Record Attendance at 49th Annual Meeting in San Antonio

OVER 560 CCAS MEMBERS AND GUESTS GATHERED in San Antonio the first week in November for the CCAS 49th Annual Meeting. This year's conference was organized by Program Chair **Timothy D. Johnston** (Univ. of North Carolina at Greensboro). Keynote speaker Debra W. Stewart, president emerita and senior scholar with the Council of Graduate Schools, offered her insights into Rethinking the Future of Graduate Education (slides can be viewed here). Thursday's luncheon speaker, Laura Mandell, director of the Initiative for Digital Humanities, Media and Culture at Texas A&M University, argued that "rethinking scholarly expertise as a mode of shaping big data is precisely the job of digital humanities centers. The Humanities should really be called "the print humanities;" and now we have to imagine something new, the digital humanities – but once it has been imagined and implemented, there will perhaps no longer be a need for such centers. Retooling the Humanities is, in my view, our goal." (See full text of her speech here.)

The annual presidential address was delivered by outgoing president Nancy A. Gutierrez. Entitled, "Storytelling and the Deanship," she emphasized how storytelling is a key element of any success a dean has in his/her job.

> As deans, we are all aware of how important it is to tell compelling stories about our colleges: we look at budget numbers in order to tell a story to our Provost or to our donors about college needs and college successes; we recount student anecdotes to demonstrate the efficacious power of our curriculum and of our talented faculty; we look at past events in our colleges to craft an historical continuum that imagines an even more persuasive and progressive future. As storytellers, we critically examine the data before us, select those pieces that will work in our vision, order them appropriately, and create the correct vehicle for delivery... And we

CLICK HERE for more pictures

CONTENTS

Nancy Gutierrez and Anne-Marie McCartan flank opening keynote speaker Debra Stewart, President Emerita and Senior Scholar with the Council of Graduate Schools

Roy Wensley (Saint Mary's College of California) and Judd Case (Eastern Washington U).

Greg Sadlek (Cleveland State U) enlightens new deans about how to raise money for the arts and sciences.

Karl Kunkel (Pittsburg State U) was a panelist for the session on Enrollment Management at the Comprehensive University, along with John La Duke (U of Nebraska at Kearney), Neva Specht, Appalachian State U, and Katherine Frank (Northern Kentucky U).

Roxanne Donovan (Kennesaw State U) and DoVeanna Fulton (U of Houston Downtown).

Doug Doren (U of Delaware) spoke at the very popular session on "Developing Leadership Skills Among Department Chairs."

Elizabeth Say (CSU Northridge) addresses the issue of "Deaning Seen Through a Gender Lens."

Leroy Bynum (The College of St. Rose) and Shelley Robins (Holy Family U).

Andrew McMichael, chair of the Standing Committee on Associate and Assistant Deans, presents the Committee's report at the Annual Business Meeting. Other committee chairs await their turn. From left, Andrew Kanu (Cultural Diversity), DoVeanna Fulton (Metro/Urban Institutions), Mary McGee (Liberal Arts Institutions), Catherine Albrecht (Comprehensive Institutions), Donna Murasko (Gender Issues) and Kim Martin Long (Private Institutions). Seated, from left, Anne-Marie McCartan (CCAS Secretary) Kate Conley (Treasurer), and Nancy Gutierrez (President).

San Antonio *continued*

do this without thinking, for the most part. We learned this skill as scholars and teachers in our various fields, and adapted it for our administrative work.

But storytelling also is at the heart of the enterprise of liberal education itself, she went on to say.

"In its intentionality, in its practice, and in its hoped-for outcome, liberal storytelling—to coin a phrase—is fundamental. It is imagination, invention, collaboration, and revolution. It is the most powerful weapon we have in our arsenal; in fact, it is our arsenal. We must replicate its power in our students in order for it to be effective, and in so doing, its power becomes even more wide-ranging."

To read Dean Gutierrez' full remarks, click here.

Many of the most popular concurrent sessions dealt with approaches to leadership and professional development (Developing Leadership Skills among Department Chairs; Principles of Leadership in Tough Times and Transitions; Cultivating Leadership from Within; Next Steps in the Professional Development of Assistant and Associate Deans; and the always-popular Top Ten Things I've Learned as Dean). Several sessions that focused on the future (Resource Planning and Institutional Culture; and Skating Where the Puck Will Be) were also well subscribed, along with What's STEAMing on Your Campus, and

Student Recruitment and Retention.

