



Highlights of the 50th Annual Meeting

Washington Hilton Hotel | November 4-7

Early bird rate ends Sept. 18

THURSDAY MORNING KEYNOTE

Shirley Malcom, American Association for the Advancement of Science

“Lenses and Frames: When the Arts and Sciences Meet”

THURSDAY PRESIDENTIAL ADDRESS

Timothy D. Johnston, 2014-2015 CCAS President

“Reimagining the Liberal Disciplines in Our 2nd Half-Century”

FRIDAY LUNCHEON SPEAKER

David J. Skorton, Secretary of the Smithsonian

“Colleges of Arts and Sciences: Continuity and Change at the University’s Core”

CRITICAL ISSUE FORUMS

In response to attendee requests to offer more interactive formats at the Annual Meeting, a format called “Critical Issues Forums” has been incorporated into the program. These sessions, which run concurrently with panels, are designed for deans to dig deeper into timely topics learn more about each of these topics by reviewing the recommended readings in advance.

Civility and Ethics in the College: Challenges, Responses and Implications

Discussion Leader: Robert W. Smith, *Savannah State University*

See: Statement on Professional Ethics from AAUP: <http://bit.ly/1g9huWl>

“Ethical Issues in Faculty Conflict” by Nancy M. McElveen, Paul Leslie, & Daniel Malotky: <http://bit.ly/1EOpJ6h>

“The Meaning of Civility” by Guy Burgess and Heidi Burgess: <http://bit.ly/1JT94eq>

Talking to Legislators and Government Officials about the Arts & Sciences

Discussion Leaders: Jeffery P. Braden, *North Carolina State University* and David Manderscheid, *The Ohio State University*

See: AAAS (2015): Public Research Universities: Why they Matter. Available: <http://bit.ly/1cYEtln>

COSSA (2015): Handbook for Social & Behavioral Science Research Advocacy, <http://bit.ly/1Mb5baE>

Phi Beta Kappa’s Arts & Sciences are Key Toolkit (2014): <http://toolkit.pbk.org/>

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OPTIONAL CONFERENCE ACTIVITIES

PRE-CONFERENCE WORKSHOPS

Wednesday, November 4, 8:00 am – 2:45 pm

“Conflict Management for Deans”

In her annual pre-conference workshop, Suzanne McCorkle, Professor Emeritus of Boise State Univ.'s Dispute Resolution Program, offers a framework for effectively dealing with the kinds of conflict issues inevitably confronted by Deans. In small groups, participants will discuss approaches to a set of case study scenarios. Registration is \$195.

Associate & Assistant Deans:

Positioning Oneself for, and Transitioning into, a Deanship

This workshop focuses on managerial and leadership experiences and development opportunities for Associate and Assistant Deans, specifically those that translate directly into decanal responsibilities within the larger context of the Colleges/Schools of Arts & Sciences. The workshop, facilitated by experienced Deans, also focuses on successfully transitioning into a Dean's position. Registration is \$45.

[Remaining seats are limited at time of printing.]

“Washington, D.C.: The Symbolic and the Everyday”

Wednesday, November 4, 3:00 pm – 4:00 pm

Professor Amanda Huron of The University of the District of Columbia will discuss the intersection of history and the everyday in the history and geography of our nation's capital city.

BREAKFAST FOR MINORITY DEANS

Friday, November 6, 7:30 am – 8:45 am

Topic: “Cultural Diversity: What is Its Meaning for CCAS?”

There is no additional charge for this event.

GENDER ISSUES CONTINENTAL BREAKFAST

Saturday, November 7, 7:30 am – 8:45 am

“Gender and Fundraising: Does it Matter?”

Over breakfast, a panel of scholars and practitioners will offer insights into the way gender must be taken into account in development activities. Featuring Debra Mesch of the Women's Philanthropy Institute at the Indiana University Lilly Family School of Philanthropy.

Sponsored by the CCAS Standing Committee on Gender Issues, this event is open to all attendees but is ticketed (\$20, which includes a light breakfast). Registrations will be accepted through noon on Friday.

POST-CONFERENCE WORKSHOP

Saturday, November 7, 1:00 pm – 5:00 pm

“Mediating Conflict: Roles for Deans”

Suzanne McCorkle, Professor Emeritus of Boise State Univ.'s Dispute Resolution Program, will examine the types of cases where Deans might intervene as mediators to settle conflicts; present a model for conducting problem-solving/mediation sessions; and explore how to hire the right mediator when outside assistance is the best choice.

The registration fee is \$135. Registrations will be accepted through noon on Friday.



CONTINUED from PAGE 1

Making Lemonade: The Positive Benefits of a Comprehensive Staff Reorganization

Discussion Leader: Discussion Leaders:
Mark Kornbluh and Kirsten Turner,
University of Kentucky

See: <http://bit.ly/1VNgHur>,
<http://bit.ly/1EUGwEs>

This IS Research: SoTL and Rewarding and Supporting Opportunities in the College Classroom

Discussion Leaders: Nicole Stokes-DuPass,
Holy Family University

See: How to Design Your Own SoTL

Research Project:
<http://bit.ly/1JT9jGp>

Presentation on SoTL for Organizational Change by David Boose:
<http://bit.ly/1NhZlqZ>

Directory of SoTL Journals:
<http://bit.ly/1LXOexn>

Proactive Leadership in the Face of Change

Discussion Leaders:
Presiding: Dennis M. Rome,
Columbus State University

See:
College Jobs, Never Easy, have Become Pressure Cookers: <http://bit.ly/1OuxO09>

A Perfect Storm in Undergraduate Education, Part I: <http://bit.ly/1LjZHEN>

A Perfect Storm in Undergraduate Education, Part II: <http://bit.ly/1YfdEp>

For the full list of resource readings see our website: *Events/Annual Meeting - November 2015*



Learn how today's universities are adapting to industry shifts, updating models by incorporating big data, and emerging as leaders at The Economist Events' *Higher Education Forum*.

\$200 discount for CCAS members

Join editors from The Economist for this one-of-a-kind event and connect with senior level policy makers, thought leaders, educators, private employers and others with a vested interest in collaborating on education's future.

Featured speakers include executives from LinkedIn, TIAA-CREF, UnCollege, Western Governors University, and World Bank.

As a supporting association, members of CCAS save \$200 on the standard registration when using promotion code CCAS200. It's being held in New York City on October 21. Learn more at <http://econ.st/1JuT9HU> #HigherEdForum

A Message from CCAS President Tim Johnston

Dear Members:

CCAS's Executive Director, Anne-Marie McCartan, has informed the Board of Directors that she will be stepping down from her position on June 30, 2016. Anne-Marie has served as our Executive Director for nearly ten years, providing an exceptional level of leadership and professionalism that has helped the organization grow and develop in numerous ways. The Board and I will miss her thoughtful contributions to our meetings and her efficient administration of the CCAS office. The entire membership, of course, will miss her cheerful and helpful presence at the Annual Meeting, seminars, and other events. I know that you will all join me in wishing Anne-Marie the very best as she makes plans for the upcoming transition in her career.

The Board of Directors has put into motion plans to launch a vigorous national search for her successor. It will be an exciting time for someone to take the reins of leadership, as the organization is on solid financial and membership footing and the opportunities presented by our new strategic plan will be especially attractive. Anne-Marie has agreed to continue her involvement with CCAS after June 30 so as to ensure a smooth transition to new leadership. As we begin the search process, I welcome any thoughts as to the skills and experience we should be looking for. When the search commences, I hope you will help us to identify promising candidates. On either matter, please write to me directly at johnston@uncg.edu.





Pathways to the Deanship: An Examination of Gender Differences among CCAS Member Deans

Michelle Behr
Birmingham-Southern College

Jennifer S. Schneider
Colorado State University

Introduction

The dearth of women in senior academic leadership roles is perhaps most clearly exemplified by the fact that women account for approximately a quarter of university presidents (The White House Project, 2009; Cook, 2012) and only 14% of university presidents at doctorate-granting institutions (King & Gomez, 2008). Baltodano, Carlson, Jackson, & Mitchell (2012) assert that the gender imbalance in academic leadership is due to a lack of opportunity for women in higher education and not to a lack of ability, ambition, or commitment. Bird (2011) suggests that the underrepresentation of women in academic leadership is due to systemically gendered institutional barriers to career advancement. When examining the pipeline leading to senior leadership roles, there is evidence that the dean position is a key pathway to the role of provost, which in turn is a prime stepping-stone to the presidency (Eckel, Cook, & King, 2009; ACE, 2007; King & Gomez, 2008; Cook, 2012). Thus, under-representation of women at the level of dean may contribute to continuing disparities at the executive levels of academic leadership. Gender disparities present among those holding the position of dean merit attention, especially in regard to women's representation in leadership at the senior-most ranks.

