



**51st ANNUAL MEETING  
PROGRAM PREVIEW**

NOVEMBER 2-5, 2016  
SAN DIEGO

*networking arts & sciences deans*



**31 SESSIONS ♦ 3 WORKSHOPS ♦ ONE INCREDIBLE EVENT**

On behalf of the CCAS Board of Directors and the Annual Meeting Program Committee, it is my pleasure to welcome you to the 2016 Annual Meeting of the Council of Colleges of Arts and Sciences. CCAS is the largest association of deans of colleges of arts and sciences with over 1,700 members at more than 550 institutions of higher education. Taken together, our member institutions educate some four million students per year. CCAS offers professional development, support and networking opportunities for arts and sciences deans, and national advocacy for the liberal arts.

This year's program speaks to the challenges and opportunities that we face as arts and sciences deans. A number of the topical sessions deal with ways to navigate institutional changes often necessitated by forces outside our control. Others address topics as varied as recruiting and retaining faculty and students, succession planning, recruiting and retaining diverse faculty, advocating for and marketing the liberal arts, sexual harassment, the roles of assistant and associate deans, and effectively addressing difficult personnel issues. We have designated six sessions as critical issue forums to provide an opportunity for focused discussion on topics of special interest. These forums cover a variety of topics including campus civility and evaluating teaching performance and student learning. We also again feature the CCAS case study sessions which allow for lively discussion of actual cases drawn from the experiences of our membership. Two of our three plenary speakers will provide innovative and engaged perspectives on the value proposition for diversity, especially in the liberal arts: Dr. Sylvester Gates from the University of Maryland and Dr. Scott E Page from the University of Michigan. Our CCAS President, Dr. Elizabeth Say, will provide a decanal perspective in her Presidential Address. We will have several workshops (some of which require separate registration) on topics such as conflict resolution, mindful leadership practices, and dealing with dysfunctional departments. Breakfast and lunch discussion tables offer opportunities to engage colleagues in informal conversation over topics of shared interest. And then there are also the nightly receptions which provide opportunity for food, drink, and informal networking.

As CCAS returns to San Diego, we hope you will have the opportunity to enjoy the wealth of history and culture this city and metropolitan area provide. One of my favorite sessions at the Annual Meeting is the introduction to the host city on Wednesday afternoon and I am confident that this year's talk by a historian of the region will enrich your visit. In addition I trust we will get a chance to enjoy some beautiful Southern California weather. I know we will leave this annual meeting reinvigorated to face the challenges and celebrate the triumphs that lie ahead.



**Manderscheid**

**PRESIDENT-ELECT, CCAS  
& 2016 PROGRAM CHAIR**

*David Manderscheid*

**David Manderscheid**  
Executive Dean and Vice Provost  
College of Arts and Sciences  
The Ohio State University  
Columbus, OH



## 2016 ANNUAL MEETING

workshops  
meetings  
panels  
forums & cases  
networking

### Pre-conference Workshops ..... Page 2

Conflict Management for Deans  
Mindful Leadership Practices for Deans

### Wednesday, November 2 ..... Page 4

Board of Directors Meeting  
Meeting of Case Study Leaders  
Meeting of Standing Committee Chairs  
State/System Deans Meetings  
San Diego: California's Cornerstone  
Newcomers Welcome Session  
Reception for Registrants and Guests  
First Night Dinner for Newcomers

### Thursday, November 3 ..... Page 6

Meetings of CCAS Standing Committees  
Breakfasts by Sector  
Opening Plenary Session  
New Deans Workshop  
Negotiations to Hire Your Top Faculty Candidates  
From "Leaders in Place" to Academic Leaders  
Student Retention  
Marketing the Liberal Arts  
Mentoring Inclusively  
Luncheon and Plenary Address  
Case Study Sessions  
Pipeline for Deans  
Leading from the Middle  
Research Agenda While "Dean-ing" – Strategies  
Making Decisions on Starting/Ending Programs  
Strategies to Improve Retention & Engagement  
Risky Business: Minimizing Threats  
Standing Committee on Gender Issues  
Reception for Registrants and Guests