All of the interactive Critical Issue Forums drew strong attendance, especially the presentation on the American Academy of Arts & Sciences' Humanities Indicators Project. Paul Jagodzinski, dean at Northern Arizona University, and NAU associate vice president for advancement Betsy Mennell once again offered a three-hour workshop on Development for Deans.

This year's Gender Issues Breakfast, organized by the Standing Committee on Gender Issues, featured attorney Gina Maistro Smith on the timely topic of Title IX responsibilities for deans. That 112 registered for this event speaks to deans' desire to be well informed and ready to act on these issues.

The ever-popular workshop on Conflict Management for Deans was offered as a pre-conference workshop, along with a career planning workshop featuring five current or former search consultants who offered individualized advice to the attendees. Elizabeth Scarborough of the marketing/consulting firm of SimpsonScarborough drew a large crowd to her post-conference workshop on Selling the Liberal Arts to a Pre-Professional Focused World.

Many presenters sent along their presentations to be posted on the CCAS home page.

www.ccas.net

Timothy D. Johnston Assumes CCAS Presidency

Nancy Gutierrez displays the plaque presented to her by Tim Johnston in honor of her service as 2013-2014 President.

An active member of CCAS since 2001, Timothy D. Johnston is dean of the College of Arts and Sciences at the University of North Carolina at Greensboro. As dean, he has focused especially on faculty interdisciplinary engagement, professional development of department heads, and issues of equity and diversity.

Johnston is Professor of Psychology at UNC-G, where he has been a member of the faculty since 1982. Previously he served as associate dean of the College, director of the Center for Critical Inquiry in the Liberal Arts (1990-97), and as head of the Department of Psychology (1997-2002) before becoming Dean in 2002.

He graduated from the University of Edinburgh in 1970 with a B.Sc. in wildlife management, and holds a Master's in zoology from the University of Wisconsin (1974) and a Ph.D. in biobehavioral sciences from the University of Connecticut (1979). His research has focused on the development and evolution of animal behavior, including the study of empirical, theoretical, and historical problems.

Johnston directed the CCAS Seminar for Department Chairs in February and July 2011 and has served as a facilitator for the CCAS on-campus Leadership Development Workshops for Chairs/Heads. He has been a member of the CCAS Board of Directors since 2011.

"The Challenge of Big Data: Retooling the Humanities"

LAURA MANDELL
Director, Initiative for Digital Humanities, Media, and Culture
Texas A&M University

Hello. Today I'm here to discuss how the digital revolution might be transforming the Humanities disciplines. I was hired by Texas A&M University a few years ago in order to bring into existence a digital humanities center—the campus itself had many digital initiatives already, and so the university was willing to set up a center with two senior hires and a generous startup budget. By the end of the startup funding, the center was supposed to become self-sufficient on soft money, so of course I had to begin to do work that was cutting edge and so fundable. I will talk a little bit about that work today, but primarily I'll discuss how I see the Humanities being reshaped by the kinds of work that is being done in the field of digital humanities, the kinds with which I'm personally most familiar. Those have to do with what we call "Big Data." [slide 2*[1]] Ted Underwood of the University of Illinois has written that Humanities data is never really big, compared to the zettabytes of scientific data. However, the four V's of Big Data suggest indeed that Humanities data is big according to criteria other than Volume: digitized texts offer an infinite variety of data,

and our biggest challenge is finding automated means for categorizing varieties—genre, for example.

[slide 3] However, the first big data set that humanists must deal with is not one of our own choosing: it is the internet itself, and the internet, as we all know too well, poses challenges to the meaning of expertise and beyond that perhaps even to the function of a college or university. [slide 4] At medieval universities, it was typical for professors to read aloud from a single copy of a text that students copied as the professor read. The function of a university then was to make information available that was not available any other way. [slide 5] The professors and students of early universities came to be rather abstruse and esoteric thinkers, talking in a language common only to themselves: the great artists of the early modern era were not necessarily university trained.

[slide 6] In a recent plenary speech given to the Digital Library Federation, the most prominent digital humanist of our time (in my opinion), Bethany Nowviskie, invoked Shakespeare while talking about the "ends of expertise," by which she means both its end in time and its goals.

