CCAS

Recommended readings for CRITICAL ISSUES FORUMS

*To facilitate discussion, participants selecting these sessions are asked
to review the recommended documents or links in advance of the meeting.*

THURSDAY 10:45 am – 12:00 pm, Session F

⋯⋗ Benchmarking the Humanities: What we know, and what we don't

PRESIDING: Larry Rodgers, *Oregon State University*

DISCUSSION LEADER:Robert Townsend, *American Academy of Arts and Sciences*

This past summer, 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.

The new Humanities Departmental Survey: http://bit.ly/HDS2Intro

Humanities Indicators: http://bit.ly/HInew (for a view of the larger project)

Humanities vs. STEM, Redux: http://bit.ly/YoxyeI
(as an example of the way numbers can shape understanding)

THURSDAY 3:30 pm – 4:45 pm, Session L

⋯⋗ Leadership Strategies to Foster Work-Life Satisfaction and Effectiveness

PRESIDING: Jeffery Braden, *North Carolina State University*

DISCUSSION LEADER: Laura K. Bryan, *University of Baltimore*

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. For example, if senior leadership does not support flexibility in academic careers, faculty and staff may be reluctant to use any policies adopted to help them, resulting in lower morale, job satisfaction and productivity, and retention. 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.

Inside Higher Education: Real Faculty Flexibility http://ow.ly/CLL5Y

Chronicle for Higher Education: College Must Embrace Workplace Flexibility in Practice, Not Just on Paper, Leaders Say http://ow.ly/CLLfj

Alfred P. Sloan Projects for Faculty Career Flexibility http://ow.ly/CLLtB

White House Summit on Working Families: June 2014 http://ow.ly/CLLxF

Work-Life Balance and the Economics of Workplace Flexibility http://ow.ly/CLLEW

FACT Sheet: The White House Summit on Working Families http://ow.ly/CLLJL

American Council on Education Making the Business Case http://ow.ly/CLLOW

FRIDAY 9:00 am – 10:15 am, Session R

⋯⋗ "The Heart of the Matter" Redux: Status and future of the American Academy of Arts and Sciences report on the humanities and social sciences

PRESIDING: Kristin Sobolik, *Wright State University*

DISCUSSION LEADER: Jeffery Braden, *North Carolina State University*

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 Heart of the Matter [video; 7 min.]: http://vimeo.com/68662447

The Heart of the Matter [report]: http://humanitiescommission.org/_pdf/hss_report.pdf

Example: NC State effort to advance recommendations: http://go.ncsu.edu/heartofthematter

Press coverage: http://ow.ly/CLNoj

SATURDAY 9:00 am – 10:15 am, Session GG

⋯⟩ Revisiting General Education: Programs in an era of AP/IB and external credit programs

PRESIDING: John D. Griffin, *The College of William & Mary*

DISCUSSION LEADER: Gerald R. Greenberg, *Syracuse University*

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.

For Some Elite Colleges, It's Advanced Placement vs. Gen-Ed: http://ow.ly/CLO9H

Proactive on Prior Learning: http://ow.ly/CLOjP

SATURDAY 10:30 am – 11:45 am, Session KK

⋯⟩ Preparing Global Citizens and Building International Networks

PRESIDING: Victoria Sturtevant, *University of Oklahoma*

DISCUSSION LEADER:Christopher McCord, *Northern Illinois University*

If we are to prepare our students to bring knowledge to bear on the world's greatest challenges and to become leaders in solving the problems of tomorrow, we must educate toward an understanding of the global nature of today's world. In this Critical Issue Forum, we will discuss the challenges and opportunities for developing and implementing a vision of global engagement that is based on meaningful partnerships with stakeholders around the world. During this session, we will explore the successes, opportunities and challenges around 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 individual research priorities of the faculty with the institutional educational priorities of the university? 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?

http://ow.ly/CLOsQ They linked to a number of appendices from the book and made them available at that page listed above. Two of the links that are particularly noteworthy are:

http://ow.ly/CLOAu This is a useful summary of the purpose and goals of creating strategic partnerships

http://ow.ly/CLOIc This is the "how" paper that complements the "why" of the previous article.

Two important organizations for international education are NAFSA and IIE. Their resource pages can be found at:

http://www.nafsa.org/Find_Resources/Internationalizing_Higher_Education/

http://www.iie.org/en/Research-and-Publications