social Sciences. Joel Kassiola, Dean.

St. Mary's University – School of Humanities and Social Sciences. Janet Dizinno, Dean.

Western Washington University – Fairhaven College of Interdisciplinary Studies. Roger Gilman, Dean.

2009 SEMINARS SERIES

BACK-TO-BACK SEMINARS

ENROLL IN ONE OR BOTH

St. Petersburg, Florida • Register at www.ccas.net

March 5-6 • Deans & Development Seminar

Building a Successful College Development Team: From start-ups to large campaigns

Dean Michael Plater (*North Carolina A&T State University*) directs this seminar, which is intended to help deans take their fundraising to the next level. The seminar will include a basic introduction to the types and techniques of fundraising, as well as practical, hands-on activities. The dean's role in friend raising, establishing a development team, and the cycle of successful development will be explored. The seminar is appropriate for deans new to fundraising and those who want to get back to the basics. Deans are encouraged to bring one or more members of their development team. The featured speaker will be Donald R. Gray, Vice President for Principal Gifts (retired), University of Wisconsin Foundation.



March 6-7 • Fiscal Management Seminar

The Responsible Dean: Moving your college forward during tough fiscal times

Led by Chris McCord (*Dean, Northern Illinois University*) and Ron Nowaczyk (*Dean, University of New Haven*), this seminar will focus on planning college budgets and responding to cutbacks while minimizing the impact on quality in the college. Participants will be introduced to several budgeting models used at public and private institutions. The importance of linking the budget to a college plan will be emphasized. Discussions with university-level officers will provide context for college budgets within an institution's overall fiscal plan. Participants will work on case studies and will draw upon the experiences and expertise of those attending. The "take-away" will be tools to help you develop college-level fiscal plans.

Schedule

DEANS AND DEVELOPMENT	
Thursday, March 5	
Noon-1:00	Lunch. Welcome, Introductions, and Seminar Overview
1:00-5:30	Plenary & Breakout Sessions
6:00-7:00	Networking Reception
Friday, March 6	
7:30-8:30	Breakfast – discussion tables
8:30-Noon	Plenary & Breakout Sessions
Noon	Adjournment
FISCAL MANAGEMENT	
Noon-1:00	Lunch. Welcome, Introductions, and Seminar Overview
1:00-5:00	Plenary & Breakout Sessions
5:30-6:30	Networking Reception
Saturday, March 7	
7:30-8:30	Breakfast – discussion tables
8:30-Noon	Plenary & Breakout Sessions
1:30-5:00	Plenary & Breakout Sessions
5:30-6:30	Networking Reception

Location: Hilton St. Petersburg Bayfront Hotel Group rate: \$159. Reservations must be made by February 11, 2009
<http://www.hilton.com/en/hi/groups/personalized/SPTSHHF-CCA-20090304/index.jhtml>
 or call 1-800-HILTONS
 Group code: CCA

Registration fee: \$350/seminar or \$600 for both (Non members, \$450/700)

SPECIAL OFFER: Each additional registration per College/School is ½ off the regular registration fee (second registration is \$175/seminar for additional people (member price); \$225 for non-members.

Cancellation policy: For written cancellations received at ccas@wm.edu by February 20, CCAS will refund the registration fee, less a 10% administrative fee. After February 20, no refund will be granted due to catering guarantees.



Council of Colleges of Arts & Sciences

The College of William & Mary

PO Box 8795, Williamsburg, VA 23187-8795

www.ccas.net

NOVEMBER/DECEMBER 2008

Upcoming Events

REGISTER AT ccas.net

WEBINARS FOR BUSY DEANS

Legal Issues in Higher Education – “Higher Education Law and the Faculty”

December 18, 2008, 4:00-5:30 p.m. EST

Featuring Beverly E. Ledbetter, Vice President and General Counsel, Brown University

Write ccas@wm.edu for registration details

SEMINAR SERIES

Deans & Development – “Building a Successful College Development Team: From Start-ups to Large Campaigns”

March 5-6, 2009, St. Petersburg, Florida (see article on page 11 for full details)

Fiscal Management – “The Responsible Dean: Moving Your College Forward During Tough Fiscal Times”

March 6-7, 2009, St. Petersburg, Florida (see article on page 11 for full details)

DEPARTMENT CHAIRS' SEMINARS

February 12-14, 2009

Doubletree Inn Atlanta-Buckhead, Georgia (see article on page 10 for full details)

July 9-11, 2009 • Loews Denver Hotel

October 8-10, 2009 • Bahia Resort San Diego

NEW DEANS' SEMINAR

July 12-15, 2009

Loews Denver Hotel