



CCAS

49TH ANNUAL MEETING

NOVEMBER 5-8, 2014



I am very pleased to welcome you to the 49th Annual Meeting of the Council of Colleges of Arts and Sciences. Membership in CCAS continues to grow and now numbers over 500 colleges and universities from the United States and other countries. The dedication and commitment of our member deans has helped to build CCAS into an important voice for the liberal arts and sciences, and our annual meeting provides an opportunity for us all to come together, to learn from each other through formal presentations, and to build relationships with our colleagues through informal networking.

This year's program includes panels organized by our members that address a wide range of topics that will be of interest to those responsible for the arts and sciences in their institutions. These topics include leadership development, student recruitment and retention, the application of CCAS's Standards of Practice, distance education, hiring and managing adjunct faculty, and issues of gender in decanal life, among many others. Other sessions include the successful critical issue forums (CIFs), which provide an opportunity for focused discussion on topics of special interest, and the ever-popular and successful case study sessions. In addition, the program features a number of workshops (some of which require separate registration) on topics such as conflict resolution, career advancement for deans, legal issues, deans and development, and strategies for "selling" the value of the arts and sciences. As always, our three plenary speakers will offer their own thought-provoking perspectives: We look forward to hearing from digital humanities scholar Laura Mandell, Debra Stewart, former President of the Council of Graduate Schools, and CCAS President Nancy Gutierrez.

As the costs of college increase and the economic recovery proceeds only sluggishly, institutions of higher education generally, and colleges of arts and sciences in particular, are increasingly asked

to justify themselves to students, parents, legislators, and other audiences. This year's meeting will provide many opportunities for each of us to reflect on the enduring value of the arts and sciences in higher education and to consider how best to communicate that value to others. The wide diversity of institutions represented within CCAS is one source of our strength as an organization. The perspective of a dean at an undergraduate liberal arts college is different from that of an arts and sciences dean at a large research university, but those varied perspectives all contribute to a broader and deeper understanding of the value of the liberal arts and sciences to higher education and to society.

The CCAS Annual Meeting returns to San Antonio after a 10-year interval during which a great deal has changed in the world of higher education. We have weathered a significant economic recession that has affected public and private institutions alike and witnessed other societal changes that influence us and our students in numerous ways. The 2014 meeting will allow us to reconnect with friends made in previous years, and to meet in person colleagues who are known only through the CCAS listservs or social media. Please plan on joining us in San Antonio.



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Separate registration and fees apply. Enrollment is limited to 40 participants, so register early! There will be no on-site registration for these workshops.

WEDNESDAY, November 5

7:30 am – 2:45 pm

Conflict Management for Deans

Conflict management is an essential skill for all Arts and Sciences Deans. This interactive workshop will focus on the Dean's role in managing conflict. The workshop begins with how to conduct a conflict analysis within the two main approaches to conflict (collaborative and competitive). Key skills for effective conflict management will be discussed, and workshop registrants will be active participants in specific skill-building activities. A highlight of the workshop is a set of case studies featuring scenarios that are frequently encountered by Deans. The session will close with a discussion of resources for conflict management.

PRESENTER:

Suzanne McCorkle, Ph.D.



Suzanne McCorkle is Director, Boise State University Dispute Resolution Program and Professor of Communication. Previously she was Interim Dean and Associate Dean, College of Social Sciences and Public Affairs, Boise State University. She is the author (with Melanie J. Reese) of *Mediation Theory and Practice*, Allyn and Bacon, 2004 and *People Skills for Public Managers* (M.E. Sharpe, 2014) with Stephanie L. Witt.

ROOM LOCATION: Conference Rooms 17-18

SCHEDULE:

7:30 am – 8:00 am

Workshop check-in and light refreshments

8:00 am – 12:00 pm

Morning session

12:00 pm – 1:00 pm

Networking luncheon (provided)

1:00 pm – 2:45 pm

Afternoon session

REGISTRATION FEE: \$195



San Fernando Cathedral

WEDNESDAY, November 5

7:30 am – 2:45 pm

Getting Ahead: A Career Planning Workshop

Marlene Ross, along with two search consultants, will facilitate a discussion of the complexities of the search process and the “do’s and don’t’s” of applying for leadership positions in academic administration. You will learn how to frame a good CV and letter of application, and how to prepare yourself for an interview. Breakout sessions will focus on assessing participants’ CVs and cover letters. Discussion will include the multiple pathways to decanal and provost positions. The consultants also have proven track records in placing minority administrators in leadership positions. Participants will be asked to provide copies of their CV’s, an ad (real or fictional), and a cover letter in response to the ad for their next possible position.

FACILITATOR:

Marlene Ross, Ph.D. Higher Education Consultant/Executive Coach
Former director, American Council of Education Fellows Program



Marlene Ross worked at the American Council on Education for nearly 24 years. She directed the ACE Fellows Program for 17 years and is an expert on leadership development for academic administrators. She designed and implemented the ACE Fellows promotional and selection processes as well as its curriculum and has mentored hundreds of higher-education leaders and coached them through searches and difficult work challenges. Dr. Ross is currently a consultant conducting on-campus assessments and presidential evaluations as well as designing and implementing leadership workshops. She also serves as an executive coach to higher education leaders including new presidents.

PRESENTERS:

Bill Funk, R. William Funk & Associates (TX)
Marion Frenche, Greenwood/Asher & Associates

ROOM LOCATION: Salon K

SCHEDULE:

7:30 am – 8:00 am

Workshop check-in and light refreshments

8:00 am – 12:00 pm

Morning session

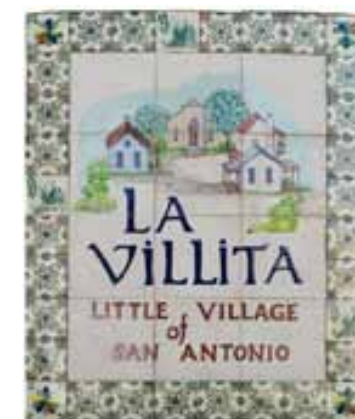
12:00 pm – 1:00 pm

Networking luncheon (provided)

1:00 pm – 2:45 pm

Afternoon session

REGISTRATION FEE: \$195



At La Villita, an historic arts village founded in 1939, galleries and shops in one square block offer unique art by local & regional artists.