Recognizing that academic deans play a pivotal role in

the recruitment, retention, and advancement of female faculty in STEM disciplines, the Council of Colleges of Arts and Sciences (CCAS) undertook a collaborative effort funded through the National Science Foundation's (NSF) ADVANCE program. As described in the NSF ADVANCE program announcement, the program's goal is to "...develop systemic approaches to increase the representation and advancement of women in academic science, technology, engineering and mathematics (STEM) careers, thereby contributing to the development of a more diverse science and engineering workforce." One task undertaken by CCAS grant personnel was to conduct

an analysis of the 2010-2011 CCAS roster of participant deans by gender. The results (Battles, Schneider, and Huffaker, 2012) showed women hold 40% of dean positions within CCAS member institutions. However, when this statistic is examined in relation to leadership title and type of institution, it becomes apparent that there are a number of gender differences by specific position title (Assistant Dean, Associate Dean, and Dean) as well as by the institution's Carnegie classification. Overall, women have greatest representation among those positions with the lowest ranking title (Assistant Dean = 63%) and are most poorly represented at the highest-ranking title (Dean = 32%). Differences in the proportional representation of women among the three decanal titles



generally increase as the institutional type becomes more research-focused. The results of this analysis lend support for the current study which explores whether there are gender differences in career pathways to the deanship and what variables, if any, may be predictive of women's underrepresentation at senior administrative roles.

The Council of Colleges of Arts and Sciences consists of over 500 member institutions represented by more than 1700 individuals whose title includes 'dean.' The arts and sciences deanship, as represented by CCAS members, provides a rare opportunity to examine gender-based academic career path patterns at a national level. The Pathways to the Deanship survey was designed to obtain a deeper understanding of gender differences in career progression among those holding these academic leadership positions. The present study examines gender differences in the dean's career pathway by focusing on a primary research question: Do men reach deanship faster and on a more linear path than women? Career pathways may be affected by career ambitions, institutional commitment, geographical mobility, institutional type, and personal and family characteristics and therefore are also examined. By exposing whether there are gender differences in deans' career pathways and which variables may be impacting women's progression, the results of this study may inform and provide direction for actions needed to address gender inequities in senior administrative leadership positions.

Research Questions

The primary research objective for this project was to determine whether there are gender differences with respect to deans' career progression. Specifically, the following research questions were explored:

- How long, on average, does it take an individual to reach the position of dean after earning his or her highest academic degree?
- During that time, how many title changes take place?
- How many institutional type changes take place?
- What identifiable variables might influence observed differences, if any: relationship status, children, children at home, ethnicity, STEM vs non-STEM disciplinary background, institutional type, locational setting
- Are there gender differences with respect to anticipated next career step or future career aspirations?

Methodology

According to the 2011 CCAS membership data, the ma-

jority of dean-members ($n = 1725$) are male (59.4%) and are affiliated with public institutions (77.1%). The dean members typically hold one of three titles: Dean (43%), Associate Dean (43%), or Assistant Dean (15%). Referencing the Carnegie classification of member institutions, half (50%) of the members are employed by Doctoral-granting universities, 43% by Master's-level colleges and universities, and 7% work at Baccalaureate-granting colleges. A fifth (20%) of CCAS deans work at Minority Serving Institutions (MSIs).

Potential participants, the 734 members of CCAS who in 2013 served as deans—as distinct from associate or assistant deans—received an email from the president of CCAS' Board of Directors with an invitation to complete a web survey. Individuals were provided with a month to complete the survey. During this time, an email reminder was sent after one week and then another reminder was sent on the day the survey closed. Data were collected using a Qualtrics web-survey that took approximately 15 minutes to complete.

The survey invited respondents to upload a copy of their curriculum vitae, or alternatively, to complete a grid detailing jobs held since earning the highest degree. Information requested in the grid included job title, approximate starting and ending dates, institution type and geographical setting. All respondents were also asked about title of highest degree earned, field of degree, year earned and age at the time degree was earned. Demographic information collected included gender, ethnicity, citizenship, age, relationship status, children, whether the dean had been a participant in an NSF ADVANCE Grant, and questions concerning future career plans and goals.

Data Limitations

Permitting respondents to enter data articulating their career paths in either of two formats (an uploaded CV or completion of the job grid) created a few data limitations. This was further complicated by the fact that the quality of detail provided by respondents in either format was variable. As a result, positions and transitions were difficult to gauge consistently. As examples, some deans reported being on the faculty generically, while others reported each change in faculty rank; some listed month and year of transitions while others listed only years; transitions from interim to permanent might be noted or not; some titles are ambiguous (i.e., 'director' in one institution is used differently than in another). Further, at some institutions it is common for faculty and administrators to hold several roles simultaneously. We did our best to sort through these anomalies, and to be mindful of potential

discrepancies. At the same time, issues of consistency, completeness and coding lead us to suggest that the results here be treated as preliminary and suggestive rather than final and prescriptive.

Participants and their Institutions

Two hundred twelve deans provided usable responses. Of these, 83 (39%) were females and 129 (61%), males. Relative to the membership of CCAS with respect to those who hold the title of dean (as distinct from those with the titles of associate or assistant dean), women were slightly overrepresented in our sample, when compared with the findings of the 2011 membership analysis (Battles, Schneider, and Huffaker, 2012). Respondents overwhelmingly self-identified as white, with just under 9% identifying as Asian, Native Hawaiian or Pacific Islander, Black or African American, Hispanic or Latino/a, or Multi-racial.

Most of the deans in the study indicated that they are married or in a committed partnership though this was more overwhelmingly true for males (94% married or partnered) than females (78% married or partnered). Similarly, while a large majority of the group have had children, men were more likely to report having children under the age of eighteen living at home (88%) than were women (71%).

A majority of the deans with spouses or partners indicated that the significant other was not employed at an academic institution, and this was not very different for men, at 65%, than for women, at 62%. However, for those with partners in academic positions, men's partners were much more likely than women's partners to work at the same institution. Twenty-four women reported having partners employed at academic institutions; of those, 46% worked at the same institution as the reporting dean, while 54% worked at another institution. Among the 43 men reporting a partner employed in academia, 72% worked at the same institution and 28% at another institution.

Men and women in the sample did not vary significantly in the age at which the highest degree was earned; women in the sample, on average, earned the final degree at age 30.9, while for men it was earned at age 30.4.

However, extrapolating from the decade in which the highest degree was earned, the men in our sample tended to be older, on average, than the women. **Figure A.** shows the distribution of highest degree earned by decade. While most deans in the sample earned degrees in the 1980s or 1990s, 18% of men compared with six

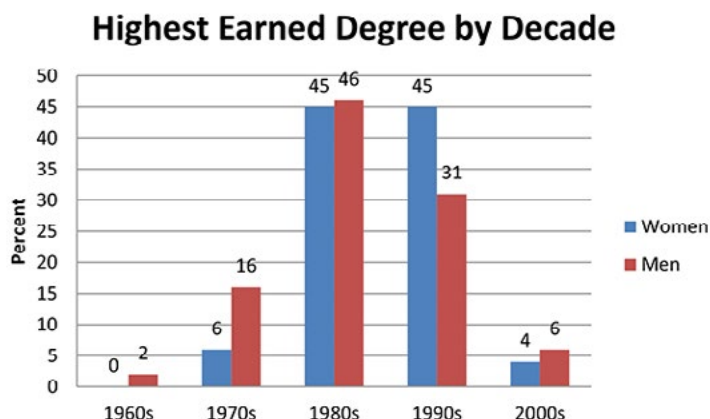


Figure A

percent of women had completed degrees earlier than 1980 and 49% of women compared with 36% of men had earned their degrees in the 1990s or later.

The highest degree earned by most of the respondents to the survey is, not surprisingly, the PhD, held by 93%. The DMA and MFA degrees are held by three percent and two percent of the deans, respectively. Remaining respondents had earned DDS, EdD, and HSD degrees, each of which represented under one percent of the responses. Overall, slightly more than half of respondents had earned degrees in science, technology, engineering, and mathematics (STEM) fields, although this was more often the case for men (56 percent) than for women (48 percent).

