



Record Attendance at Annual Meeting in Seattle

Nearly 500 CCAS members and other guests gathered in Seattle, Washington, October 31- November 3 to attend the 47th Annual Meeting. This year's conference was organized by Program Chair **Mary Anne Fitzpatrick** (Univ. of South Carolina). Cliff Adelman of the national Institute for Higher Education Policy extolled attendees to pay attention to the international movement for setting standards for college degrees. Thursday's luncheon speaker, Thomas "Les" Purce, president of The Evergreen State College (WA), described the unusual history of his college and its commitment to an interdisciplinary approach to teaching undergraduates.

Despite the strong attendance, nearly 50 deans either were delayed or unable to attend due to Hurricane Sandy. Deans from New Jersey and New York saw their homes and campuses impacted by the rains and wind; some West Virginia deans were hit by a snowstorm; and floods

in Ohio kept planes from flying early in the week. Our thoughts were with these members as they dealt with the effects of this unexpected superstorm.

Popular concurrent sessions dealt with such topics as student advising, mentoring junior faculty, making assessment work, reforming liberal education, and communicating the value of a liberal arts education. A new feature this year were six Critical Issues Forums where participants read background materials on each topic in advance so time in the session could be spent in small-group discussions. The most popular of the Critical Issues Forums was "The Changing Faculty and Its Impact on Student Success," where UCLA professor Adrianna Kezar revealed the findings from a survey she conducted of CCAS member deans about use of non-tenure-track faculty.

Friday afternoon's "Fun Fridays" included "Top Ten Things I've Learned as a Dean," "Twenty Things to do Your First Year as a Dean at a New Institution," "What Deans are Reading," and a session where three previous CCAS presidents reflected upon what it means to be a Dean in today's environment.

The ever-popular workshop on Conflict Management for Deans was offered as a pre-conference workshop, with two post-conference workshops addressing how associate and assistant deans can "lead from the middle," and how to improve student learning in STEM while promoting civic engagement.

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2012 PRESIDENTIAL ADDRESS

The Academic Arms Race, New Individualism, and Deaning

Outgoing CCAS president Valerie Gray Hardcastle (Univ. of Cincinnati) gave a rousing “call to arms” to CCAS deans in her 2012 annual presidential address. Using data she pulled together from various sources, she argued that:

Aspirations for higher national ratings have led institutions to increase spending for non-core services such as recreational facilities, instructional technology, sports, and elite faculty.

Costs continue to rise because everyone is competing with everyone else to woo high-performing students and bring in more research funding.

States have been decreasing subsidies overall to higher education but have been awarding increasing sums to students based on merit alone.

Colleges/schools of Arts & Sciences bear a disproportionate university-wide burden for student success by virtue of their responsibility for undeclared majors, writing centers, tutoring labs and the like—while seeing their funding dramatically reduced.

Central administrations pay attention to program-accreditation requirements and program-rankings metrics—both largely absent from colleges/schools of Art & Sciences.

These challenges leave the Arts & Sciences in a vulnerable position, and therefore “means we need to do a better job at delineating who we are, what we stand for, and what our contributions are to the world. Then, we need to figure out, collectively, what the best way or ways are to achieve those goals. Then, most importantly, we need to hold ourselves accountable and hold others accountable as well.”

Further, she told the audience, “It is high time for us to band together to articulate some basic standards for quality and acceptable performance. We need to disrupt the larger forces that are squeezing our programs and doing

‘We need to disrupt the larger forces that are squeezing our programs and doing harm to our people and their projects, and I believe we have the power to do so.’



Outgoing
CCAS
president
Valerie Gray
Hardcastle

harm to our people and their projects, and I believe we have the power to do so. Further, I believe that if we fail to do so, we fail at our own peril. We need to focus attention on what really matters in a college education and expose

how lopsided and strange our funding priorities have become. We need to rise above our institutional egos and speak of the larger good. We need to put our collective feet down and say that we will not sink below the bar of acceptability, for doing so harms our students and our missions.”

Comments from the program evaluations included appreciation to Valerie for using data to back her argument and for putting the “troubles of arts and sciences in context.” The full text of her speech can be [read here](#).

Election Results for Officers & Directors



Congratulations to the deans elected to the CCAS Board of Directors.