Conference registration is open from 11:00 am – 7:00 pm

7:30 am – 2:45 pm

**Pre-Conference Workshop:
Conflict Management for Deans**

*Pre-registration required; fees apply.
See page 2.*

7:30 am – 2:45 pm

**Pre-Conference Workshop: Getting
Ahead: A Career Planning Workshop**

*Pre-registration required; fees apply.
See page 3.*

12:00 pm – 2:45 pm

Board of Directors Meeting

PRESIDING: Nancy A. Gutierrez,
*University of North Carolina
at Charlotte*

3:00 pm – 4:00 pm

Newcomers Welcome Session

PRESIDING: Nancy A. Gutierrez,
CCAS President

Timothy D. Johnston,
CCAS President-Elect

Hosted by the CCAS Board, the welcome session greets newcomers to our organization and offers an informed and informal introduction to CCAS.

3:00 pm – 4:30 pm

Case Study Leaders Meeting

3:00 pm – 5:00 pm

State/System Deans Meetings

- Michigan Deans Meeting
- New Jersey Deans Meeting
- Ohio Deans Meeting
- Pennsylvania Deans Meeting
- Georgia Deans Meeting
- Texas Deans Meeting
- North Carolina Deans Meeting

4:00 pm – 5:00 pm

San Antonio Rises to the World Stage



PRESENTING:

Angelica Docog,
*Executive Director of
the UTSA Institute of
Texan Cultures*

Mark Twain referred to San Antonio as one of four unique cities in the

United States. This was before the San Antonio Riverwalk and the first Fiesta celebration. It was before five major military installations opened, and the moniker of “Military City, U.S.A.” It was before HemisFair 1968 launched the city’s modern era. The Institute of Texan Cultures opened at that ’68 World’s Fair, offering an unprecedented look at how Texas’ diversity built the state’s unique identity. Angelica Docog, executive director of the UTSA Institute of Texan Cultures, will present on San Antonio and how the city again finds itself on the world stage, a rising star in research, academics and industry.

5:30 pm – 6:30 pm

Reception for Registrants and Guests

Hosted by the CCAS Board of Directors

First Night Dinner for Newcomers

Newcomers wishing to join up to go out for small-group dinners may meet at a designated location immediately following the reception.



The Alamo

Conference registration is open from 7:00 am – 5:00 pm

7:00 am – 7:45 am

**Meetings of CCAS
Standing Committees**

- Committee on Associate/Assistant Deans
- Committee on Comprehensive Institutions
- Committee on Cultural Diversity
- Committee on Liberal Arts Institutions
- Committee on Metropolitan/Urban Institutions
- Committee on Private Institutions
- Committee on Research Institutions

7:45 am – 8:45 am

Breakfasts by Sector

- Comprehensive Institutions (under 10,000)
- Comprehensive Institutions (over 10,000)
- Liberal Arts Institutions
- Metropolitan/Urban Institutions
- Private Institutions
- Research Institutions

9:00 am – 10:15 am

Opening Plenary Session

WELCOME:

Anne-Marie McCartan, CCAS

PRESIDING:

Nancy A. Gutierrez,
*University of North Carolina at
Charlotte, President of CCAS*



SPEAKER:

Debra W. Stewart,
*President Emerita and
Senior Scholar, Council of
Graduate Schools*

REMARKS:

**“Pathways, Potholes, &
Partnerships: Rethinking
the future of graduate education”**

CONCURRENT SESSIONS I

10:45 am – 12:00 pm

SESSION A

New Deans Workshop

This session will involve interactive discussions of the challenges, responsibilities, and obligations of the new Dean. It will include “getting started,” managing resources, conflict management, and other pertinent topics crucial to a new Dean’s success. This session will be run by the same team that conducted the 2014 summer CCAS New Deans Seminar. Time will be saved for questions from the audience. All Deans, old and new, are invited to attend.

SESSION B

**Resource Planning and
Institutional Culture**

Major changes in budget planning can have implications for setting funding priorities, catalyzing department chair development, and driving cultural change. Deans from three public institutions of widely varying sizes and levels of planning sophistication—a small liberal arts college, a medium-sized, and a large regional comprehensive university—will share their experiences motivating such change, generating a discussion that considers the systemic, political and human ramifications of new approaches to resource allocation. We consider the reasons driving changes in resource allocation, models adopted, challenges posed for chairs and deans, and positive as well as unexpected outcomes. The presentations will reflect on the impact of fiscal constraints, transparency, accountability, and investment in resource planning as a way to increase departments’ abilities to succeed.

SESSION C

Developing Leadership Skills Among Department Chairs

Department chairs are critical leaders in academic institutions, yet they often begin their appointment with no previous experience in a comparable role. While chairs may get an introduction to the procedures and policies employed at their institution, few colleges and universities systematically develop the broader leadership and managerial skills that chairs need to be effective. This session will be an interactive forum to discuss areas where experienced chairs report that additional support would have been helpful. The panel will discuss approaches to chair development, including concentrated workshops for new chairs, extended programs that continue for several months, and ongoing development and support. The primary goal for this session will be to share experience about programs that attendees have found effective, and to discuss ideas for chair development that can enhance current practices. Resources will be provided to assist institutions in developing their own programs.

SESSION D

Deaning Seen through a Gender Lens

Women comprise 34 percent of liberal arts Deans nationally, compared to over 50 percent of our undergraduate students and 41 percent of full-time faculty. In positions above the deanship, the number of women decreases sharply. Does gender matter much anymore when considering a Dean's abilities to succeed or advance? A related, under-researched question is how sexual orientation affects a Dean's success and advancement. In this mixed gender panel, three seasoned Arts and Sciences Deans offer their reflections on questions of gender and the deanship: What has changed or stayed the same? What still needs to change? How does gender affect the less overt aspects of deaning such as access to donors and being coupled at social events? The panelists

will share their reflections from the following perspectives: development, leadership styles, power flows both up and down, sexual orientation, and interpersonal and public communication.

SESSION E

Enrollment Management at the Comprehensive University

It is a rare comprehensive institution these days that does not experience heightened concerns about and interest in enrollment issues and their management. As a whole, this panel reflects on a number of enrollment practices at select comprehensive universities that require collaboration between academic affairs and enrollment offices. Increasingly, recognition has grown that such collaboration is essential. Topics presented include enrollment and academic practices which address transfer students, summertime enrollment, and organizational structures which may maximize enrollment yield. *Sponsored by the Committee on Comprehensive Universities.*

SESSION F

CRITICAL ISSUE FORUM: Benchmarking the Humanities: What we know, and what we don't

This past spring, the American Academy of Arts and Sciences (www.amacad.org) released the newest version of the Humanities Indicators Project (www.humanitiesindicators.org), a source of detailed objective data about the humanities in schools, undergraduate and graduate education, the employment of graduates and faculty, and public life. In this Forum, the director of the Indicators will offer a brief overview of the available information, including new data from a study of humanities departments (English, modern languages, history, philosophy, religion and communications). Attendees will then discuss the implications of the data for better managing their departments and ways in which information

about the humanities can provide benchmarks for their own programs. The limitations of the available data—and its implications for assessing the state of the humanities—will also be discussed.