1 [Referenced slides can be accessed here]

The Challenge of Big Data

The question, "who was Johannes Factotum?" was given to Dr. Nowviskie in a "methods" class for entering Ph.D. students in English, and, in 1996 when she had to answer that question, she and the other Ph.D. students vied for resources, even hiding them from each other, as they all tried to get the answer. When I was a graduate student some years earlier than that, at Cornell, I remember seeing a faculty member from an unknown discipline grabbing the collar of a librarian at the circulation desk, screaming, "Tell me! Who recalled my book?" In the twentieth century, then, expertise was all about finding things that no one else could find and publishing your findings before anyone else did. We have all heard stories of science professors going through each other's trash: research was a matter of espionage, and expertise a matter of being better at finding information.

[slide 7] While Dr. Nowviskie structured her talk at the DLF around Johannes Factotum and who he was, she says at one point, "my suspense-building" is ineffectual because you all have laptops and phones: you can tell, she says, in a nanosecond (though not with *this* wireless—more like a minute here) [slide 8] what Johannes Factotum means in Latin and that in 1592 it was used to refer to Shakespeare, in the first review of Shakespeare published as far as we know.

[slide 9] So we have the abstruse scholastics, on the one hand, and handy Shakespeare on the other—that was before the printing press really took off, before mass literacy and mass availability of literature to read. [slide 10] As books became more readily available, the meaning expertise changed from esotericism to learning how to manage printed resources, as we can see in John Locke's 1706 essay concerning how to keep a commonplace book, how to keep track of the information you read. [slide 11] Alexander Pope parodied expert footnotes and commentary in his *Dunciad* Variorum of 1728, but satire aside, the Variorum edition became a modern form of expert knowledge in the Humanities – I'm giving a talk at MLA this coming year concerning management of the digital variorum, at a panel sponsored by the MLA Shakespeare Variorum committee. Managing information through reading and footnoting, grounded in espionage, became for us modern English professors and historians the essence of expertise.

[slide 12] In fact, awe of expertise always takes the form when reading a scholarly piece of thinking, "Wow, how did that scholar find that bit of information?" In her DLF talk, Dr. Nowviskie marshals a slew of quotations about

expertise, some of which I know – I read in the field of Digital Humanities and so know the pieces by Jerome McGann and John Unsworth – but then she quotes Neils Bohr and this Martin Schwartz, someone I have never even heard of, and I'm in awe. [slide 13] Until, that is, I google expertise and Neils Bohr, coming to a wiki quote page containing the quote that Dr. Nowviskie used, and [slide 14] google Martin Schwartz, coming to the title

> **In the twentieth century … expertise was all about finding things no one else could find and publishing your findings before anyone else did.**

of his article. Dr. Nowviskie had these things in mind, obviously, from her wide reading – she is an amazing scholar. But the point of her essay, and my point here, is [slide 15] that we are now operating in a different information economy in which expertise can no longer be equated with scholarly espionage, and consequently, we have to rethink it.

[slide 16] Rethinking scholarly expertise as a mode of shaping big data is precisely, I would argue, the job of digital humanities centers. The Humanities should really be called "the print humanities," and now we have to imagine something new, the digital humanities – but once it has been imagined and implemented, there will perhaps no longer be a need for such centers. Retooling the Humanities is, in my view, our goal.

[slide 17] At Texas A&M, my center's first project has been the Mellon-funded emop project—or the Early Modern OCR project. Historians and literary scholars have two major digital catalogs of texts, the Early English Books Online (EEBO) and Eighteenth-Century Collections Online (ECCO) catalogs, owned by ProQuest and Gale. These repositories contain only very poor images, and images are not machine readable—that is, the texts cannot be searched except by the data used to catalog them. Gale has run some OCR engines – optical character recognition engines – on their ECCO page images in order to mechanically type them, but the results have not been good enough for humanities research, so the Mellon Foundation funded Texas A&M to allow us to create better OCR results than are available so far. Such work will *not* be done by the companies or libraries who

The Challenge of Big Data

own these images: scholars must do it. As Martin Mueller likes to say, it is time for us to wash our own dishes.