Front row, from left: Chris McCord (Northern Illinois U), Nancy Gutierrez (U of North Carolina at Charlotte, President-Elect), and David Manderscheid (U of Nebraska–Lincoln).

Back row: Lynn Briggs (Eastern Washington U), Pat Mosto (Rider U), and Joyce Taylor Gibson (U of Southern Maine, Lewiston-Auburn Campus).



Annual Meeting in Seattle

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Many panelists have made their presentations available for viewing. See the left-hand column of www.ccas.net. Also, please enjoy the PowerPoint slideshow of photographic highlights of the conference.

Mary Anne Fitzpatrick Assumes CCAS Presidency

An active member of CCAS since 1983, Dean Fitzpatrick was elected to the Board in 2009. Currently she is the Dean of the College of Arts and Sciences at the University of South Carolina and the Associate Vice President and Vice Provost for Special Academic Initiatives. Before joining USC, Dean Fitzpatrick held a number of leadership positions at the University of Wisconsin-Madison including an appointment as Deputy Dean for the College of Letters and Science and as Vice Provost/Senior Advisor to the Chancellor on Distributed Learning. In these positions she developed, coordinated, and implemented initiatives in research, outreach, philanthropy, technology and learning.

An internationally recognized authority on interpersonal communication, Dean Fitzpatrick is the author of over 100 articles, chapters and books. Named a fellow of the American Association for the Advancement



**CCAS President
Mary Anne Fitzpatrick**

of Sciences (AAAS) in 2012, she recently received the National Communication Association's Mark L. Knapp Award in Interpersonal Communication. A past President of the International Communication Association, Dean Fitzpatrick was honored to have been recognized with its 2001 Career Achievement Award for sustained excellence in communication research. In 1993, she was elected a Fellow of the same association, one of only 25 in the world at the time.

In assuming the office, Dean Fitzpatrick remarked that "I am proud to serve as the president of an association dedicated to advancing the liberal arts and sciences. Our work is not about returns in the next quarter but about providing the space for teaching and learning of the highest order. I look forward to working with my colleagues around the nation as we help to shape the future of the liberal arts."

2013 Standing Committee Chairs Named

President Mary Anne Fitzpatrick has appointed the following deans as chairs for the coming year.

COMMITTEE ON ASSOCIATE AND ASSISTANT DEANS

Michael B. Brown, associate dean of Arts & Sciences, *East Carolina University*

COMMITTEE ON COMPREHENSIVE INSTITUTIONS

Chris Arndt, associate dean of Arts & Sciences, *James Madison University*

COMMITTEE ON CULTURAL DIVERSITY

Sam O. Oleka, dean of Arts, Social Sciences, and Interdisciplinary Studies, *Kentucky State University*

COMMITTEE ON GENDER ISSUES

Carmen R. Cid, dean of Arts & Sciences, *Eastern Connecticut State University*

COMMITTEE ON LIBERAL ARTS INSTITUTIONS

Aldemaro Romero, dean of Arts & Sciences, *Southern Illinois University, Edwardsville*

COMMITTEE ON METROPOLITAN/URBAN INSTITUTIONS

Karim Ismaili, associate dean of Humanities & Social Sciences, *Kennesaw State University*

COMMITTEE ON PRIVATE INSTITUTIONS

Steve Peters, dean of Business, Arts, Sciences & Education, *Friends University*

COMMITTEE ON RESEARCH INSTITUTIONS

Danny J. Anderson, dean of Liberal Arts & Sciences, *University of Kansas*



Gerry Greenberg and Steve Peters present at the Annual Meeting.

A Prophecy for the Liberal Arts in 2022

Sponsored by the Committee on Private Institutions

By Steve Peters, Friends University, and Gerald R. Greenberg, Syracuse University

The idea for this session grew out of a conversation among members of the Committee on Private Institutions at the CCAS annual meeting in Montréal about compelling issues facing private liberal arts institutions. A salient theme of that conversation was concern about the future and professional development needs for deans of such institutions in the coming years.