12:15 pm – 1:30 pm

Luncheon and Address

PRESIDING:

Timothy D. Johnston,
University of North Carolina at Greensboro, 2014 Program Chair and President-Elect, CCAS



SPEAKER:

Laura Mandell, Director, Initiative for Digital Humanities, Media, and Culture, Texas A&M University

REMARKS:

"The Challenge of Big Data: Retooling the humanities"

12:15 pm – 1:30 pm

Special Discussion Topics for Luncheon Tables

Sign up begins at 7:00 am on Thursday at the Registration Desk.

ORGANIZER:

Steve Peters, *University of Montevallo*

1:45 pm – 3:00 pm

Case Study Sessions

ORGANIZER:

Gerry Greenberg, *Syracuse University*

A highlight of the CCAS meetings, case study sessions provide participants the opportunity to discuss difficult situations and consider various solutions. There are not always clear answers; this is an opportunity to share experiences useful to everyone.



CONCURRENT SESSIONS II

3:30 pm – 4:45 pm

SESSION G

Recent Developments in Higher Ed Law: What every Dean needs to know

Paul J. Ward,
Southern Methodist University

This session offers a briefing on certain hot topics in higher education law in order to equip Deans to spot

legal issues and to recognize when to seek legal counsel. Following an overview of the historical development of higher education law, Paul Ward, SMU's vice president for legal affairs and general counsel, will address recent developments including new federal guidance relating to sexual misconduct on campus, challenges to discipline and grading of students, distance learning/state authorization, copyright/fair use, and minors on campus.

SESSION H

Student Success: Two practical ideas for R&R (recruitment and retention)

Recruitment, retention, persistence, and graduation dominate discussions of academic strategy. This panel explores two separate efforts to turn these terms into actionable, employable reality. The first effort asked the question "Where do successful students at our university come from?" Beginning with a comparison of student intake and university performance, a research team from one university worked under the assumption that bringing in the right students, for the right reasons, helps to ensure student success. The second half of the panel addresses the question "How do you combine existing student services with new ideas to support incoming and continuing students?" Panelists will discuss the work of a university-wide committee that navigated the politics of integrating Academic Affairs, Student Affairs, and existing student services programs into a new Academic Success Center.



Indicates a "CRITICAL ISSUES FORUM"

SESSION I

(Even More) Publish or Perish: Adjusting to revised demands for faculty scholarship

As research expectations are ratcheted up at many institutions, how do Deans assist faculty members who may have been hired with one expectation level but now find themselves trying to cope with higher expectations for promotion? How can Deans encourage faculty “habits of scholarship,” including making time for research and writing while teaching at a 3/3 course load or higher? Panelists will offer best practices, such as helping faculty members to better tie research to teaching, finding appropriate settings for faculty scholarship, setting up peer coaching and writing accountability groups, and coaching chairs to better support faculty scholarship. Panelists will lead a discussion of

how Deans can teach faculty members and review committees to embrace Boyer’s Scholarship of Engagement as a legitimate area of scholarly endeavor.

SESSION J

Complexities of the Associate/Assistant Dean Role: Preliminary results from the CCAS Associate/Assistant Dean survey

Associate and Assistant Deans are sometimes cast as essential, hardworking but undertrained former scholars possessing great responsibility with relatively little power and few opportunities to exercise true leadership. Writings designed to provide guidance seem more optimistic in their assessments of the potential for leadership “from the middle.” The CCAS Committee on Assistant/Associate Deans commissioned a survey of CCAS members in the

assistant and associate roles. The survey seeks to add to existing research and offer insights unique to the liberal Arts and Sciences to address questions such as Who are we? How is our work structured? Why do we remain in the role? The survey also explores work/personal life balance; maintaining connection to academic work; relationship and perspective changes; management versus leadership; and stress. This panel will provide a literature-based context for the survey, present preliminary quantitative and qualitative results, and stimulate discussion about the results and their implications. *Sponsored by Committee on Associate/Assistant Deans.*

SESSION K

First Contact: Establishing relationships with new international partners

With the recruitment of international students and other collaborations with international partners playing a more significant role in maintaining and/or improving the intellectual and financial health of colleges and universities, Deans, Associate Deans, and Assistant Deans are often being asked to take the lead on establishing “first contact” with potential global partners. This interactive session will focus on providing insight into best practices and potential traps when attempting to establish various types of relationships (e.g., 2+2 student exchange, faculty exchange, curriculum development). Panelists will present insights in the form of “tips and traps” based on their interactions with higher education institutions in Asia, North American, Africa, and Europe. Attendees will engage in an activity designed to tap their expertise and to generate additional insight on international partnership practices. The goal of the session is to provide both the international partner novice as well as the international partner expert with information to make their next “first contact” an even greater success.

SESSION L

CRITICAL ISSUE FORUM: Leadership Strategies to Foster Work-Life Satisfaction and Effectiveness

The academic leader is influential in fostering a work-life culture that is supportive of and friendly to faculty, staff, and students because decisions about access to benefits are often left to the discretion of the leaders or supervisors. Although supportive policies and benefits may exist, unsupportive leaders can offset their intended effects. Academic leaders set the tone for their departments, and small shifts in perception and practice can contribute to the institutionalization of a work-life culture that can have tremendous benefits for everyone. Work-life initiatives and strategies for higher education is a burgeoning area of research and practice and, by further exploring the strategies and resources available, academic leaders can shape a work-life culture at their own institutions. Discussion groups will examine such topics as: workplace and career flexibility; retirement transitions; flexible work arrangements; dependent care/caregiving; paid and unpaid leave; dual career assistance; and self care.