[slide 18] The results will be 45 million pages of textual data, fully searchable by word. Right now [slide 19], in our online finding aid called NINES, we already have 1.7 million items, and, when you search for the word "Romantic," you get upwards of 26,000 returns: no one can or will read through a list of 26,000 returns. In order to determine their meaning and significance, [slide 20] the search returns must be visualized. Here you can

> **There is a reason that Humanists don't want to deal with big data and data crunching. Humanists hate empiricism; our truth-criteria are not data-driven but are a function of prestige.**

see a Humanities Visualization Space that we built at Texas A&M: many universities and University libraries are building such screens for research—I know North Carolina State's new library has four of them—they are beautiful. We are on this screen visualizing search returns from the NINES and 18thConnect online finding aids, and we have built this tool [slide 21] called BigDIVA, in order to do so. The new Humanties experts must know how to feed and use such a tool.

[slide 22] Another visualization project which I have worked on involves a large data set—only 8,000 items, not 45 million this time. [slide 23] I have worked with Lynda Pratt, editor of the *Collected Letters of Robert Southey* who was a romantic poet in the center of a circle of poets important to literary scholars. [slide 24] We have built a tool called "relate" in order to visualize relationships among the people with whom Robert Southey corresponded. [slide 25] Here you can see a circle of all the people to whom Southey wrote and all the people whom he mentions in his letters who are not historical figures but living beings of his time with whom he communicated. [slide 26] We were able to extract all these people because the editors of the Southey Letters encoded very precisely every person – you can see here [slide 27] to whom he wrote and every person mentioned in the letters. The editors relegated irrelevant persons—historical figures such as King George—to the footnotes, so they had to have a working knowledge of who was in Southey's circle and who not. [slide 28] If I start narrowing the circle by K-core or number of mentions in the letters, [slide 29] getting to the people who are mentioned most

often and most often written to, [slide 30] I start to see Southey's inner circle of correspondents and mentioned persons. [slide 31] Here they are with a key as to their names: arrowheads point to people who are mentioned a lot but, in their cases, others are not mentioned to them. One could see these people as having their names dropped by Southey in a form of elitism, perhaps. But if I look at who they are, as an expert, I can see that sphere number 4 is Mrs. Danvers, and I know that in every letter that Southey wrote to his friend Danvers, he said, "my best to Mrs. Danvers." He only dropped her name to her son. Sphere 2 is Aunt Tyler with whom Southey had a terrible break, so she is mentioned a lot in letters but not written to. Number 8 is the famous publisher Thomas Longman, and I could see Southey dropping the publisher's name to friends, "Longman says he will publish my Thalaba," e.g., but never mentioning his friends to Longman in letters. But in fact, as an expert, I know that all Southey's letters to Longman were burned in a fire at the publishing house—so these arrowheads do not actually signify name-dropping. In the case of sphere 3, however, the arrowheads are significant: William Wordsworth is mentioned but not written to, and the lifelong animosity between Wordsworth and Southey, despite the fact that they moved within the same intellectual and artistic circles, is a tale worth telling—a tale that can be told only by someone who has studied Southey and Wordsworth profoundly, aka a Humanities expert.

[slide 32] I hope that BigDIVA and the Southey project reveal a role for Humanities expertise in both shaping and interpreting big data. But I fear profoundly that current Humanities professors will not step up to the plate in performing this crucial work—a report issued by the Comité des Sages in Europe actually worries about a "digital dark age" in our future because of messy and misunderstood data. There is a reason that Humanists don't want to deal with big data and data crunching. Humanists hate empiricism; [slide 33] our truth-criteria are not data-driven but are a function of prestige. In "What is an Author?" Michel Foucault argues that Humanists use the author as a kind of filter for information: if Shakespeare said it, it must be true. [slide 34] Foucault looks at the long duree in the history of authorship. He notices that, before the advent of modern science, scientific information was considered to be true

The Challenge of Big Data

because Aristotle said it—you didn't examine a skunk for yourself to see whether its back legs were shorter than its front legs, you took Aristotle's word for it. After the Royal Society began publishing in 1660, truth criteria began to shift, becoming gradually aligned with the possibility of replicating a result via experimentation. During the early modern era, we know from the work of Arthur Marotti, literary commonplace books often omit the author, or change the poem, so that authorship of literary texts and definitive editions become quite difficult to determine. Such is as true of Shakespeare's works as of any: we have *Hamlets*, not *Hamlet*. But since the advent of mass printing and modern expertise, an author's name has come to determine the truth-value of any statement in the Humanities.