Over a quarter of women (27%) and about a fifth of men (19%) had some involvement with the NSF ADVANCE program. Our definition of involvement was very broad; participation could have entailed attendance at an ADVANCE event or Principal Investigator of an ADVANCE grant. Six respondents, all women, have served as PI for an NSF ADVANCE project; eleven of the deans have been Co-PI (5 women, 6 men). Eight percent were involved in an ADVANCE grant application not funded and 4% were preparing or had submitted an ADVANCE grant at time of survey.

More than half of women respondents became dean in 2010 or later; the majority of men were initially named dean between 2005 and 2009. On average, however, respondents were first appointed dean about twenty years after earning their highest degrees and this did not vary significantly by gender (20.6 years for men and 19.6 years for women). The number of positions (title changes) similarly did not vary significantly by gender (7.3 for women versus 7.5 for men), nor did the number of title changes predict the average number of years before be-

coming dean. Across genders, disciplinary background mattered: those from STEM disciplines took longer (21.0 years) to reach the position of dean than those from other disciplines (19.1 years). As shown in **Figure B**, most of the deans in the sample had held the job for ten or fewer years.

Nearly half (46%) of deans were serving in their first dean position at the time of the survey. The duration of service in first dean positions differs significantly between men and women. Men, in their first dean position, served an average of 5.6 years compared with women who had an average of 3.6 years of service. Men had significantly more years of service in their first dean position than women even when controlling for number of years it took to reach a deanship ($p < .01$). However, these results are subject to termination bias given that, as noted above, nearly half of respondents are in their first dean position.

The number of title changes (e.g. assistant professor to associate professor to full professor) did not significantly predict the average number of years to reach the position of dean. Further, roughly two-thirds of all respondents' first dean title was dean, (including interim or acting), rather than assistant or associate dean. Some small differences by gender did appear with respect to those who had prior service within the dean's office before being appointed dean. Approximately 6% of women began as assistant dean (compared with only 4% of men who began in that position). Twenty-five percent of women began as associate dean (compared with 31.8% of men who began in that position).

As indicated in **Figure C**, male respondents were more likely to be currently employed at a doctoral or research institution than women (38 percent of men versus 20 percent of women), while women were overrepresented at master's-granting institutions relative to men (68 percent of women versus 52 percent of men). The difference in representation at baccalaureate-granting institutions was smaller: 10 percent of male respondents and 12 percent of female respondents reported working at baccalaureate-granting institutions.

Mobility among and between institutional types was low in the years from earning a degree to serving as dean. Overall, respondents made fewer than one such change per person: .7 institutional type changes overall (women made, on average .8; men made, on average, .7).

Geographical setting of institution by gender was also examined. As indicated in **Figure D**, the majority of deans, regardless of gender, worked in an urban institution (47%) at the time of the survey. More than a quarter of men worked in institutions classified as rural (26%), while only

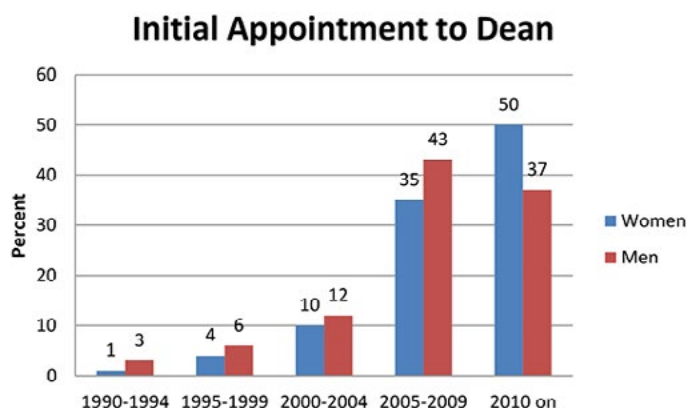


Figure B

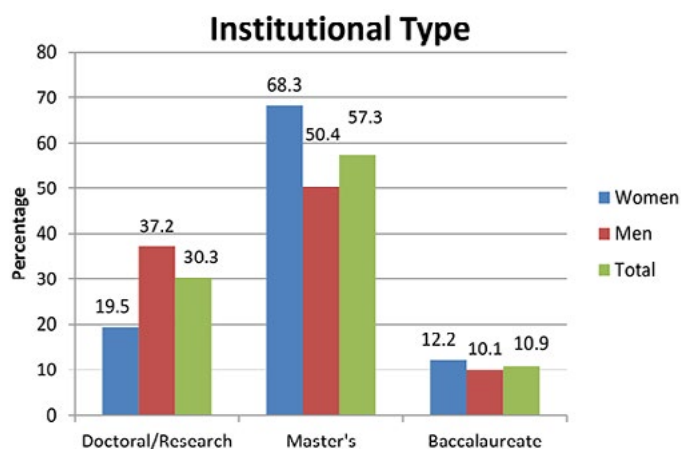


Figure C

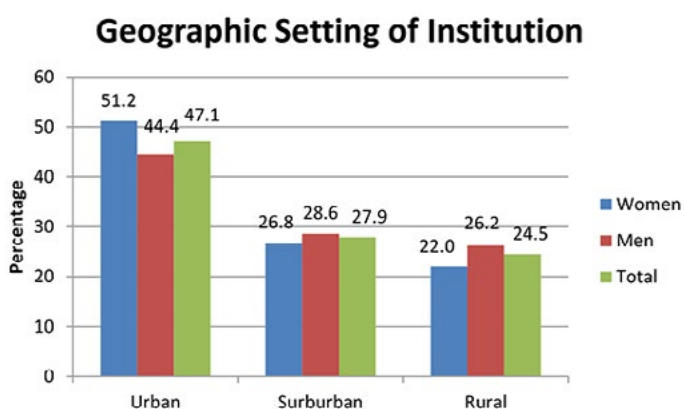


Figure D

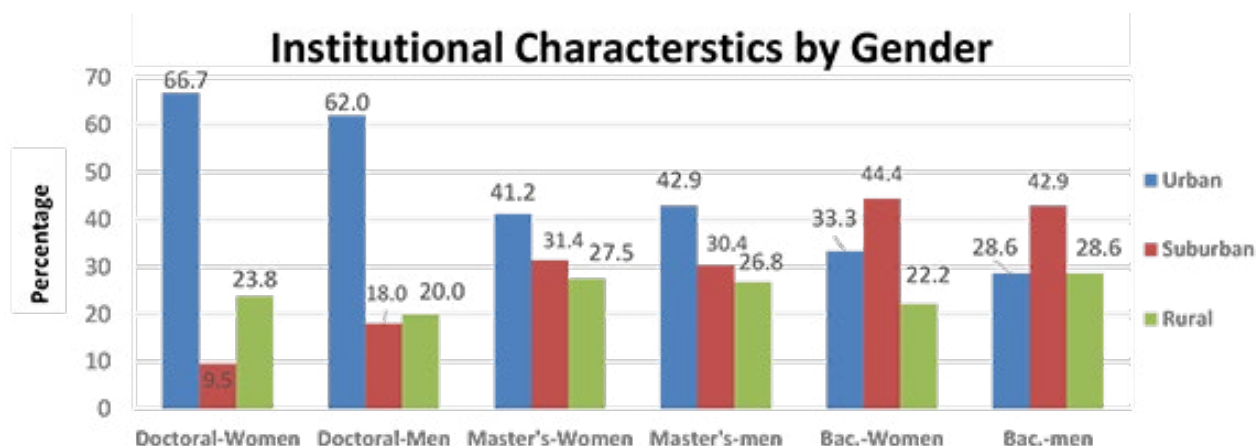


Figure E

22% of women worked in rural institutions. Geographic setting trends did not vary by type of institution (Figure E).

Career Trajectories

The CCAS deans were asked to record their agreement or disagreement (on a five point Likert scale) with a series of five questions. Three of the questions challenged stereotypes about women's paths to academic leadership, while the fourth and fifth addressed personal future plans. The first question, "Looking back on my career path, I wish I had remained as a faculty member longer," addresses the recognized perception that capable women are more likely to be plucked from faculty ranks before attaining the rank of professor than is true for men. Common wisdom suggests that in comparison to men, women more often take on administrative positions before achieving full professor rank, and that they consequently hit a glass ceiling at lower levels of academic administration (see, for example, Rosser 2012; Ward and Eddy 2013). Contrary to expectations, however, our question in general elicited disagreement; fewer than ten percent of the deans in our sample indicated regret (responding agree or strongly agree) about the length of time serving as a faculty member, and while a greater percentage of women than men (9% vs. 6%) so indicated, the differences—and absolute number for either gender—are small.