For centuries Greeks consulted the oracle at Delphi to learn about the future. Delphi was considered by ancients to be the center of the world. Developed at the Rand Corporation in the 1950s, the Delphi technique is a foresight tool that lends itself to this study because it combines the collective opinion of many experts in long-term forecasting. Though the scope of the study was originally intended to canvas deans at private institutions, so many deans from public institutions expressed interest in participating that the study was extended to include deans at public institutions as well. Forty-eight CCAS member deans representing 31 public and 17 private liberal arts institutions elected to participate in the study. Research aimed at a consensus about the future, along with a prediction about the kinds of skills and abilities deans should pursue to be better prepared for leadership. The study was conducted in three rounds of questions posed in electronic surveys from July through October 2012 and culminated in a consensus about the evolution of the liberal arts by 2022.

“WHAT SHOULD WE EXPECT FOR THE EVOLUTION OF THE LIBERAL ARTS AT OVER THE NEXT DECADE (BY 2022)?”

ROUND ONE

How do you see the liberal arts curriculum at private universities evolving in the next decade?

Participants anonymously submitted brief statements regarding the factors they thought will drive changes in the liberal arts between 2012 and 2022. Responses were collated and were finally winnowed to the following forecasts that carried an agreement level of 70% or greater:

- The cost of tuition for a liberal arts education will be come unaffordable (87%);
- University resources will decline, just as costs for program administration will increase (71%);
- There will be growing public concern about the practicality, relevance, and value of a liberal arts education that fails to connect with global citizenship and employment (94%);
- Changing family and student cultural demographics and their delivery preferences will present new challenges (79%); and
- Deans' reliance on part-time, adjunct faculty and

lecturers will affect the traditional role of the faculty in shared governance (73%).

ROUND TWO

How will each of these five factors directly affect the liberal arts curriculum at your institution (positively or negatively) in the next decade?

Responses were narrowed down through follow-up responses and requests for additional clarification and rationale. Finally, responses were organized into narratives and categorized under one of five main stakeholders that the participants identified: the public, students, the faculty, the curriculum, and deans.

THE PUBLIC

Public perception has long questioned the value of the liberal arts, but it will be more important—and challenging—than ever by 2022 for deans to articulate the value of preparing broadly educated, flexible, creative, and critical thinkers for leadership roles in all sectors of society. Fueled by globalization, the underlying loss of support for the value of a traditional liberal arts education—which used to be a core American value—will cause more university resources to be directed towards professional programs that attract more students from across the globe. Deans will have to be better advocates for the liberal arts to dispel the false fiction, widely held by the public, that a liberal arts education ignores professional preparation.

STUDENTS

Students and their families will represent very different demographic groups than those of traditional students in 2012. They will expect and need robust support programs, more streamlined, self-paced courses, and more convenient delivery options with quicker paths to graduation. Their instructional delivery needs and interests will carry new urgency, “challenges,” and opportunities for deans, especially in a climate of mounting student debt. Additionally, the cost of a liberal arts education by 2022 will deter traditional liberal arts students because they will have become much more “career oriented.” They will be attracted to programs where the curriculum is organically linked to “practicality” (vocational preparation), emerging technology, and to specific, beyond-the-textbook types of employment training.

FACULTY

The need to reduce costs and keep tuition down in the next ten years will lead to a more multi-tiered—and potentially divisive—teaching environment. The practice of replacing tenure-track faculty with adjuncts who are

professionals in their field and converting some adjunct positions into full time lecturers or “professional teachers” will become commonplace. Since fewer tenure track faculty members will be hired, they will likely use pedagogical approaches and strategies which may seem foreign to the values inspired by traditional liberal arts curricula. They will need professional development training to use technologies, pedagogical models and strategies that reimagine the time, place, and experience of teaching.

THE CURRICULUM

Sustainability will mean survival. There will also be mounting interest in the idea of shrinking general education requirements, especially in a fast-paced, competitive market economy by 2022. Determinations of sustainability will depend more on short term metrics of credit hour generation, headcount, job placement, and satisfaction ratings than ever before. There will also be mounting interest in the idea of shrinking core curriculum requirements, especially in a fast-paced, competitive market economy by 2022. “Stackable credentials” such as licenses and badges will count toward a major and lead to a degree for those who pursue this path. Rising costs will jeopardize the more expensive liberal arts—particularly those which rely on more a mentored education and training. Pressure to contain costs will hit the humanities curriculum in particular. There will be pressure on deans to adapt liberal education in ways that may not be academically sound or make sense for an institution or a particular area of study. Finally, new technologies and pedagogical models (D.I.Y., blended, flipped, online, etc.) will force everyone to rethink the time, experience, and place of teaching and learning.