[slide 35] During the twentieth century, this fact has been especially true of literary critics, so a name such as Stanley Fish convinces us that the reading of a text is –if not exactly true, at least worth hearkening to and arguing against. Since his early attack on the computer analysis of authorship styles in 1982, Fish has always hated empirical approaches to the Humanities, which *seem* to be the only approaches one can take when treating texts as big data. That we would start to check by examining data en masse our insights obtained by close reading a smaller number of them fills critics with a kind of horror, conveying to us the notion that our insights can be empirically verified and worse falsified through experiment. I want to briefly rehearse an instance of a confrontation that unfolded between Stanley Fish and Mark Lieberman in the blogosphere of the New York Times Opinionater. Fish performed a close reading of the "plosives" 'b' and 'p' in Milton's *Areopagitica* in order to show that digital analyses could not account for human meaning. Fish noticed an inordinate number of these plosives occurring at a specific place in Milton's work and deduced what Milton was trying to imply by artfully using these b's and p's at a certain moment in his argument. [slide 36] In riposte, Mark Lieberman at the University of Pennsylvania performed a statistical analysis of p's and b's throughout the whole text. [slide 37] Here he analyzes and visually displays the frequency of those plosives in the text, and shows that there are numerous peaks, not just the one that Fish finds and analyzes as most meaningful. [slide 38] Liberman concludes that Fish is wrong to see the plosives in the passage he selected as intentionally deployed by Milton to level Bishops with

Prelates. Did Milton stylistically convey his point as well as argumentatively, as Fish claims? Liberman answers, "Frankly, I doubt it."

This seems to be an instance of datamining invalidating human reading techniques. However, as against Liberman, I would say that it is not the case that the many peaks of plosives invalidates their meaningfulness: there is just more sound-meaning in the text to explain than we originally thought. Look at those words with plosives in them: print, publish—given that Areopagitica is about free speech, there is a lot of meat for interpretation here. To me, Liberman's response disproves Fish's argument, as Liberman claims that it does, *only* insofar as Fish maintains that this one section of the text is the *only* section where plosives are amplified, and that that fact is the *only* thing that proves the author was deliberately manipulating sounds as he wrote. In my view, if we look at all the sections of *Areopagitica* in which plosives peak we may find many artistically valuable reasons for it. To see statistical research as susceptible of being used in close reading is to imagine a new role for literary experts, not to abolish the need for expertise. We need more interpretation to accompany empirical results, not less.

I wish to conclude by echoing again my worry that prejudices against statistical analysis and data visualizations of big data will prevent Humanists from seriously engaging with designing tools and systems of analysis. I have suggested also that these tools and systems are only as good as the data we feed into them and that we in the Humanities have a lot of work to do to get our data into good shape, the work of careful transcription and coding. [slide 39] Fear that such forms of analysis will make our work empirical are unfounded: when we get back a graph of peaks of the co-occurrence of plosives in a text, or a network visualization showing that certain people in the network are only mentioned and never talked to, or a set of search returns showing many eras in which a particular term like the word "romantic" dominates literary discourse, we still have to read, have to interpret those results. This fear that the empirical will displace the hermeneutic is criminal insofar as it prevents us from thoughtfully, deliberately designing the future of our discipline. Getting faculty involved in digitization and visualization projects: that's my take on how to retool the Humanities in the face of big data and its transformation of the roles that need to be played by expertise.

Thank you.

Crossing Boundaries: *A CCAS Webinar Series on Interdisciplinarity*

WATCH FOR IT!

In lieu of our usual hotel-based spring Special Topics workshop, this spring CCAS will offer a series of one-hour webinars dealing with issues pertinent to Interdisciplinarity. Using the webinar format allows many more deans to participate, along with members of their decanal staff, faculty, program heads, and others.

Are there particular issues or problems you wish to see addressed in this series? Send an email to Anne-Marie McCartan (ammcca@wm.edu) with your ideas.

Details on topics and dates will be announced after the first of the year.

Plans for the 50th Annual Meeting Revealed

At the Annual Business Meeting on Friday of the Annual Meeting, President Nancy Gutierrez made several exciting announcements to the 140 deans in attendance.

☞ The National Press Club has been selected as the venue for the Friday evening 50th Anniversary Celebration.

☞ Members can help commemorate CCAS' 50th year by purchasing ads to appear in the commemorative program

☞ David Skorton, president of Cornell University and secretary-designee of the Smithsonian, has agreed to be the keynote speaker

Start planning now to attend this noteworthy meeting next year in Washington, D.C., November 4-7.