A second, related question, probed motivations behind moving into higher education administration through the following question: "I did not actively seek out my first academic administrative position." Here the results diverge by gender. Over sixty percent of the deans indicated that they did not actively seek a role in administration. Women were more likely to agree or strongly agree with this

statement by a wide margin: 73% of women compared to 57% of men. This suggests that women are more likely to be "selected" or "volunteered" by another to become a dean rather than deliberately seeking out the position than is the case with men.

The third question yielded little gender difference despite some perceptions that women have more non-traditional paths to deanship than men. Over half (52%) of respondents thought their pathway to deanship was typical (strongly agreeing or agreeing to the statement: "Compared to other deans I know, my path to deanship was typical"). Only a quarter (26% of men and 24% of women) disagreed (responding disagree or strongly disagree), indicating their sense that their personal path to the position of dean had been out of the ordinary.

Career Aspirations

The degree to which being an academic dean is a "comfortable fit" or fulfilling likely determines who might want to continue to serve in higher educational leadership positions. The survey instrument also probed deans' thoughts about subsequent career moves, both the next and potentially longer term positions.

The career path of academic administrators often entails mobility, which can manifest at several scales. For example, an aspirant to administration might choose to leave his or her current institution in order to "move up" the administrative ranks. In urban areas and in some regions of the country, leaving an institution may not require geographic relocation. For mid-career academics with family or other obligations that render them place-bound, moving from one institution to another within commuting

distance may be possible. Administrators in more remote locations may not have the luxury of institutional mobility without also being required to also pick up stakes and move. For those who are willing and able, however, leaving an institution may therefore entail both institutional and geographic mobility. Because leaving an institution may or may not require relocation, two distinct questions about mobility were included in the survey.

Asked the question, “When thinking of my next career step, I am committed to staying at my current institution,” women were slightly less likely than men to indicate agreement or strong agreement with that statement (37 percent of women vs 41 percent of men), suggesting that women are slightly more open to institutional change than men. Interestingly, men are more consistent with respect to institutional commitment across the three locational settings (urban, suburban, and rural) identified in this study than are women. Women in urban areas (see Figures D and E above) are the least committed to a particular institution (29%) when compared with either men (41%-42% percent across all settings) or women in suburban and rural areas (45% and 50%, respectively). However, the picture is altered when geographic mobility is presented as a possibility.

The question, “When thinking of my next career step, I am committed to staying in my current geographical location,” elicited very different responses based on gender: Sixty percent of women indicated a commitment to remaining in their current locations as opposed to 40% of men by indicating agreement or strong agreement with the statement. Predictably, based on responses to the previous question, women living in urban areas had the lowest commitment to geographical location. Fifty-four percent of urban women indicated that they would prefer to remain in their current geographical area compared with over two-thirds of women in suburban and rural areas who indicated a desire to remain in place. Men in urban locations are less committed to remaining put than women (43% of men so indicated).

Another way to conceptualize future career paths is to think about the next or additional positions, if any. This information was collected both for a hypothetical next position (next career step) and to plumb future career goals more generically.

When contemplating a next career move, responses did not vary hugely by gender. As might be predicted, the most common anticipated next position among deans was provost or chief academic officer, selected by 37% of women and 39% of men, followed by another dean position (22% of female respondents and 18% of male respondents), and returning to a faculty position (16% of

Table A.
Effects of Partners on Mobility among Decision-makers, by Gender

Have you or a current or previous partner ever left a job for reasons primarily related to the retention or advancement of the other's career? (Check all that apply)	% of Women	% of Men
Yes, my previous or current partner left a job in order to allow me to retain my job or advance in my career	42.2	37.2
Yes, I left a job in order to allow my previous or current partner to retain his/her job or advance in his/her career	13.3	7.0
No, when faced with this decision, I chose not to leave my job for the advancement or retention of my previous or current partner's career	4.8	3.9
No, when faced with this decision, my previous or current partner chose not to leave a job in order for me to retain my job or advance in my career	3.6	3.9
No, this is not applicable to my history	42.2	50.4

Note: Percentages do not sum to 100% because multiple responses were possible.

Table A

women and 14% of men). Interestingly, a slightly higher proportion of women than men indicated that their next anticipated career step would be as president or chancellor, selected by 12% of women versus 9% of men.

When shifting the time frame from a next move to future career plans, results were different in some fairly substantial ways. For example, among women, provost or CAO remained the most commonly selected option (25%). Only 13% of women indicated a plan to assume the role of president or chancellor at some future point in their careers. For men, however, the picture was quite different. Twenty-two percent of men selected provost/CAO while 30% indicated the desire to become a president/chancellor. While women indicated a slightly lower commitment to their current institution than men, they were less likely (12%) than men (19%) to report anticipating changing their institutions in a next career change. This seeming contradiction is an interesting discrepancy that merits further exploration.

In light of these results, and given the high partnership rates among both men and women in the sample, it is interesting to examine past behavior with respect to the role of partners on decisions to move for career advancement. The deans were asked to indicate whether they or a partner had in the past changed a job to accommodate a partner's career choices. It is worth noting that this situation had not arisen for half of the men and 42 percent of the women in the sample (see **Table A**). Equally interesting are the job changes that partners have made on behalf of the respondents: 42% of women report that a

partner has left a previous job on her behalf and approximately 37% of male deans indicated the same. Much smaller proportions of the deans in this sample indicated that either they or their partner had declined to make a move in support of the others' job, or that the respondent had changed jobs in support of his or her partner.

Discussion

The CCAS survey confirmed a discrepancy in proportion of representation by gender at the level of deans, suggesting that the presidency pipeline issue has not been resolved. At the same time, with respect to other characteristics there was surprisingly little difference among the deans as a whole demographically: they are largely white and overwhelmingly live with a partner and with children under eighteen. Because the personal characteristics and career paths of respondents did not differ by gender as much as we had expected, and therefore numbers were small, it was difficult to draw conclusions about how different circumstances might affect progression to the deanship.

Despite the overall similarities in the characteristics of deans in our sample, women are more likely than men to be single, and a larger percentage of women than men are parents, although fewer women than men have children under eighteen living at home. Further, that women reported being more likely to have partners who made career accommodations in support of the woman's career and to have made accommodations themselves in support of a partner's career hints at women having to navigate more complex paths to administrative positions than their male counterparts. But it is worth noting that the deans we surveyed were those who had successfully climbed the administrative ladder. We do not have the data to determine whether or what personal circumstances may have mediated against reaching the deanship in the first place.

Where we did find differences between the sexes' pathways, they can be characterized as follows: women deans were less likely than men to have aspired to an academic leadership position. They were more likely than men to have been recruited rather than to have volunteered. And they indicated less interest in ascending to the presidency than did men. Women deans seem also to be more place-bound, or at least less likely to consider relocating for their career advancement. These findings reinforce the importance of mentorship and sponsorship for both identifying and supporting women who will assume leadership roles in the academy.

As is often the case in exploratory research, our survey raised additional questions beyond those initially posed. For example: Why are women less committed to current institutions in urban settings, yet less likely than men to

indicate a willingness to change institutions for a next career move? This is a seeming contradiction that our data cannot unravel. Did the fact that the study was limited to deans, rather than also including assistant and associate deans, reveal an incomplete picture of gender differences in pathways? How do the experiences of those who have arrived at the dean's office in an assistant or associate capacity differ from deans? Are gender differences occurring earlier in pipeline, such that women are lost prior to assuming the deanship? Our study may have raised as many questions to explore as it answered. This, however, is a valuable finding in itself and suggests productive future possibilities for research that will assist in better understanding gender dynamics in higher education leadership.