DEANS

Deans of liberal arts colleges will work in a more complex, competitive environment than in 2012. They will be expected to find compelling new ways to realize their university’s liberal arts mission and maintain quality and relevancy, despite declining institutional support. They will have to eliminate low enrollment programs, and defend a core curriculum that is under fire by the critique that the liberal arts are out of step with a fast-paced contemporary society and an uncertain market economy. Their role in ensuring professional development opportunities will be more important than ever to a faculty which will increasingly be composed of adjunct and part-time appointments. Recruitment efforts will increasingly involve reaching out to working professionals outside of academia. Deans will have to cultivate a faculty that can engage successfully in collaborations, educate a growing percentage of underserved and first-generation students, as well as meet the needs of a declining pool of traditional students.

ROUND THREE

Name one or two leadership skills or abilities that you would need as a dean to manage the anticipated changes.

Responses were winnowed through a series of follow-up requests for additional clarification and ranking. Those areas of leadership expertise that received 70% agreement or greater included the following, ranked 1 through 5:

- 1) Communication, Effective Storytelling, Persuasion
- 2) Innovation and Entrepreneurship
- 3) Change Management
- 4) Collaboration and
- 5) Conflict Management

CONCLUSIONS

The collective wisdom of experienced professionals in this study, representing a wide variety of institutions (large and small; private and public), have a common view of the difficulties facing the future of a liberal arts education. Their participation in a Delphi study identified five major change drivers:

- Rising cost of a liberal arts education (tuition)
- Declining resources & increasing costs
- Public concern about the practicality, relevance, value of a liberal arts education
- Changing family and student cultural demographics and needs
- Increasing reliance on lecturers and part-time faculty

Advancements in technology, changes in demographics, increasing population growth, and changes in public expectations threaten the traditional status of a liberal arts education in the U.S. Five change factors identified by the respondents point toward changes, voluntary or involuntary, in the future.

If students opt out of attending liberal arts schools, the schools could disappear. If the public loses confidence in the value of a liberal arts education, they might stop paying high tuition costs to send their children to liberal arts colleges. If those who control funding, whether it is at private institutions or public institutions, buckle to the pressure to divert resources toward professional programs, funding for liberal arts education could disappear.

Voluntary changes could be implemented, but what

impacts might they have? Developing new methods of delivery (e.g., any variety of Distributed Education) might retain students or attract new ones, but at what cost to the faculty and to the traditional values of the liberal arts? New curricula that provide more direct or obvious connection to professions and future employment might convince doubters of the value of the liberal arts, but will they significantly erode the values of the liberal arts?

The respondents identified five qualities and abilities that deans should have and use that might help preserve the liberal arts foundation in education. 1) They must be effective storytellers who can communicate well and persuade all constituents (students, the public, faculty, funders, and policy makers) of the value of the liberal arts. 2) They must be innovative thinkers who are ready to create new and sustainable paradigms for the delivery of the liberal arts. 3) They must be able to create and manage change that will preserve the stature of the liberal arts. 4) They must be able to work with others and get others to work together to create successful programs and communication strategies. 5) They must be able to manage conflict when it arises in times such as these, of unprecedented change and unpredictable complexities.

The liberal arts have been around a long time, and their existence and tenets have been challenged over and over again throughout history. Has something changed? This study's findings indicate that it has. The national conversation these days carries a different tone and higher stakes than those in the past, at least as suggested by the forecasts of the deans who participated. We live in an era when pace is faster and faster and time is shorter and shorter. Ours is a planet that is flattened and shrunken more each day by technological solutions, social media and socio-economic necessities. The foundations which have stabilized liberal arts colleges are shaken. Real life, we are reminded, is interdisciplinary. Deans and the people with whom they work both in, as well as beyond their colleges must turn to each other as today's "oracles" to foresee and reinvent the liberal arts in more palpable, powerful ways for a new era. Those ways forward for liberal arts colleges will likely be constructed by deans who can surmount the dialectic of practical use versus intrinsic value, reach beyond the margins of profit/loss to a new "bottom line," lead boldly beyond the tensions of teaching/research and full-time/adjunct, even imagine beyond the siloes of either/or. Only time will tell.