Election Results for Officers and Term Representatives

Congratulations to the deans elected to the CCAS Board of Directors

Four new deans and one returning dean were elected to the CCAS Board of Directors. Elizabeth A. Say (CSU-Northridge, pictured in the center) was voted in as President-Elect. Term representatives are, from the left, Janice Nerger (Colorado State U), Patricia Witherspoon (U of Texas at El Paso), Jeffery Braden (North Carolina State U), Bret Danilowicz (Oklahoma State U), and Sametria R. McFall Dickerson (Savannah State U). Timothy D. Johnston (U of North Carolina at Greensboro) moves into the presidency for 2014-2015.

The proposed changes to the CCAS Bylaws also were approved.

A&S Advocacy Award Goes to the American Academy of A&S

The recipient of this year's Arts & Sciences Advocacy Award is the American Academy of Arts & Sciences. Outgoing CCAS President Nancy Gutierrez presented the award at the Annual Meeting. The Award honors an individual or organization demonstrating exemplary advocacy for the arts and sciences, flowing from a deep commitment to the intrinsic worth of liberal arts education.

Program Director John Tessitore accepted the award on behalf of the Academy. In presenting the award, Dean Gutierrez announced that CCAS was honoring it for issuing *The Heart of the Matter: The Humanities and Social Sciences for a vibrant, competitive, and secure nation* (2013) and for its long-standing commitment to recognizing outstanding scholars and sponsoring meetings, lectures, and informal gatherings to address critical challenges facing our global society. Gutierrez said further that with the issuance of this report and other initiatives such as the Humanities Indicators project, "the American Academy has launched national conversations, international projects, and agendas for universities throughout the country."

In accepting the award, Tessitore thanked the Council for the recognition on behalf of the Academy and the Chair of the Board, Don M. Randel, and noted that the Academy has been gratified by the overwhelming response to *The Heart of the Matter*. He told the 500 assembled deans that the Academy "was committed to the recommendations in the report and to other related initiatives for the long haul," and that it welcomes the continued involvement of CCAS deans. Learn more about the American Academy of Arts & Sciences at https://www.amacad.org.

The American Academy of Arts & Sciences

2015 Standing Committee Chairs Named

President Timothy D. Johnston has appointed the following deans as chairs for the coming year.

COMMITTEE ON ASSOCIATE AND ASSISTANT DEANS
Joe Wilferth, associate dean of Arts and Sciences,
University of Tennessee at Chattanooga

COMMITTEE ON COMPREHENSIVE INSTITUTIONS
Katherine Frank, dean of Arts and Sciences,
Northern Kentucky University

COMMITTEE ON CULTURAL DIVERSITY
Wartyna R. Davis, associate dean of Humanities and Social Sciences,
William Paterson University of New Jersey

COMMITTEE ON GENDER ISSUES
Donna Murasko, dean of Arts & Sciences,
Drexel University

COMMITTEE ON LIBERAL ARTS INSTITUTIONS
Richard Finkelstein, dean of Arts and Science,
University of Mary Washington

COMMITTEE ON METROPOLITAN/URBAN INSTITUTIONS
Barbara Schneider, associate dean of Languages, Literature and Social Sciences,
University of Toledo

COMMITTEE ON PRIVATE INSTITUTIONS
Kim Martin Long, dean of Business and Humanities,
Delaware Valley College