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Denise Battles, President, SUNY Geneseo

Anne-Marie McCartan, Executive Director, CCAS

CCAS Board of Directors

The many CCAS Deans who participated in the survey

Member Institution Humanities Scholars Among Award Recipients

IN JULY, the National Endowment for the Humanities (NEH) announced \$1.7 million in grants to enable the publication of 36 nonfiction books that will bring important humanities scholarship into book clubs and onto best-seller lists. These are the first awards made under NEH's new Public Scholar grant program, which was created as part of The Common Good: The Humanities in the Public Square, an agency-wide initiative that seeks to bring humanities into the public square and foster innovative ways to make scholarship relevant to contemporary life. Fifteen of the award recipients are from CCAS member institutions. @NEHgov

Brigham Young University, Professor Craig Harline
PROJECT TITLE: Wild Boar: The Monk Martin Luther



Case Western Reserve University, Professor Timothy Beal
PROJECT TITLE: Revelation: A Biography

George Washington University, Professor Eric Cline
PROJECT TITLE: Digging up Armageddon: The Story of Biblical Megiddo from Canaanites to Christians

Missouri University of Science and Technology, Professor John McManus
PROJECT TITLE: The U.S. Army in the Pacific/Asia Theater in World War II

Northeastern University, Professor Carla Kaplan
PROJECT TITLE: Queen of the Muckrakers: The Life and Times of Jessica Mitford

State University of New York, Stony Brook, Professor James Rubin
PROJECT TITLE: Why Monet Matters, or Meanings Among the Lily Pads

University of Colorado, Boulder, Professor Thomas Andrews
PROJECT TITLE: Animals in the History of the United States

University of Connecticut, Professor Bette Talvacchia
PROJECT TITLE: The Two Michelangelos

University of Iowa, Professor Kembrew McLeod
PROJECT TITLE: The Pop Underground: Downtown New York's Converging Arts Scenes in the 1960s and 1970s

University of Kentucky, Professor Lien-Hang Nguyen
PROJECT TITLE: Tet 1968: The Battles that Changed the Vietnam War and the Global Cold War

University of New Hampshire, Durham, Professor Jason Sokol
PROJECT TITLE: Shot Rings Out: How Martin Luther King, Jr.'s Death Was Lived

University of New Mexico, Professor Andrew Sandoval-Strausz
Project Title: Latino Landscapes: A Transnational History of Urban America since 1950

University of New Orleans, Professor Anne Rioux
PROJECT TITLE: Reading Little Women: The History of an American Classic

University of North Carolina, Chapel Hill, Professor Malinda Lowery
PROJECT TITLE: The Lumbee Indians: An American Struggle

Winthrop University, Professor Gregg Hecimovich
PROJECT TITLE: The Life and Times of Hannah Crafts: The True Story of The Bondwoman's Narrative



CCAS New Deans Seminar, Class of 2015. Seminar leadership appears in the front row. Adam Shapiro (second from left), Theresa Lee, Greg Sadlek, and Beth Kavran.

July 2015 Seminars for New Deans and Department Chairs

NEW DEANS

Thirty-two deans and associate deans gathered in Milwaukee this July for the annual summer Seminar for New Deans. The seminar faculty consisted of seminar director **Gregory M. Sadlek** (Cleveland State Univ.) and facilitators **Elizabeth Karvan** (Ursuline College), **Theresa M. Lee** (Univ. of Tennessee Knoxville), and **Adam Shapiro** (CSU San Marcos.) Former CCAS board president Joe Gow, now chancellor at Univ. of Wisconsin, La Crosse, shared stories and advice on “What President and Provosts Expect of Deans.” Two local university general counsels, Jerry Blakemore (Northern Illinois Univ.) and Kathleen Rinehart (St. Xavier Univ.) provided an overview of legal issues with which every dean should be familiar.

Along with providing several suggestions for how to improve the seminar, participant comments included, “A very strong set of presenters. Everything was well organized and efficient. I would highly recommend this to other new deans and associate/assistant deans.” and “I was looking forward to this seminar but it really did go beyond my expectations.” Several suggestions for how to improve the seminar will be considered by next year’s planners.

For those new deans who were unable to join us this summer, considering attending a mini-version on Thursday morning of the annual meeting, 10:45-12:00.

DEPARTMENT CHAIRS

Forty-two department chairs attended this summer’s three-day seminar for department chairs/heads in Milwaukee for training in such areas as “managing people and conflict,” “recruitment, retention, and development of faculty,” and “working with the dean.” **Jennifer Drake** (Univ. of Indianapolis) directed the seminar, with **Walt Jacobs** (San José State Univ.) serving as co-director. Experienced chair-facilitators from St. John’s University (Alison Hyslop), Univ. of Wisconsin, La Crosse (**Julia Johnson**), Rider Univ. (**Jonathan Millen**), West Virginia Univ. (**Michael Perone**), and Univ. of Wisconsin, Oshkosh (Kimberly Rivers) led breakout sessions. In the post-conference evaluation, one attendee wrote that “I’m very happy to have spent some time thinking about these issues! I think it’s given me some good preparation for the challenges I’ll face in the coming year.”

This seminar will be offered again in February, 2016 (location and date TBD). If one of your chairs is interested in attending, have them write to ccas@wm.edu to receive notification when registration opens.

REMINDER: 2015 New Hires Survey



Each summer, CCAS collects data on starting salaries and start-up packages for in-coming faculty (called the New Hires Survey). By now, all deans should have received an email from SimpsonScarborough requesting your participation in this year's data collection. **Many find the results invaluable when making a case to your provost for salary/start-up offers,** as the results are sortable by Carnegie classification, discipline, geographic region, academic rank, and so forth.

Your submissions will be accepted through September 25. We greatly appreciate your cooperation with this important member service. The \$150 fee for accessing the findings will be waived for colleges and schools submitting data. **And participating units will be entered into a drawing for \$100 towards one registration fee for the CCAS Annual Meeting.** If you have any questions, contact Meredith Simpson at meredith@simpsonscarborough.com.

Financial Review Conducted

To meet its requirement of providing fiduciary oversight for the organization, the CCAS Board of Directors engaged an accounting firm, DixonHughes-Goodman LLP, to conduct a “walkaround” review of internal controls and reporting. Auditors spent a day at the Executive Office at William & Mary on April 14 and issued findings on June 15. In short, the report “noted no indications of substantial deficiencies in the internal control procedures” and stated that based upon the size of the organization and limited number of personnel, “management has established policies and procedures that provide for checks and balances and segregation of duties where possible.” Several minor recommendations were made about policy language and placement of drawer keys, which have been adopted.

“management has established policies and procedures that provide for checks and balances and segregation of duties where possible.”

This is *your* organization. Should you as a member have concerns or questions about our finances or wish to see the audit report in full, please email President Tim Johnston at johnston@uncg.edu.

BOARD OF DIRECTORS

MEET THE CANDIDATE For President-Elect

DAVID MANDERSCHIED is Executive Dean of the College of Arts and Sciences, Vice Provost for Arts and Sciences, and Professor of Mathematics at The Ohio State University. He served as Dean of the College of Arts and Sciences and Professor of Mathematics at the University of Nebraska-Lincoln from 2007 to 2013. He started his academic career at the University of Utah before moving to the University of Iowa, where he rose through the ranks to become department chair.

His B.S. is from Michigan State University and his Ph.D. is from Yale. He has held visiting positions at the Institute for Advanced Study, the Mathematical Sciences Research Institute, and the University of Paris. He chairs the American Mathematical Society Committee on Academic Freedom, Employment Security, and Tenure and the Mathematical Association of America Committee on Science Policy. He also serves on the Society for Industrial and Applied Mathematics Committee on Diversity.



David Manderscheid
The Ohio State University

His work in representation theory with applications to number theory has been widely published. He has been the Principal Investigator on numerous grants from the U. S. Department of Education, the National Science Foundation, and the National Security Agency. He is an elected Fellow of the American Mathematical Society and of the American Association for the Advancement of Science. He has won numerous teaching and mentoring awards.

Manderscheid has attended the CCAS annual meeting since 2007 and regularly participates in sessions as a panel member or moderator. He currently serves on the CCAS Board of Directors and the Committee on Gender Issues. He has also served on the faculty and as co-director of the CCAS Seminar for New Deans.

BOARD OF DIRECTORS

MEET THE CANDIDATES

For Term Representatives to the Board of Directors

BRET S. DANILOWICZ is in his fourth year as Dean of the College of Arts and Sciences at Oklahoma State University. Danilowicz has attended the CCAS annual meeting since 2005, and was appointed as a member of the CCAS Board of Directors in 2014. Danilowicz was a faculty member of the



Bret S. Danilowicz

Oklahoma State University

CCAS Deans and Development Workshop, at which he provided a plenary session and two additional seminars. He co-authored a book chapter in the 2014 CCAS publication *Deans and Development: Making the Case for Supporting the Liberal Arts and Sciences*. At present, he is co-authoring a book (with Anne-Marie McCartan) on *“Colleges, Schools, and the Disciplines: Deans and Academic Structures.”* He has participated as a member of panel sessions at numerous annual meetings and as a case study discussion leader, developed

a case study, and has volunteered to be a mentor for new deans. He served on both the Committee on Comprehensive Institutions and the Committee on Research Institutions (CRI), was chair of the CRI in 2013-2014, and now is the Board of Directors liaison to the CRI.