4:45 pm – 5:30 pm

Meeting of the CCAS Standing Committee on Gender Issues

5:30 pm – 6:30 pm

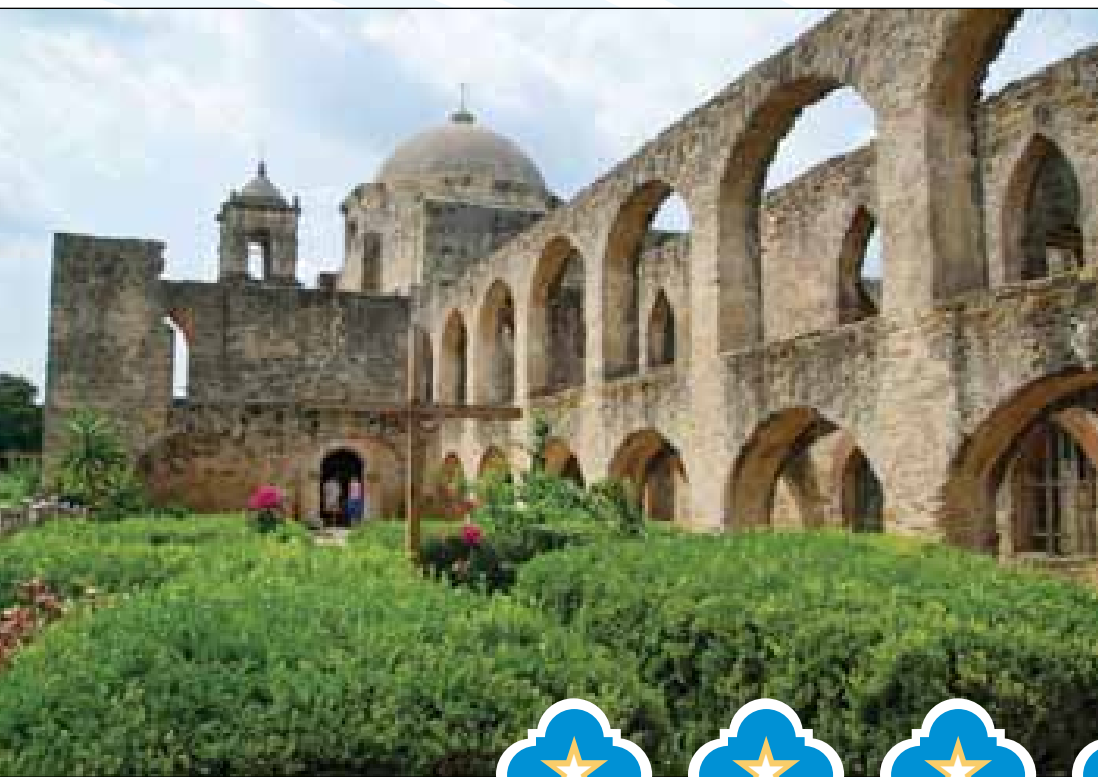
Reception for Registrants & Guests

6:30 pm – 7:30 pm

Reception for Alumni & Friends of the ACE Fellows Program

Sponsored by the ACE Council of Fellows

HOST: **David Carl Wilson,**
Webster University



Mission San Jose

Conference registration is open from 8:00 am - Noon

7:30 am – 8:45 am

Open Continental Breakfast

All attendees are invited to this meet-and-greet continental breakfast. Seating for Special Topics is on a first-come, first-served basis.

ORGANIZER:

Steve Peters, *University of Montevallo*

7:30 am – 8:45 am

Breakfast for Minority Deans

TOPIC OF DISCUSSION:

Funding, Fundraising and Minority Student Retention

CCAS minority Deans, especially those serving in public minority institutions, have to develop fundraising capabilities for their sustainability, enhance the quality of their programs, and be capable of recruiting high performing students, or have appropriate resources to help students complete their declared academic majors. Higher education institutions, whether public or private, are experiencing a drastic reduction in Federal and State funding. Deans have to create a strong collaboration between their office and the Development/Advancement Office to solicit donors for their college/programs and scholarships. Attendees will break into small groups to develop a list of resources that should be added to the CCAS Deans Knowledge Base (DKB).



Antorcha de la Amistad
and Tower of the Americas.

CONCURRENT SESSIONS III

9:00 am – 10:15 am

SESSION M

Cultivating Leadership from Within

This session addresses the topic of faculty professional development by providing perspectives from three presenters with varying experiences. An experienced Dean with administrative experience at three institutions will share her perspective both as a participant in and an administrator of skills-development programs addressing issues such as conflict management, budgeting, leadership styles, leading change, and time management. Another Dean, now in his second year, will highlight how he reaches out to first-year assistant professors and department chairs to provide mentorship. He will also discuss how he is expanding his mentorship of his Assistant Dean and developing an advisory group of junior faculty who will help him design and implement structural changes. The third presenter, a recent faculty fellow in her college's Dean's office, will contribute the perspective of a faculty member being mentored at the college level, including the benefits and challenges presented by this newly created position. The panel will solicit contributions from the audience members about additional models and their successes.

SESSION N

Shifting the Focus: Moving the discourse of higher education back to learning

In many states, legislatures have shifted public funding to performance-based schemes and used new metrics to determine allocations. The architects of higher-education informatics have skewed the discourse of higher education, shifting the focus from deep understanding of the processes by which learning takes place to accountability based on educational outcomes. While many may find this shift disturbing, it is

important for us as a community to be proactive and intentional in keeping the focus on: 1) the discourse of learning; 2) course performance and graduation; and 3) the successes and achievements of our students and alumni. In this way, we will be able to re-direct legislative and public opinion back to the core missions of the university: teaching and learning; the creation of new knowledge; and the implementation of creativity to solve complex issues. This panel will historicize the production of higher education informatics, highlight institutional responses to legislative interpretations, and discuss ways to re-focus the discourse back to the mission of the university.

SESSION O

Faculty Workload Models at Research Universities

A faculty member's workload focuses on the three areas of research, teaching, and service. How a faculty member contributes to each of these areas differs across disciplines but also across the lifespan of his/her career. Managing faculty workloads in a manner that enhances faculty contributions and also advances the institution's goals requires policies that are transparent, equitable, widely implemented, and embraced by key constituencies. Consideration of how other policies (e.g., merit determinations, interdisciplinary collaborations, enrollment management) impact workload policy is also important. In this session we discuss the implementation of faculty workload policies that aim to enhance faculty productivity and maximize their strengths. Panelists will discuss experiences in implementing workload policies across various institutions with a focus on successes, failures, and the need for collaboration among key players in order for these policies to be successful.

SESSION P

CCAS Standards of Practice: Who is doing what, and what isn't getting done?

Over several years and as part of the

CCAS Strategic Plan, CCAS developed a document entitled *Standards of Practice: A Self-Assessment Guide for Colleges of Arts & Sciences* (2013). The document was developed "in order to help Deans evaluate whether their colleges or schools maintain policies and procedures that align with the best practices and standards in higher education." This panel addresses specific ways that Deans have used or plan to use the *Standards of Practice*. One panelist will describe the use of the *Standards of Practice* as a tool to guide reorganization of a rapidly growing and changing College of Arts & Sciences. The other panelist will describe the use of the tool for beginning a new deanship. This session will provide an opportunity for audience participants to consider how best to work with the *Standards of Practice* in ways relevant to their own institutions.