MARK YOUR CALENDAR

2013 CCAS Annual Meeting

November 6-9

Jacksonville – Hyatt Regency Riverfront



CCAS returns to Florida for its 48th Annual Meeting. The conference hotel, Hyatt Regency Jacksonville Riverfront, is located on the banks of the St. Johns River. **Nancy Gutierrez** (University of North Carolina at Charlotte) is the Program Chair. The Call for Proposals will be issued in January; in the meantime, write Dean Gutierrez at ngutierr@uncc.edu with any ideas or suggestions for the meeting.

2012 New Hires Survey Released

Over 200 colleges/schools submitted data on starting salaries and start-up packages for faculty hired in 2012. Members can access the findings on the website, www.ccas.net. Log in under Members Only, and click on “2012 New Hires Survey”



in the drop-down menu. Data can be viewed in toto, or by institutional type (research/doctoral; master’s; baccalaureate). The Board of Directors thanks all those who contributed to this year’s survey.



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	\$375.00
Small	\$375.00
Medium.....	\$500.00
Large	\$740.00

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What Deans are Reading

By Anne-Marie McCartan, Executive Director

Every few years, I conduct a survey to see what you are reading that you have found useful to your work as dean. As this year was the third time I conducted the survey, I now find myself watching for themes that seem to be dominating people's choice for reading material. This year was no exception, with many choosing books in a category I call **"Critiques of and Cures for Higher Education."** Most popular titles in that category were:

Delbanco, Andrew. *College: What it Was, Is, and Should Be*. Princeton University Press, 2012.

Gethke, Gary and Policano, Andrew. *Public No More: A New Path to Excellence for America's Public Universities*. Stanford University Press, 2012.

Keeling, Richard P. and Hersh, Richard R. *We're Losing Our Minds: Rethinking American Higher Education*. Palgrave MacMillan, 2011.

Popular books in the category **"Insights into Leadership and Deaning"** included:

(For the third time in a row) Gunsalus, C.K. *The College Administrator's Survival Guide*. Cambridge, MA: Harvard University Press, 2006.

Covey, Stephen M.R., with Merrill, Rebecca R. *The Speed of Trust: The One Thing That Changes Everything*, New York: Free Press, 2008.

Two books in the category **"Teaching, Learning and the Liberal Arts"** are being widely read:

Bain, Ken. *What the Best College Teachers Do*. Cambridge, MA: President and Fellows of Harvard College, 2004.

Roche, Mark W. *Why Choose Liberal Arts?* Notre Dame: University of Notre Dame Press, 2010.

Under the category **"Perspectives on the World and Society,"** deans reported enjoying a number of books, but none received more than a single mention.

Click these links for a complete listing of what deans report reading [for work](#) and [for pleasure](#).



Overcoming Cognitive Biases and Errors

Thanks to all of you who were able to attend CCAS ADVANCE-related sessions at the 2012 Annual Meeting in Seattle. For those not able to join us at the Gender Issues Breakfast on November 3rd, we have provided a few highlights of the session along with the practice exercises that were used for discussion purposes.

Gender Issues Breakfast presenter, Dr. JoAnn Moody, a faculty development and diversity specialist, provided practical steps for recognizing and overcoming cognitive biases and errors during the breakfast workshop: *Nudging Colleagues to Rise above Cognitive Shortcuts and Biases*. Dr. Moody discussed a number of common cognitive errors that search committees are subject to and that may hinder women's recruitment and advancement in academia. Among the errors she highlighted:

- ▶ **Negative Stereotyping/Biases:** We generalize that a person embodies the negative traits we presume exists for the person's group (e.g., presumed disabilities based on group membership).
- ▶ **Longing to Clone:** We hire someone to replace a person admired and valued in the department (e.g., hire someone in the same research area or with a similar demeanor as a departing faculty member).
- ▶ **Elitism/Academic Pedigree:** We characterize more positive stereotypes with certain attributes of a person (e.g., evaluate people who have a certain alma mater, accent, or appearance more highly).
- ▶ **Raising the Bar/Shifting Standards:** We require members of certain groups to prove themselves by using higher filters during evaluation (e.g., require evidence of a higher level of service efforts than would be normally required).