COMMITTEE ON RESEARCH INSTITUTIONS
Simon Rhodes, dean of Science,
Indiana University, Purdue University Indianapolis
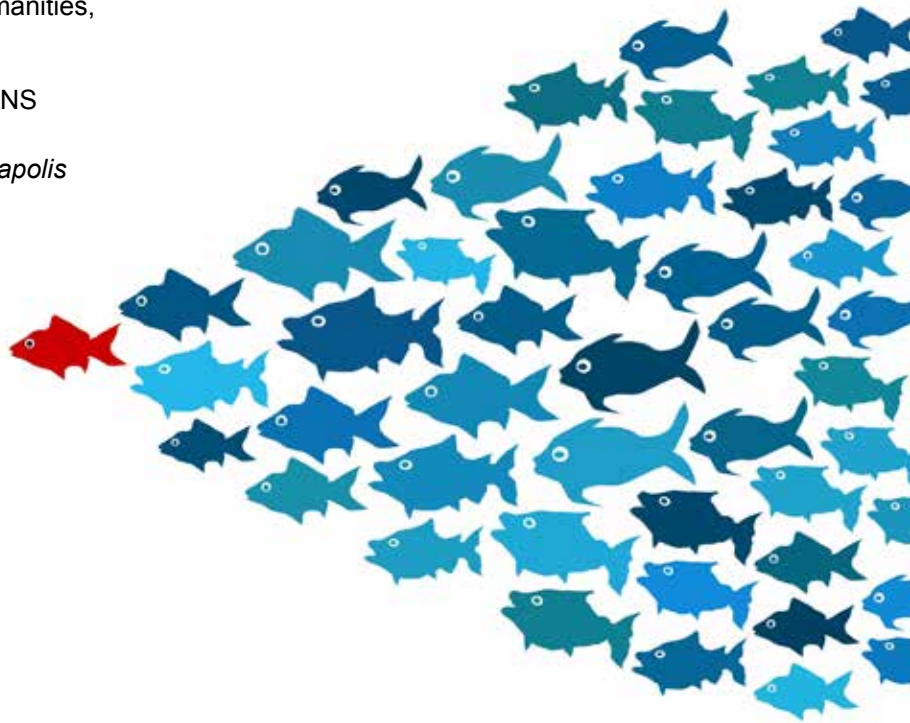
Changing of the Guard

New Members

Birmingham-Southern College
Michelle Behr, provost

Eastern Connecticut State University–School of Education and Professional Studies
Jacob Easley II, dean

Loyola Marymount University–Bellarmine College of Liberal Arts
Robbin Crabtree, dean

The Ohio State University at Lima
Charlene Gilbert, dean

Stony Brook University–College of Arts & Sciences
Sacha Kopp, dean

SUNY Polytechnic Institute
Zora Thomova, interim dean

Texas Southern University–College of Liberal Arts & Behavioral Sciences
Danille Taylor, dean

University of Houston-Clear Lake–School of Human Sciences and Humanities
Rick Short, dean

The University of Tampa–College of Social Sciences, Mathematics & Education
Jack Geller, dean

Katherine Black from interim dean to dean of arts and sciences at University of Hartford.

Jeanne Brady, interim dean of arts and sciences at Saint Joseph's University, is returning to faculty. **Amanda Thomas** has been named dean.

Sammy Culpepper, interim dean of natural sciences and mathematics at University of West Alabama, is retiring. **John McCall** has been named dean.

David Danahar is the new interim dean at St. Bonaventure University, replacing **Wolfgang Natter.**

John Dilustro, associate provost and dean of arts and sciences at Chowan University, is now associate provost. **Cynthia Nicholson** has been named dean.

Tim Edwards, dean of liberal arts at University of West Alabama, has been appointed interim provost. **Mark Davis** is the acting dean.

Susan Elrod, dean of science and mathematics at California State University, Fresno, has been appointed interim provost at California State University, Chico. **Andrew Lawson** is the interim dean.

Jane O'Brien Friederichs is interim associate provost and dean of undergraduate education at Manhattanville College.

Salma Ghanem, dean of communication and fine arts at Central Michigan University, has been appointed dean of communication at DePaul University. **Shelly Hinck** is the interim dean.

Miriam Gogol, dean of liberal arts at Mercy College, is returning to faculty. **Nagaraj Rao** is the interim dean.

Arthur Goven, dean of arts and sciences at University of North Texas, is returning to faculty. **David Holdeman** is the interim dean.

Bonnie Gunzenhauser from interim dean to dean of arts and sciences at Roosevelt University.

Karen Magee-Sauer is interim dean of science and mathematics at Rowan University.

Michelle Malott, dean of science, health and the environment at Minnesota State University, Moorhead, has been appointed interim provost and vice president for academic affairs. **Jeffrey Bodwin** is the acting dean.

Mary McGee, dean of liberal arts and sciences at Alfred University, is returning to faculty. **Lou Lichtman** has been named dean.

Becky Omdahl, dean of arts and sciences at Metropolitan State University, is returning to faculty. **Thomas Nelson** has been named dean.

Steven Roper has been named dean of humanities and social sciences at Nazarbayev University.

Charles Suchar, dean of liberal arts and social sciences at DePaul University, is retiring. **Lucy Rinehart** is the interim dean.

Jeff Wright, dean of science and engineering at Western Washington University, is retiring. **Catherine Clark** has been named dean.