SESSION Q

Integrating Arts & Sciences: What's STEAMing on your campus

STEM education and funding attract lots of attention these days, often leaving the arts and humanities feeling sidelined. This panel interrogates such imbalance and discusses how the Arts and Sciences can be better integrated on our campuses to promote the core values of liberal learning. We want to know what is happening on the ground within CCAS institutions relevant to this (re)integration of Arts and Sciences: what challenges are Deans facing on their campuses to better integrate the Arts and Sciences; how are Deans addressing these challenges through faculty and program development; what resources are they drawing on to support this integration? Panelists' presentations will provide a springboard for further discussion, problem-solving, and resource sharing relevant to enhanced integration of the Arts and Sciences in our liberal education models. *Sponsored by the Committee on Liberal Arts Institutions.*

SESSION R

CRITICAL ISSUE FORUM:**“The Heart of the Matter” Redux: Status and future of the American Academy of Arts and Sciences report on the humanities and social sciences**

 This forum will examine the progress, challenges, and strategies for advancing the recommendations of the American Academy Commission on Humanities and Social Sciences report, *The Heart of the Matter* (2013). The discussion is intended to extend and advance the conversation begun at the 2013 CCAS Annual Meeting regarding the role of CCAS member institutions in advancing the importance of the humanities and social sciences for American prosperity, security, and civic well-being. The report and other information is available at: <http://humanitiescommission.org>

10:45 am – 12:00 pm

Annual CCAS Business Meeting

Join president Nancy A. Gutierrez and executive director **Anne-Marie McCartan** to hear what the Board of Directors has focused on this past year and plans for celebrating CCAS' 50th anniversary next year.

It's your association – plan to attend!

12:15 pm – 1:45 pm

CCAS Luncheon and Presidential Address

PRESIDING: Timothy D. Johnston,
President-Elect, CCAS



PRESENTATION: CCAS
2014 Arts & Sciences
Advocacy Award

SPEAKER:
Nancy A. Gutierrez,
2013-2014 CCAS President

REMARKS: “Storytelling
and the Deanship”

CONCURRENT SESSIONS IV

2:00 pm – 3:15 pm

SESSION S

Deans & Development Workshop

This three-hour interactive workshop will provide sufficient information to allow Deans with little or no experience in development to understand the components of development and also provide them with enough confidence to undertake such activities. Those Deans experienced in fundraising will be able to consider the approaches that are currently successful. Topics will include: The Four Components of Successful Fund Raising; Identification, Cultivation, Solicitation, Stewardship; What Works in 2014; Relationships and their Importance: Dean and Donors; Dean and the Development Officer; Comprehensive Campaigns; Engaging Department Chairs and Faculty; and Expectations and Realities of Making Development Part of Your Schedule.

SESSION T

Principles of Leadership in Tough Times and Transitions

Deans must demonstrate quality leadership at all times, but these skills are called for more obviously during challenging times, such as financial crises, and during transitions, such as the beginning of a new president's tenure. These times call for strategic leadership by the dean to ensure that the school or college continues to meet its strategic goals and the needs of its students. In small or private institutions especially, challenging times can reveal vulnerabilities, and it is the Dean's responsibility to take control and to manage the crises and the transitions with solid leadership. Panelists will describe four important principles of deanship and provide examples of when and how these skills worked for them. These principles are: balancing the strategic with the urgent; developing other leaders and cultivating support; making processes and



decisions transparent and collaborative; and balancing advocacy for your unit with larger institutional needs. Participation from the audience will be encouraged as we explore these principles of leadership and ask how others have used these principles effectively and whether other principles should be added to our list. *Sponsored by the Committee on Private Institutions.*

SESSION U

**Gender and the Dean:
Results from the CCAS ADVANCE
Pathways to the Deanship survey**

A 2010 analysis of CCAS Deans highlighted the gender differences among those serving in Assistant, Associate and Dean positions. As an example, almost two-thirds of Assistant Deans are female while almost two-thirds of Deans are male. The 2013 Pathways to the Deanship Survey was conceived and launched as a follow up to this analysis, and as an outgrowth of CCAS's ADVANCE grant. This session will present results from the survey of over 200 CCAS member Deans. Findings will highlight gender similarities and differences of career paths to the deanship (including time from degree earned to deanship and the linearity of that path). Other results address how gender relates to Deans' future ambitions, geographical mobility for a job, university commitment, family life, and partner's influence on one's career. Results of the survey provide the foundation for a discussion of how to encourage increased gender parity among the decanal ranks and how current Arts and Sciences Deans might more effectively foster the diversity of future academic leadership. *Sponsored by the Committee on Gender Issues.*

SESSION V

**Selecting the 'Invisible' Faculty
Members: Tips for hiring and
managing adjunct professors**

As colleges and universities increase their use of adjunct professors, administrators are looking for best practices for managing these important members of the academic community. Panelists will lead a discussion of how departments should make such appointments, problems in using a seniority system, and whether to hire adjuncts to help meet specific diversity or technological needs. What are strategies for conducting time-consuming but necessary job performance reviews, including classroom visits? How and where do you advertise for qualified people and, once you find them, how do you discourage chairs from giving adjuncts the leftover, early/late timeslots that tenure-track faculty don't want? One university's comprehensive initiative to support professional development for adjuncts will be outlined, including revised and improved evaluations, improved recruiting, and mandatory orientation sessions. Another case study will look at potential complications when adjuncts are represented by AAUP and the contract regulates such issues as evaluation, the number of contact hours allowable in a given semester and year, and promotion to various adjunct ranks.

SESSION W

**Changing Demographics: Are we
serving the students we have?**

"Traditional" undergraduate students enroll in college immediately after high school and attend continuously on a full-time basis, completing a bachelor's degree in approximately four years. The problem is that traditional students are no longer the majority of the students that we serve. The new student body may differ from the traditional in terms of being older, being employed full-time, enrolling simultaneously or sequentially in two and four-year colleges or for-profits, and being parents or part-time



Market Square, known as El Mercado by locals. Find anything from clothing to art and furniture, all with a Mexican flare, in downtown San Antonio.

students, among other differences. This panel looks at efforts to better serve these non-traditional students in completing a bachelor's degree and will use guided interaction focusing on the institutional barriers to success for non-traditional students, as well as strategies for addressing those barriers.