Previously, Danilowicz served as Dean of Science and Technology at Georgia Southern University for six years and Associate Dean at Georgia Southern and University College Dublin, Ireland for an additional six years. He received a BS Biology from Utica College of Syracuse University and a Ph.D. in Zoology from Duke University. Post-Ph.D., he received an MA in Education from Open University and an MBA from Georgia Southern University.

As a faculty member then administrator, Danilowicz has been PI or co-PI on over \$11M in external grants, including from the National Science Foundation, the European Union and the World Bank. He currently serves as PI on a \$1.45M grant to implement UTeach at Oklahoma State University, providing STEM majors the opportunity to concurrently receive a certification in secondary science teaching along with a baccalaureate degree in science. At Oklahoma State University, he has implemented bottom-up (department-based) strategic planning and accountability, and has involved faculty and department chairs in an open-budgeting process. Danilowicz is a member of the Board of Directors of The DaVinci Institute, Oklahoma's think-tank for creativity in education. He has served as an external member of an NSF-STEP advisory board and as a consultant on student retention and progression for other universities.

JENNIFER DRAKE joined the University of Indianapolis faculty in 2004 and became Dean of the Shaheen College of Arts and Sciences in 2012 after a stint in the interim role. She also served as founding director of the University of Indianapolis Woodrow Wilson Teaching Fellowship Program, a clinical immersion program focused on preparing quality mathematics and science teachers for high-need



Jennifer Drake

University of Indianapolis

urban and rural schools. From 1996-2004, Drake was an English Department faculty member at Indiana State University, where she served as Administrative Fellow for Curriculum in the Dean's office and as Acting Director of the Women's and Gender Studies Program. Drake has published a book and journal articles, book chapters and encyclopedia entries on topics related to African American poetry and visual art, multicultural literature, feminist theory, urban

teacher preparation, and project-based learning.

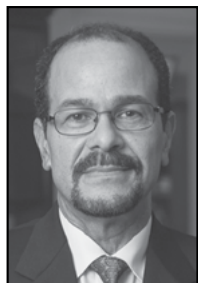
As Dean of the Shaheen College of Arts and Sciences, Drake has focused on creating a collaborative culture and on expanding relationships across campus and in the city of Indianapolis. She has led faculty and staff to develop undergraduate research opportunities, create innovative academic programs, and grow interdisciplinary activities and community engagement initiatives. A strong advocate for the value of an arts and sciences education, Drake worked closely with University Advancement to secure a major naming gift that will support CAS programs. Drake is dedicated to chair and faculty mentorship, and has served as director and co-director of two CCAS Seminars for Department Chairs. She is also a member of the CCAS Committee on Private Institutions. These core commitments would shape her work on the CCAS Board of Directors.

BOARD OF DIRECTORS

MEET THE CANDIDATES

For Term Representatives to the Board of Directors

LUIS M. FALCÓN has been Dean of the College of Fine Arts, Humanities, and Social Sciences at the University of Massachusetts at Lowell since 2012. Prior to moving to UMass Lowell, he served as Vice-Provost for Graduate



Luis M. Falcón
University of
Massachusetts
at Lowell

Education (2004-2011), Associate Dean of the College of Arts and Sciences (2002-2004), and chair of the Department of Sociology and Anthropology (2000-2002)—all at Northeastern University. From 2008-2012 he was a Co-PI on an NSF ADVANCE Institutional Transformation grant to Northeastern University with primary responsibility for building transparency and equity in faculty search processes and mentoring a STRIDE faculty search training program.

Falcón received his B. S. and M.S. degrees from the University of Puerto Rico and a Ph.D. in Sociology from Cornell University. He is currently PI of one of the five NHLBI-funded projects at the UMass at Lowell based Center on Population Health and Health Disparities: The Boston Puerto Rican Health Study. This project has followed a cohort of 1,500 older Puerto Ricans over a 10-year period. He is the author or co-author of 85 journal publications, chapters, or conference abstracts.

As Dean, he has focused on the strategic growth of the college's faculty and research base as well as on implementing initiatives to enhance student experiences that increase retention and graduation. The College has hired 42 new tenured or tenure-track faculty over the last three years. A college-wide advising center was established last year as well as a Writing Center. Three new Research Centers have been established in the College—the Center for Terrorism and Security Studies, The Saab-Pedroso Center for Portuguese Culture and Research, and the Center for Asian American Studies.

Falcón has attended CCAS annual meetings since 2012. He presented at a session on Establishing Faculty Workloads during last year's annual meeting in San Antonio and served on the Standing Committee on Research Institutions in 2014. During fall 2014 and spring 2015 he served as co-director and Director of the CCAS Seminar for Department Chairs/Heads. Within CCAS, his interests lie in supporting efforts at providing professional development for Deans and others. In addition, he is interested in efforts at diversifying higher education.

JULIA R. JOHNSON is the Dean of the College of Liberal Studies at the University of Wisconsin-La Crosse. Her college includes some 200 full- and part-time faculty, fifteen departments, seven programs or institutes, and 2500 students. Previously, she was an Associate Dean and the Director of the School of Arts and Communication at the



Julia R. Johnson
University of
Wisconsin—
La Crosse

University of Wisconsin, La Crosse. Throughout her career, Johnson has been involved in administration, including serving as a director of large general education courses (five years), coordinating faculty development programming (twenty+ years), and serving as a department chair. She has significant university-wide service experience as well, having chaired university-wide task forces to develop an anti-bullying policy, evaluate the status of interdisciplinary initiatives on campus, and to evaluate and revise

first-year registration. Additionally, she has developed programming for faculty and administrators to advance inclusive excellence initiatives, to assess the general education program, and initiated a college-wide training for new department chairs.

Johnson has attended CCAS annual meetings since 2011 and greatly values the networking and professional development opportunities provided by CCAS. She has been active in the organization through committee service, having served on the Diversity Committee (two years), Gender Issues Committee (two years), and the Committee on Associate/Assistant Deans (one year). Additionally, Johnson has been active in CCAS workshops having presented at six CCAS seminars for new chairs and two seminars for new deans. Johnson has also attended CCAS seminars such as the 2014 Development for Deans seminar and participated in this spring's strategic planning feedback sessions. She also travels to CCAS member colleges and universities to deliver implicit bias and leadership workshops to faculty, staff, and administrators.

Johnson is an advocate for social justice and inclusion. In her teaching and research she emphasizes critical approaches to the study of communication, particularly social justice approaches to the study of culture, identity, and pedagogy. Johnson continues to be research-active and researches topics such as transgender identities, transracial feminist alliances, and silence as a strategy for resisting oppression. Her recent publications appear in edited volumes and journals such as the *Journal of International and Intercultural Communication and Text and Performance Quarterly*.

BOARD OF DIRECTORS

MEET THE CANDIDATES

For Term Representatives to the Board of Directors

THERESA M. LEE is dean of the College of Arts and Sciences and professor of psychology at the University of Tennessee, Knoxville—a land grant and research intensive public university and partner with Battelle Institute in the management of the Oak Ridge National Laboratory. Lee came to UT as dean in January 2012 from the University of Michigan where she chaired the Department of Psychology from 2007-2011.



Theresa M. Lee
University of
Tennessee, Knoxville

Lee currently leads twenty-one departments, thirteen interdisciplinary programs, and eight college-based research centers. Since arriving at UT, she has led her units in the development of strategic plans (with key metrics identified through a gap analysis at the college and department levels);

developed new internal and external communication strategies and tools; reorganized the Dean's Advisory Board to encourage the group to engage more effectively in advocacy and philanthropy; collaborated with campus planning on restoring and building new infrastructure for education and research; and led the development team in setting and meeting campaign goals.

Lee has served on various national committees and panels including the Society of Neuroscience, the American Psychological Association, Women in Science, and National Institutes of Health, and as a reviewer for the National Science Foundation. She was a co-project investigator on an ADVANCE grant designed to increase the number of women faculty in leadership positions in neuroscience units. She is a past member of the board of the Council of Graduate Departments of Psychology. Lee is a fellow of the Association for Psychological Science, the American Psychological Association, and the American Association for the Advancement of Science. Lee's research in behavioral and developmental neuroscience focuses on environmental interactions with behavior and physiology, as well as the interaction of early steroid hormones on social interactions and the development of adult behavior.