These cognitive errors are exacerbated in certain situations and environments such as when decisions are rushed or are particularly complex. In order to rise above

these cognitive errors, Dr. Moody recommended a few best practices:



Dr. JoAnn Moody

- ▶ **Incorporate accountability:** Establish ground rules and checklists to govern the evaluation process (e.g., use a visual matrix to stay focused on the agreed upon evaluation criteria).
- ▶ **Diversify search committees:** Ask a professor from another department or invite an equity champion/process monitor to observe or serve on committee. Beware of unfairly overloading your under-represented minority colleagues by insisting they serve on each and every search committee.
- ▶ **Don't rank the finalists:** Filter candidates by writing a summary of each candidate's strengths, weaknesses, and likely contributions to various constituencies such as students, patients, clients, department, or school.
- ▶ **Provide coaching and training to committees:** Offer toolkits, chair coaching and/or workshops before search process begins.

After the introduction, attendees worked on mini-case studies intended to prompt in-depth analysis and discussion about specific cognitive errors. Dr. Moody wrapped up the workshop using the results of the mini-case studies to reiterate how to prompt, reinforce, and remind colleagues to guard against cognitive errors and engage in self-correction when necessary. To see the mini-case studies attendees worked on, please see the [Practice Exercises handout](#) posted on the CCAS ADVANCE resource page. This handout showcases a variety of frequent cognitive errors and gender biases in common academic scenarios. You can order Dr. Moody's 40-page booklets as well as her new book, *Faculty Diversity: Removing the Barriers* (2012, Routledge) by following instructions at www.diversityoncampus.com.

CALL FOR PROPOSALS

MOOCS May be the Least of Your Worries: What Deans Need to Consider About Distributed Education

CCAS Spring Workshop/March 2013

The ascendancy of on-line, distance, and hybrid delivery of academic content has sweeping implications for Arts & Sciences Deans in their leadership roles at their institutions. Furthermore, pressure is mounting from governing boards and state legislators who see distance education as a way to save costs for institutions and students. This interactive workshop explores the terrain of the Dean's role in what is being called "distributed education" (DE).

Seminar organizers are seeking deans (including associate/assistant deans) who have experience addressing some of the following questions to submit proposals for sessions. Submit session proposals that include the information [on this form](#). Deadline for submissions is January 7th.

CURRICULUM ISSUES: Are there stated standards for quality pedagogy for on-line courses? What should the curriculum-approval process be for on-line courses and programs? How is the validity of student evaluations ensured?

FACULTY ISSUES: Are there clear compensation policies for faculty to develop and teach on-line courses? Are faculty members hired specifically to teach distributed courses, or is DE simply another means of delivering a course and thus part of a normal workload? How do faculty members teaching at a distance hold office hours and participate in university service? How will departmental and college P&T committees effectively evaluate on-line teaching and student learning? Does an institution's support for DE have implications for consideration of on-line scholarly and creative publishing toward P&T? As faculty move their instruction on-line—and spend less time on campus—what are the implications for departmental culture and governance?

STUDENT SUPPORT: As entire programs move on-line, so must advising and student support services that residential students enjoy and expect (e.g., library, tutoring, advising, access to multi-media labs). When courses or programs are delivered on-line, how does an institution ensure that it is not creating a cohort of second-class students? How can support services be provided comparably for on- and off-campus students?

BEYOND THE COLLEGE: What are the most effective models for a virtual campus that runs parallel to a residential campus? How does the development of a large on-line presence change the campus culture for faculty, for students, for staff? For public universities, is it a self-support enterprise or should it be part of the state-supported budget? Is the appearance of MOOCs simply a fad or are they a real threat to the bottom line for traditional higher education? How are regional accrediting associations and federal agencies considering DE courses and their assessment? What are the difference in regulations regarding DE offerings between states, and what governs how DE credits are accepted across state lines?

Note: This workshop will be held in March on a member-institution's campus. Deans are encouraged to bring others in their College/School who are involved in these policy and management issues.

Changing of the Guard

Vergie Amendola has been named interim dean of performing and visual arts at the Univ. of Northern Colorado.

Timothy Chandler, interim dean of arts and sciences at Kent State Univ., has been named Provost and VPAA at Towson Univ. **James Blank** is the interim dean.

Luis Falcón has been named dean of fine arts, humanities, and social sciences at the Univ. of Massachusetts Lowell.

John Ferré is the acting dean of arts and sciences at the Univ. of Louisville.

Patrick Fuery has been named dean of humanities and social sciences at Chapman Univ.

DoVeanna Fulton has been named dean of humanities and social sciences at Univ. of Houston-Downtown.