SESSION X

**Scenarios of Distance Education,
Present and Future**

This panel will explore how distance education policies are impacting all stakeholders and transforming large public institutions. One presenter will discuss the emerging terminology, financial implications of locus and terms, and travel realities (mileage, weather, SES) that are affecting students'

access, enrollment, and retention at one university. Another will explore the MOOC revolution and more specifically address the importance of understanding the innovative framework driving companies to build online courses and degree programs open to all. She will analyze the challenges associated with a start-up driving ethos of "fail fast and fail forward" within academe. The last presentation will focus on a case study of a state flagship institution that has received \$35 million to develop 35 fully online undergraduate degree programs in six years. The role of colleges of Arts and Sciences, strategies to develop departmental and faculty buy-in, and issues related to course development and delivery of online content will be examined.

CONCURRENT SESSIONS V

3:30 pm – 5:00 pm

SESSION Y

Deans & Development workshop
(continuation of Session S)

SESSION Z

**The Top 10 Things
I've Learned as Dean**

As Deans, we often encounter unusual situations, receive advice, and even make mistakes. The lessons we learn from these experiences make us better at our jobs. In this informal session, the presider will describe the ten most valuable lessons he has learned in his seven years as Dean at two institutions. In the discussion, audience members will be able to share their own learning experiences with the goal of all of us learning from each other.

SESSION AA

**The Future of CCAS:
Serving our members and advocating
for the Arts and Sciences**

As CCAS approaches its 50th anniversary, we will be asking ourselves how the organization should evolve over the coming years. CCAS has long emphasized providing services to members, but in recent years another emerging function is to advocate for the Arts and Sciences in a world that increasingly favors practical utility and job preparation in higher education. In this session, participants will be asked brainstorm future directions for CCAS. Should the organization focus primarily on refining and extending the services offered to members? If new services should be considered, what might those be? To what extent should CCAS seek to play a more prominent advocacy role and to whom should those efforts be directed? And beyond the two domains of services and advocacy, are there other ways in which CCAS can work to the greater benefit of the Arts and Science disciplines and of the Deans, Associate Deans, and Assistant Deans who support them?

SESSION BB

**Skating Where the Puck Will Be:
Preparing for the future of higher
education**

Hockey great Wayne Gretzky once said that he was successful because he “skated where the puck will be” rather than where it is. Book titles, editorial pages, and even the nightly news scream about the changes that are happening, are about to happen, or should happen in higher education—from MOOCs to disruption; from “do it yourself” education to competency badges. Some, even a former Secretary of Education, question the value of and even the need for higher education. And none of this even addresses the numerous criticisms of liberal education. On the other side, there is the perhaps less strident, but nonetheless stinging, criticism that “we” have lost our way. What’s an Arts and Sciences Dean to do? Panelists will outline some of the questions, quandaries and predictions about the state of higher education, and then lead a discussion about how colleges of Arts and Sciences can address criticisms and work actively to create the future.

9:00 pm – 10:00 pm

**Dessert Reception for
Registrants & Guests**

Return from you evening out in San Antonio to network over dessert and drinks. A local musical group will be featured.



7:30 am – 8:45 am

Gender Issues Breakfast**“Navigating the Paradigm Shift:
Title IX responsibilities for deans”**

PRESENTER:

Gina Maistro Smith,
*J.D., Partner, Pepper
Hamilton, LLP,
Attorneys at Law*

Although for many years Title IX was seen as equity for women in athletics, from its inception it has

mandated gender equality in education. In recent years, however, it has become the basis for enhanced action to prevent sexual assault on campuses. Many faculty believe this is the responsibility of administration; that it has little to do with academics. However, it is the responsibility of all to understand that Title IX means an environment free of gender harassment of any form.

In her talk, Ms. Smith will 1) present cases that demonstrate the intersection of Deans with Title IX (what to do when students come to you with a concern; how to navigate communications regarding the concern; what confidentiality means in these situations); 2) discuss the training that Deans, department heads and faculty need to function effectively; and 3) discuss how policies and procedures related to Title IX and to personnel need to be coordinated. The goal is to heighten understanding of the implications of Title IX in order to create a better environment on your campus.

This is a ticketed event. Check this option when registering for the Annual Meeting.

CONCURRENT SESSIONS VI

9:00 am – 10:15 a.m.

SESSION CC

**Strategic Next Steps in the
Professional Development of
Assistant/Associate Deans**

Most Assistant/Associate Deans, particularly those hired internally, did not enter the academy with the aspiration

of obtaining their current administrative positions. Nevertheless, at some point they will likely have to make an important and sometimes unanticipated decision: Whether to develop an exit strategy for returning to the faculty, enter the market as a candidate for a Dean position, move to another administrative position (e.g., associate provost), or commit to a long-term Associate Dean post. Designed to assist with the professional development of Assistant/Associate Deans, this panel will elicit the insight and expertise from three established Deans regarding career advancement and transitional issues. Using a moderated interview format to facilitate an interactive and engaging approach to sharing the information, each panelist will address such central issues as the ideal length of term for an Assistant/Associate Dean, the challenges involved with changing institutions (and sometimes institutional type), the aspects of the Dean’s job that Assistant/Associate Deans don’t often see, and general strategies for success in higher education leadership.

SESSION DD

**Responsibility Center Management:
Beginning, middle and beyond**

Many universities are examining ways to incentivize fiscal responsibility and innovation. An approach being used by a number of institutions is Responsibility Center Management (RCM), whose basic concept is that all revenues are assigned to the unit that generates the revenue and traditional expenses as well as costs for central services are charged to the units utilizing these services. RCM, however, is not “each tub on its own bottom.” Through a subvention fund, support is provided for strategic initiatives and essential programs, allowing for a commitment across the institution to shared goals. This panel will discuss three phases in the life of RCM: 1) development of and transition to RCM; 2) revision of RCM parameters after 2-5 years of implementation; and 3) utilization and evaluation of mature RCM systems. Presented by

Deans currently involved in each of the three phases, the goal is to highlight the role of Deans, issues that are consistent across all phases, and considerations during each phase including faculty buy-in, interactions with multiple units in the institution, and the importance of communication.