Lee participated in CCAS special seminars and annual meetings since 2012. A member of the Committee for Research Institutions, in 2014 she participated in a panel on "The Focus on Accountability in Higher Education: the Impact at Research Universities." Lee participated in this spring's CCAS strategic planning process, and served on the faculty of the 2015 New Deans Seminar.

KIM MARTIN LONG is the founding dean of Business and Humanities at Delaware Valley University (DelVal) in Doylestown, PA, in the greater Philadelphia area. Long's school includes arts and sciences disciplines, including English, psychology, history, as well as some professional areas like business, criminal justice and education. She was the Associate Dean of Arts and Sciences at Shippensburg University of Pennsylvania from 2006-2012.



Kim Martin Long
Delaware Valley
University

Graduating with a Ph.D. in English/American literature from the University of North Texas in 1993, Long worked her way through the ranks at Shippensburg before moving into administration. While a faculty member she worked for many years on general education revision and transformation and was active in union leadership and in university-wide governance before finding her true passion as an academic leader. As an administrator she has focused on

program quality, faculty development and student success. She has initiated several new projects at DelVal aimed at helping those who struggle most to succeed, including launching PAR (Program for Academic Readiness) in the summer of 2013.

After first being invited to the CCAS annual meeting in 2006, Long has since attended every meeting except one (casualty of a budget cut!). She has chaired the Standing Committee on Private Institutions for the last two years and was previously the chair of the Standing Committee on Associate/Assistant Deans. She considers CCAS to be the most influential professional development activity of her career and would very much like to contribute more by being a member of the board. As a board member she would help CCAS to continue to strengthen its core mission, to network deans, while exploring other opportunities for CCAS to advance the liberal arts.

Her areas of scholarship include literature (especially ethnic American writers), teaching and pedagogy, and curricular reform. Recently, she has been involved in writing about magazine journalism and had a book chapter and a short article published in the spring of 2015. Long currently serves as the treasurer of MELUS (Multi-ethnic Literatures of the United States) and has a book in progress on eco-feminist approaches to some classic American texts.

BOARD OF DIRECTORS

MEET THE CANDIDATES

For Term Representatives to the Board of Directors

STEVE PETERS is in his second year as the Dean of the College of Fine Arts at the University of Montevallo, the state liberal arts university of Alabama. In this and prior dean appointments at Wayne State University and Friends University, he strengthened the relationship of fine arts to the arts and sciences by creating cross-college initiatives and high impact experiences at their intersection. As faculty member then arts program administrator at Creighton University, Baylor University and Wichita State University, he fostered socially engaged research projects to engage diverse populations and enrich the liberal education experience. This collaborative leadership at public research, regional and private universities would shape his work if elected to the CCAS Board of Directors.



Steve Peters
University of
Montevallo

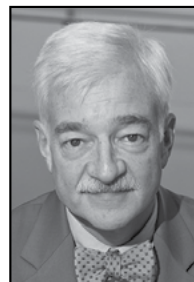
Peters' research adopts performance studies as a lens for examining power, the effects of leadership, and the varying impact of leadership styles on constituent behavior. As Co-PI on a multi-disciplinary research grant at Wayne State and Children's Hospital of Michigan, he authored a codebook to help medical professionals better empathize and counter the stress of health crises on patients and families through their practice.

Peters is an advocate for the relevancy and value proposition of liberal education and the role played by the arts across the education spectrum. He convened three national conferences on innovation while President of the Association for Theatre in Higher Education (ATHE) and is frequently a mentor for aspiring chairs and deans at its Leadership Institute. He organized the annual meeting of the Kansas Alliance for the Arts in Education in 2013 and serves as a member of its Board of Directors to promote K-12 arts integration.

At Montevallo, Peters' focus is on leading a major development initiative to construct new interdisciplinary, state-of-the-art facilities and curricula for departments of Communication, Visual Art and Performing Arts. He has implemented a department-based strategic and action planning process, and has launched 21st century curricular and enrollment management initiatives.

Peters served on the CCAS Board of Directors in 2013-2014, during which time he organized breakfast and lunch discussion tables for the San Antonio meeting, and was the Board's liaison to the Committee on Private Institutions. Previously, he chaired the Committee on Private Institutions and presided on a number of other CCAS panels. He and collaborator Gerry Greenberg conducted a Delphi study of deans that culminated in a CCAS panel, "A Prophecy for the Liberal Arts in 2022" at the 2012 Seattle meeting. Peters' interests lie in strengthening CCAS's brand and its relationship with professional development organizations in the arts, and in building upon CCAS's successful regional seminars to enhance the work of aspiring deans through a fellowship program and a leadership institute.

JOHN R. D. STALVEY has been Dean of the College of Arts and Sciences at the University of Alaska Anchorage since 2012. The college spans the entire breadth of Arts and Sciences with divisions of Fine and Performing Arts, Humanities, Mathematics and Natural Sciences, and Social



John R. D. Stalvey
University of Alaska
Anchorage

Sciences and it is working with this breadth that makes his position so enjoyable.

Previously, he served as Associate Dean for Graduate Studies and Faculty Affairs and Acting Chair of Computer Science at Kent State University, where he also was on the faculty in Biological Sciences for 25 years.

Stalvey has conducted research in cell biology and genetics of endocrine and reproductive tissues, with his most recent work being in ovarian cancer.

He has presented and published broadly on his work and secured competitive federal and state funding for his own research and that of his students and post-doctoral scholar. He also served as Co-PI for several NSF funded STEM education projects.

As Dean of Arts and Sciences, Stalvey has focused on increasing diversity through search pools and creating a welcoming and inclusive environment for all students, faculty, and staff; student success through enhanced advising and a Degree Progress and Completion initiative; and fiscal responsibility through enrollment management and reorganization of staff into shared services hubs. He led a revision of CAS-specific curriculum requirements for the BS degree and created the "Crossing the Finishline" tuition award to help seniors with financial need beyond traditional financial aid complete the degree. He currently is collaborating with a group of faculty and administrators on a STEM initiative for Alaska Native students.

Stalvey has attended every CCAS annual meeting since 2003 and many pre- and post- conference workshops. He has served on the CCAS Committee on Cultural Diversity and as moderator for panels on dual career academic couples and general education reform. John also has presented at sessions for hiring and retaining diverse faculty and on assessment of student learning. He is interested in helping CCAS advocate for the importance of liberal arts education; creating inclusive, diverse, and welcoming environments; and supporting student success initiatives.



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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Changing of the Guard

Robert Aronstam has been named dean of science and technology at Bloomsburg University.

Marietta Baba, dean of social science at Michigan State University, is returning to faculty. **Neal Schmitt** is the interim dean.

Brenda Bass from interim dean to dean of social and behavioral sciences at University of Northern Iowa.

Paul Benson, dean of arts and sciences at University of Dayton, has been appointed interim provost. **Jason Pierce** has been named dean.

Sarah Blackstone, dean of fine arts at University of Victoria, has been appointed advisor to the provost on special projects. **Susan Lewis** is the acting dean.

James Blank from interim dean to dean of arts and sciences at Kent State University.

William Blomquist, dean of liberal arts at Indiana University, Purdue University Indianapolis, has returned to faculty. **Thomas Davis** has been named dean.

Timothy Borchers, dean of arts, media and communication at Minnesota State University, Moorhead, has been appointed vice president for academic affairs at Peru State College. **Denise Gorsline** is the interim dean.

Joni Boye-Beaman, dean of arts and behavioral sciences at Saginaw Valley State University, is returning to faculty. **Marc Peretz** has been named dean.

Rodney Brown, dean of life sciences at Brigham Young University, is retiring. **James Porter** has been named dean.

Ted Brown, dean of humanities and fine arts at Murray State University, is returning to faculty. **Staci Stone** is the interim dean.

Laura Koppes Bryan, dean of arts and sciences at University of Baltimore, has been appointed vice president of academic affairs and dean of the university at Transylvania University. **Christine Spencer** is the interim dean.

Gregory Budzban has been named dean of arts and sciences at Southern Illinois University Edwardsville.

Kris Bunton has been named dean of communications at Texas Christian University.

Mark Canada, dean of arts and sciences at University of North Carolina at Pembroke, has been appointed vice chancellor for academic affairs at Indiana University, Kokomo. **Meredith Storms** is the interim dean.

Jim Case, dean of arts and sciences at Sul Ross State University, has been appointed executive vice president and provost.

James Downing has been named dean.