Julie Candler Hayes—from interim dean to dean of humanities and fine arts at Univ. of Massachusetts at Amherst.

Janeen Hill is interim dean of science and technology at Chapman Univ.

Gary Johnson, dean of liberal arts at The Univ. of Findlay, has been named vice president of academic affairs and dean of the faculty at Univ. of Hastings. **Nicole Diederich** is the interim dean.

Elizabeth Kavran—from interim dean to dean of arts and sciences at Ursuline College.

Mary Knopp-Kelly is interim dean of social and behavioral sciences at Mercy College.

N. Jane McCandless—from interim dean to dean of social sciences at the University of West Georgia.

Chris Miles is the interim dean of arts at California State Univ., Long Beach.

Anny Morrobel-Sosa, dean of science at the Univ. of Texas at El Paso, has been named provost and senior vice president for academic affairs at Lehman College. **Stephen Aley** is interim dean.

Wayne M. Raskind has been named dean of liberal arts and sciences at Wayne State Univ.

Michael Monticino, dean of arts and sciences at Univ. of North Texas, has been named vice president for advancement. **Arthur J. Goven** has been named dean.

Rachel Petty, dean of arts and sciences at Univ. of the District of Columbia, has returned to faculty. **April Massey** is the acting dean.

Elwood Robinson, dean of behavioral and social sciences at North Carolina Central Univ. has retired. **Debra Parker** is the interim dean.

Lawrence Schovanec, dean of arts and sciences at Texas Tech Univ., has been named interim president. **Jeff Williams** is the interim dean.

Ronald Sudol, dean of arts and sciences at Oakland Univ. is retiring. **Tamara Jhashi** is the acting dean.

Robert H. Tamarin, dean of sciences at Univ. of Massachusetts Lowell, has returned to faculty. **Mark Hines** is the acting dean.

David Wallace has been named dean of liberal arts at California State Univ., Long Beach.

New Members

Chowan University – School of Arts and Sciences
John Dilustro, Associate provost & dean

Clarion Univ. of Pennsylvania – College of Arts & Sciences
Joyce A. Overly, acting dean

DEREE - The American College of Greece – School of Liberal Arts and Sciences
Hariclea Zengos, associate dean

The Evergreen State College
Michael Zimmerman, VPAA and provost

Johnson Univ. – School of Arts and Sciences
L. Thomas Smith, Jr., dean

Marywood Univ. – College of Liberal Arts and Sciences
Frances Zauhar, dean

Norwich Univ. – College of Liberal Arts
Andrea Talentino, dean

Simmons College
Renée White, dean

Changing of the Guard continued

Tarleton State Univ. – College of Liberal & Fine Arts
Kelli Styron, interim dean

Tarleton State Univ. – College of Science and Technology
James R. Pierce, dean

The Univ. of Findlay – College of Sciences
Jeffrey Frye, Interim Dean

Univ. of Minnesota Duluth – School of Fine Arts
William (Bill) Payne, dean

Univ. of North Carolina at Chapel Hill – College of Arts and Sciences
Karen Gil, Dean

Univ. of North Carolina at Pembroke – College of Arts and Sciences
Mark Canada, dean

Whitworth Univ. – College of Arts & Sciences
Noelle Wiersma, dean

Wilkes Univ. – College of Arts, Humanities, & Social Sciences
Linda Winkler, dean

NEW Chairs & Heads

Our next offering of the always-popular Seminar for Department Chairs/Heads will take place in Alexandria, Virginia, February 21-23, 2013.

Charles McAdams, dean of Arts & Sciences at Northwest Missouri State Univ. will be the seminar director, with Goldie S. Byrd, dean of Arts & Sciences at North Carolina A&T State Univ. serving as co-director.

The \$550 registration cost includes conference materials, 2 breakfasts, one lunch, and two networking receptions. The Hilton Alexandria Old Town is offering an attractive rate of \$156 for our group.

Please note that due to enrollment demand, registration is limited to two chairs/heads per institution. Chairs can register on our website, www.ccas.net, under Events as New Customers.



New Phi Beta Kappa Chapters Approved at Member Institutions

The Phi Beta Kappa Society recently announced the approval of three new chapters, all at CCAS member institutions: Creighton University, George Mason University, and Oklahoma State University. Congratulations!