SESSION EE

The Focus on Accountability in Higher Education: The impact at research universities

Faculty--particularly tenured full professors--are expected to "do it all." That is, we expect them to be both excellent teachers and excellent researchers. Excellent teaching requires investment into significant service activities to assess and improve pedagogical methods and curriculum. These activities are important in an era of growing accountability. At the same time, we expect faculty to maintain the same research productivity, despite the depressed funding climate. How can we balance expectations so that the demands are not completely unrealistic? How do we convey that a balance is possible to the faculty? *Sponsored by the Committee on Research Institutions.*

SESSION FF

Strategies for Recruitment and Retention of Culturally Diverse Students, Faculty and Administrators into our Institutions

Even though many institutions of higher learning promote diversity as one of their goals, the number of members of underrepresented groups is still very low, especially in highly selective institutions. If a representative sample or an inclusive/diverse community of learners is to be achieved, a high level of commitment should be reflected in their mission and vision statements, and in the composition of their governing boards, university/college administration, faculty, staff, and student body. This panel will explore ways in which institutions can better promote a climate of diversity. *Sponsored by the Committee on Cultural Diversity.*

SESSION GG

CRITICAL ISSUE FORUM:

Revisiting General Education Programs in an Era of AP/IB and External Credit Programs

Over the past decade, liberal arts institutions have been challenged to take a deeper look at the relevance of their general education programs and the role of advanced placement (AP), international baccalaureate (IB), and other external-credit programs such as dual high-school/college enrollment. For many, general education has become lost in a set of courses to be taken in various disciplines that are meant to establish a foundational breadth of knowledge, but provide little support for the development of oral and written communication skills, and frequently disrupt a coherent foundational core. The use of alternative forms of college credit to fulfill general education requirements has compromised the ability of faculty to create a set of core experiences that are consistent with an institution's mission and values. This session will present some of the issues institutions are dealing with in the process of revising general education programs, and will examine some views on the future of these programs and their relevance to students' academic experience and future success.

CONCURRENT SESSIONS VII

10:30 am – 11:45 am

SESSION HH

The Interim Leader: Deaning in uncertain times

Of the 749 Deans who are currently members of CCAS, 13 have the title "Acting Dean" and 89 are "Interim." In other words, 14 percent of CCAS Deans are in a transitional or interim role. Furthermore, the average tenure for a provost is 2.7 years; presidents serve on average 3-5 years. The ability to conduct regular business, engage in planning, develop

new programs, recruit or fundraise, may be impeded by such transient leadership. Faculty may feel less accountable to respond to initiatives led by an "interim." And a permanent Dean wanting to implement new ideas may be put in a "holding pattern" until a new provost or president is appointed. The panel will explore various dimensions of transitional leadership, whether it is serving with/reporting to interim leaders (especially presidents and provosts) or being interim oneself.

SESSION II

Shared Service Centers: A challenge and opportunity for colleges of Arts & Sciences

An increasing number of universities are developing shared service centers. The types of centers may vary widely from institution to institution, but most colleges of Arts and Sciences will probably become involved at least in discussions about centers in the near future. This panel will discuss issues that may lead to the development of shared service centers; issues involved in the implementation of centers that are relatively centrally-based or that are college-based; and issues involving centers that focus either on instructional-and-general state funding administrative services or on services for grant funding.

SESSION JJ

Location, Location, Location: The impact of place on an institution

This session will address the impact of an institution's location on its mission, recruitment, enrollment management and other aspects of the business of higher education. Traditionally our sessions have been about the impact of the urban setting on an institution but this year our panel represents Deans from rural and suburban institutions. Our discussion will consider how a campus's location can serve as a strength or a weakness in the operations of an institution. We invite audience members from institutions of all sorts of locations

to attend the session and join the conversation. *Sponsored by the Committee on Metropolitan/Urban Institutions.*

SESSION KK

CRITICAL ISSUE FORUM:

Preparing Global Citizens and Building International Networks

If we are to prepare our students to bring knowledge to bear on the world's greatest challenges and to become the leaders in solving the problems of tomorrow, we must educate them toward an understanding of the global nature of today's world. In this Critical Issue Forum, representatives from Worcester Polytechnic Institute and its international partner Lucerne University of Applied Sciences will lead a discussion of the challenges and opportunities for developing and implementing a vision of global engagement that is based on meaningful partnerships with stakeholders around the world that share a vision of preparing global citizens. An open dialogue will focus on the following questions: What is the role of the administration, the faculty and the alumni in developing a global engagement strategy? How do you align the institutional educational priorities of the university with the individual research priorities of the faculty? How do you prioritize investment (time, talent and funds) for these global activities within the limits of your institution? Who are the right international partners and how do you find them?

12:00 pm – 3:00 pm

Meeting of the New CCAS Board of Directors

1:00 pm – 5:00 pm

Post-Conference Workshop:

Selling the Value: Positioning and marketing colleges of Arts & Sciences in a pre-professional-focused world

Pre-registration required; fee applies. See page 20.

SATURDAY, November 8

1:00 pm – 5:00 pm

Selling the Value: Positioning and marketing colleges of Arts & Sciences in a pre-professional-focused world

In a world where engineering, business, criminal justice, education and any other major that seemingly leads directly to a job are all the rage, how do colleges/schools of arts & sciences compete to establish the value of their programs? We've all heard parents lament, "How will my child get a job with a degree in [fill in the blank humanities or social sciences major]?" SimpsonScarborough, a higher-education market research firm, has worked with a wide variety of liberal arts colleges and even more colleges of Arts & Sciences within large universities. Extensive data has been gathered about the perceived value of the liberal arts in the minds of prospective students, their parents, students earning degrees in the Arts & Sciences, and alumni of colleges of Arts & Sciences. In this session, we will present a meta-analysis of the data gathered across a wide variety of institutions from across the country and share our commentary and insight on how to compete more effectively for students, dollars, and attention.



PRESENTER:

Elizabeth Scarborough,

CEO and Partner, SimpsonScarborough

Elizabeth is a nationally recognized expert in the use of research to drive marketing and branding efforts. With 20 years of experience developing and conducting market research studies, she is an industry leader in providing strategic solutions to colleges and universities.

She is an expert in survey instrument design, sampling plan development, data analysis, and the compilation and presentation of marketing intelligence. Before joining SimpsonScarborough, Elizabeth founded the research division of Carnegie Communications, where she pioneered the use of geodemographic research to inform college and university enrollment and marketing strategy. Elizabeth chaired the American Marketing Association's Symposium for the Marketing of Higher Education from 2007 to 2011. She has presented more than 200 workshops and papers on marketing and market research at a veritable alphabet soup of higher education-related conferences and symposia, including NACAC, NAGAP, AMA, AGB, NAICU, AACRAO, ASBAP, PCACAC, SACAC, and NYSACAC.