Lee Cohen has been named dean of liberal arts at the University of Mississippi.

James Coleman, dean of humanities and sciences at Virginia Commonwealth University, has been appointed provost at Northern Arizona University. **Alison Baski** is the interim dean.

Laura Connolly has been named dean of humanities and social sciences at University of Northern Colorado.

Ron Darbeau has been named dean of science, technology, engineering, and mathematics at University of Arkansas, Fort Smith.

Robert Friedman has been named dean of humanities and social sciences at Montclair State University.

J. Murray Gibson, dean of science at Northeastern University, is returning to faculty. **Jonathan Tilly** is the interim dean.

Michele Gillespie has been named dean of the Wake Forest College, Wake Forest University.

Kimberly Greer, interim associate provost at Minnesota State University, Mankato returns to dean of social and behavioral science.

SAD NEWS: Dean **Jim Rinehart**, Dean of Arts and Sciences at Troy University, passed away suddenly in May. Jim was a member of the New Deans Seminar, Class of 2012 (Minneapolis).

Ellen Meyer Gregg from acting dean to dean of natural and health sciences at University of Northern Colorado.

Daniel Gregory from interim dean to dean of science and engineering at St. Cloud State University.

Jill Grigsby, acting vice president for academic affairs and dean at Pomona College, is returning to faculty. **Elizabeth Crighton** is VPAA and dean of the college.

Joel Haack, dean of humanities, arts and sciences at University of Northern Iowa, has returned to faculty. **John Fritch** is the interim dean.

Maura Hagan has been named dean of science at Utah State University.

Peter Hahn has been named divisional dean of arts and humanities at The Ohio State University.

Paul Hankins has been named dean of communication, languages, arts and social sciences at University of Arkansas, Fort Smith.

Susan Hannam, dean of health, environment, and science at Slippery Rock University, is retiring. **Jerry Chmielewski** is the interim dean.

David Holdeman from interim dean to dean of arts and sciences at University of North Texas.

Elizabeth Hudson has been named dean of arts, media and design at Northeastern University.

Tamara Jhashi has been named dean of liberal arts at Mercy College.

John Johnsen, dean of arts and sciences at Utica College, has been appointed interim provost. **Sharon Wise** has been named dean.

Elizabeth Kavran, dean of arts and sciences at Ursuline College, has been appointed interim vice president for academic affairs. **Sarah Preston** is the interim dean.

Morteza Khaledi has been named dean of science at University of Texas at Arlington.

New Members

Arkansas State University – College of Humanities and Social Sciences

Brad Rawlins, interim dean

Brigham Young University – College of Fine Arts and Communications

Edward Adams, dean

Cape Breton University – School of Arts & Social Sciences

Arja Vainio-Mattila, dean

Cape Breton University – School of Science & Technology

David McCorquodale, dean

Darton State College – School of Humanities and Social Science

Elizabeth Perkins, dean

Darton State College – School of Computing, Mathematics and Science

Craig Flowers, dean

Eastern Oregon University – College of Arts & Sciences

Regina Braker, interim dean

Graceland University – College of Liberal Arts and Sciences

Brian White, dean

High Point University – College of Arts and Sciences

Carole Stoneking, dean

Kean University – College of Humanities and Social Sciences

Suzanne Bousquet, dean

King University – College of Arts & Sciences

Han Chaun Ong, dean

Le Moyne College – College of Arts and Sciences

Kathleen Costello-Sullivan, dean

Plymouth State University – College of Arts and Sciences

Cynthia Vascak, dean

Queens College, CUNY – Division of Social Sciences

Michael Wolfe, dean

Quinnipiac University – College of Arts and Sciences

Robert Smart, Dean

Rollins College – College of Arts & Sciences

Jennifer Jones Cavanaugh, interim dean

Saint Mary's College – Notre Dame, Indiana

Vickie Hess, dean

Shawnee State University – College of Arts and Sciences

Jeffrey Bauer, dean

Shawnee State University – College of Professional Studies

Paul Madden, dean

Shawnee State University – University College

Brenda Haas, dean

University of Calgary – Faculty of Arts

Richard Sigurdson, dean

University of Calgary – Faculty of Science

Lesley Rigg, dean

University of Detroit Mercy – College of Engineering & Science

Gary Kuleck, dean

University of Detroit Mercy – College of Liberal Arts & Education

Mark Denham, dean

University of Minnesota – College of Science and Engineering

Steven Crouch, dean

Washington & Lee University – Williams School of Commerce, Economics and Politics

Robert Straughan, dean

Xavier University – College of Arts and Sciences

Janice Walker, dean

Xavier University – College of Social Sciences, Health and Education

Paul Gore, dean

John Kijinski, dean of liberal arts and sciences at State University of New York, Fredonia, is returning to faculty. **Roger Byrne** is the interim dean.

Rick Kurtz, dean of arts and sciences at Ferris State University, has been appointed president of Shawnee State University. **Joseph Karafa** is the interim dean.

Joseph Lenz, dean of arts and sciences at Drake University, has been appointed interim provost. **Keith Summerville** is the interim dean.

Leslie W. Lewis, dean of humanities and sciences at Ithaca College, has been appointed provost and vice president for academic affairs at Goucher College. **Michael Richardson** is interim dean.

Yi Li, dean of science and mathematics at Wright State University, has been appointed provost and vice president of academic affairs at California State University, Northridge. **Kathrin Engisch** is the interim dean.

Adele Lindenmeyr has become the new dean of liberal arts and sciences at Villanova University.

Eric Carl Link has been named dean of arts and sciences at Indiana University, Purdue University Fort Wayne.

Christopher P. Long is the new dean of arts and letters at Michigan State University.

Christopher Makaroff from interim dean to dean of arts and science at Miami University.

Michelle Malott has been named dean of science, health and the environment at Minnesota State University, Moorhead.

Brian Martensen from interim dean to dean of science, engineering and technology at Minnesota State University, Mankato.

Mark McPhail, dean of arts and communication at University of Wisconsin-Whitewater, has been appointed executive vice chancellor for academic affairs at Indiana University Northwest. **Robert Mertens** is the interim dean.

Madonne Miner, dean of arts and humanities at Weber State University, has been appointed provost. **Catherine Zublin** is the interim dean.

Jamal Nassar, dean of social and behavioral sciences at California State University, San Bernardino, is retiring. **A. Rafik Mohamed** has been named dean.

D. Nathan Phinney, dean of theology, arts, and sciences at Malone University, has been appointed interim provost. **James Brownlee** is the interim dean.

Russell Redding, dean of agriculture and environmental science at Delaware Valley University, has been appointed Pennsylvania's secretary of agriculture. **Christopher Tipping** is the interim dean.

Benjamin Rifkin, dean of humanities and social sciences at The College of New Jersey, has been appointed provost and vice president for educational affairs at Ithaca College. **John Sisko** is the interim dean.

John Rosenberg, dean of humanities at Brigham Young University, is returning to faculty. **J. Scott Miller** has been named dean.

Julius Sigler, vice president and dean for academic affairs at Lynchburg College, is retiring. **Sally Selden** has been named vice president and dean for academic affairs.

L. Thomas Smith, Jr., dean of arts and sciences at Johnson University, has been appointed vice president for academic affairs/provost. **Gary Stratton** has been named dean.

Robert T. Smith, dean of science and technology at Millersville University of Pennsylvania, has been appointed provost and vice president for academic affairs at Armstrong State University. **Michael Jackson** has been named dean.

Daniel Solomon, dean of sciences at North Carolina State University, is retiring. **William Ditto** has been named dean.

Jane Swanson, interim dean of liberal arts at Southern Illinois University, is retiring. **Meera Komarraju** has been named dean.

Amanda Thomas, dean of arts and sciences at Saint Joseph's University, has been appointed dean of arts and sciences at Loyola University Maryland. **Richard Warren** is the interim dean.

Lesley Walker has been named dean of arts and humanities at University of Wisconsin, Parkside.

Yohuru Williams is the new dean of arts and sciences at Fairfield University.

Kenneth Womack has been named dean of humanities and social sciences at Monmouth University.

Paul Wong, dean of arts and letters at San Diego State University, has been appointed dean of liberal arts at University of Texas at Arlington. **Norma Bouchard** has been named dean.

Noel Zahler has been named dean of visual and performing arts at Long Island University.

Mike Zavada, dean of arts and sciences at Seton Hall University, has been appointed dean of arts and sciences at University of Texas of the Permian Basin. **Chrysanthi Grieco** is the interim dean.