REGISTRATION FEE: \$95



We are pleased to be holding this year's Annual Meeting in historic San Antonio. The conference hotel is located on the San Antonio River Walk, a verdant oasis of cypress-lined paved paths and arched stone bridges. The River Walk, or Paseo del Rio, is the largest urban ecosystem in the nation. Tucked quietly below street level and only steps from the Alamo, it provides a serene and pleasant way to navigate the city. Ride a river cruiser, rent a bicycle or take your time seeing the sights on foot. With 15 miles of sidewalks and paths, the River Walk provides access to museums, the King William Historic District, and 300-year-old Spanish missions.

The San Antonio River symbolizes the heart and soul of the city. Thousands of years ago, the river was a gathering place for Native Americans. The first civilian Spanish settlers built their homes here in the 1700s. In the late 1920s, the San Antonio Conservation Society, local government officials and business leaders realized what an asset the river could be to the growing city. Architect Robert H.H. Hugman's River Walk plan eventually led to

construction of a 21-block section walkway that revitalized the downtown through beautification, preservation and flood control.

You will have no trouble finding places to dine along the River Walk, where you can sample a diverse array of cuisines, including Tex-Mex, barbecue, traditional Italian, and contemporary Southwestern fare.

Do plan on staying through the close of the meeting on Saturday so that afterwards you can attend the post-conference workshop, "Selling the Value: Positioning and Marketing Colleges of Arts & Sciences in a Pre-Professional-Focused World," or enjoy some of these historic attractions.

The Institute of Texan Cultures

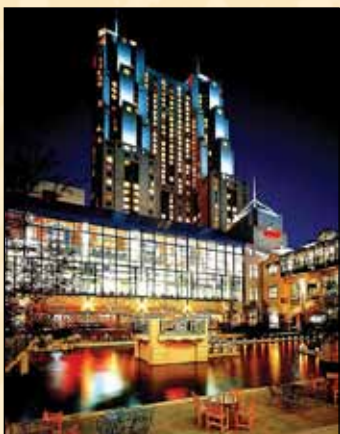
The Institute of Texan Cultures, affiliated with The University of Texas at San Antonio, serves as the forum for the understanding and appreciation of Texas and Texans. Located on the UTSA HemisFair Park Campus, it is a short walk from the Marriott. There is a small admission fee.

The Alamo

The Alamo is dedicated to educating the public about the history of the Alamo and its importance to Texas and the nation. All 300 years of Alamo history are vital to the story, but the Alamo's primary role is as a memorial to those who died in the 1836 battle during the Texas fight for freedom. There is no charge to visit the Alamo; you are welcome to walk the grounds.

San Antonio Missions National Historical Park

The four southernmost Spanish colonial missions—Concepción, San José, San Juan and Espada—are included in the San Antonio Missions National Historical Park. The missions are walled compounds encompassing a church and buildings where the priests and local Native Americans lived and worked. The park's Visitor's Center is in Mission San José, where you can view Gente de Razon, which tells the story of life in the missions during the 1700s. Guided tours are free, as is admission to the park.



San Antonio Marriott Rivercenter

101 Bowie Street

The CCAS preferred rate is \$199 single and \$20 per additional room occupant, plus tax. Rooms can be booked through a personalized website, <http://ow.ly/xNNfp>.

This hyperlink is available online at www.ccas.net on the homepage and also under EVENTS/Annual Meeting - November/Registration.

Or, call (800) 648-4462 and reference the "CCAS Annual Meeting arriving November 3, 2014."

Bringing a Guest to San Antonio?

Guests are welcome to attend the receptions and pre-registration is required. One fee (\$100) covers all three receptions. Prices for the Thursday and Friday luncheons are \$35 per luncheon. Personal checks are accepted. Online pre-registration is preferred.



2014 CCAS Annual Meeting

San Antonio Marriott Rivercenter, November 5-8, 2014

Register online at www.ccas.net • Credit card payment preferred

All payments must be received by October 29

Registration must be completed online.

We suggest that you check the appropriate fees & events and provide these pages to the person registering you for the meeting.

REGISTRATION FEES

- **CCAS Early Bird CCAS Member fee** — \$495
Registration & payment must be received on or before **September 29**
- **CCAS Member fee** (for member institutions after September 29) — \$550
- **Non-Member fee** — \$650
NOTE: \$100 of this registration fee can be applied to your membership dues if you join CCAS. Please write ccas@wm.edu for details.
- **One-day only fee** (for non-members who are listed in the program) — \$175

INCLUDED IN YOUR REGISTRATION FEE:

WEDNESDAY, November 5

Networking Social Hour

THURSDAY, November 6

Breakfasts by Sector

Please check one...

- Comprehensive Institutions (under 10,000)
- Comprehensive Institutions (over 10,000)
- Liberal Arts Institutions
- Metropolitan-Urban Institutions
- Private Institutions
- Research Institutions

Luncheon

Networking Social Hour

FRIDAY, November 7

Continental Breakfast

Breakfast for Minority Deans

Presidential Luncheon

Dessert Reception

— Dietary restrictions

Specify: _____



ADDITIONAL SPECIAL EVENTS

WEDNESDAY, November 5

Pre-conference Workshops

— **“Conflict Management for Deans”** — \$195

— **“Getting Ahead: A career planning workshop”** — \$195

SATURDAY, November 8

— Gender Issues Breakfast

“Navigating the Paradigm Shift:

Title IX responsibilities for Deans” — \$ 20

— Post-conference Workshop

“Selling the Value: Positioning and marketing colleges of

Arts & Sciences in a pre-professional-focused world” — \$ 95

GUEST FEES

— Guest Registration Fee (includes all receptions) —\$100

— Thursday, November 6 - Luncheon & Address — \$35

— Friday, November 7 - Presidential Luncheon & Address — \$35

CANCELLATION POLICY

All requests for refunds must be in writing. Requests made prior to October 29 will receive a full refund minus a \$50 administrative fee. We regret that **after October 29, no refunds can be issued** due to catering guarantees.

HOTEL RESERVATIONS

San Antonio Marriott Rivercenter is the conference hotel. The CCAS group rate is \$199 single and \$20 per additional room occupant, plus tax.

To book a reservation, link to: <http://ow.ly/xNNfp>

Or, call (800) 648-4462 and reference the “CCAS Annual Meeting arriving November 3, 2014.”

Reservations must be made by October 10, 2014, to qualify for the group rate.

For assistance with the registration process, call Gayle Helmling at 757-221-1784 between 9:00-4:30 Eastern Time.



networking arts & sciences deans



CCAS



CCAS

Council of Colleges of Arts & Sciences

PO Box 8795, Williamsburg VA 23187-8795

www.ccas.net

49TH ANNUAL MEETING

NOVEMBER 5-8, 2014