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Open Continental Breakfast  
Performing the Role of the Associate/Assistant Dean  
Recruitment and Retention of a Diverse Faculty  
Administrative Culture to Support Online Education  
Mental Health Intersects Academic Responsibilities  
Sexual Harassment and Sexual Violence, Part 1  
Teaching Performance versus Student Learning  
Annual CCAS Business Meeting  
Luncheon and CCAS Presidential Address  
Special Discussion Topics for Luncheon Tables  
Tips on Promoting Your Liberal Arts Program  
Retention at Urban & Metropolitan Institutions  
Faculty Mental Health/Academic Responsibilities  
Sexual Harassment and Sexual Violence, Part 2  
Inclusive Excellence  
Deans and the Art of the Deal  
Championing the Liberal Arts  
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Top Ten Things I've Learned as Dean  
"At Your Service" CCAS Concierge  
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Liberal Arts and the Workforce  
Living with the Ghosts of Deans Past  
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Boutique Programs or Crucial Units  
Faculty Incivility in a Tenured, Unionized Environment  
Models/Best Practices of Curriculum Alignment  
Improving First-Year Retention, Part 2  
Dean's Office as the Middle Ground in Times of Crisis  
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Meeting of the New CCAS Board of Directors

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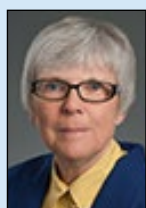
SEPARATE REGISTRATION and FEES APPLY. Enrollment is limited to 40 participants, so register early! There will be no on-site registration for this workshop.

7:30 am – 2:45 pm

## CONFLICT MANAGEMENT for DEANS

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

PRESENTER: **Suzanne McCorkle**



**McCorkle**

Dr. Suzanne McCorkle's career in higher education includes ten years as a speech and debate coach, chair of a department of Public Policy, director of an academic Dispute Resolution program, eight years as an associate dean, and two stints as interim dean for the College of Social Sciences and Public Affairs at Boise State University.

As a professor emeritus, Dr. McCorkle continues to speak and publish on conflict management and other communication topics. Her most recent book is entitled *People Skills for Public Managers*. Dr. McCorkle's "retirement" writing projects include a travel e-book about the area north of Yellowstone National Park and a new book, *Less Drama More Leadership: Three Laws for Managing Conflict*.

ROOM LOCATION: Solana Beach AB

SCHEDULE:

**7:30 am – 8:00 am**

Workshop check-in and light refreshments

**8:00 am – 12:00 pm**

Morning session

**12:00 pm – 1:00 pm**

Networking luncheon (provided)

**1:00 pm – 2:45 pm**

Afternoon session

REGISTRATION FEE: \$215

9:00 am – 12:30 pm

## MINDFUL LEADERSHIP PRACTICES for DEANS

WORKSHOP FACILITATORS



**Vermeulen**



**Rutledge  
Shields**



**Guerrero**

**Lori A. Vermeulen**, Provost and Vice President for Academic Affairs, *Stockton University*

**Vickie Rutledge Shields**, Dean, College of Social Sciences, *Eastern Washington University*

**Dolores Guerrero**, Dean, College of Arts & Sciences, *Texas A&M University, Kingsville*

Do you find yourself running on auto-pilot all of the time? Do you forget where you are and what you are supposed to be doing? Do you look at your calendar and your to-do list and see that there is no time on your calendar to do any of the tasks on the to-do list? Oops! I missed the exit again. Did you ever arrive somewhere and forget the journey?

Fortunately, there is help out there. The techniques and philosophy of mindful leadership can help busy, overwhelmed, influential people like Deans develop their focus, clarity, creativity, and compassion. In this workshop, three mindful practitioners will share their experiences with mindful leadership and how mindful approaches to work life have assisted them in appearing "calm," "put together," and "unfrazzled," even as they juggle the complex and competing priorities and demands of the Dean's office. The facilitators will provide practical tips that are grounded in the literature and research on mindfulness. They will provide concrete examples of how mindfulness techniques have empowered them to become transformational and conscious leaders, and, well, ... to enjoy the journey along the way. Attendees will participate in the principles and practice of mindfulness.

ROOM LOCATION: Torrey Hills B

REGISTRATION FEE: \$65



## PRE-CONFERENCE WORKSHOPS

7:30 am - 2:45 pm

### Conflict Management for Deans

Pre-registration required: fee applies. See page 2

9:00 am – 12:30 pm

### Mindful Leadership Practices for Deans

Pre-registration required: fee applies. See page 3

CONFERENCE REGISTRATION IS OPEN FROM 11:00 am – 7:00 pm

12:00 pm – 2:45 pm

## BOARD of DIRECTORS MEETING

PRESIDING: **Elizabeth A. Say**, *California State University, Northridge*

3:00 pm – 4:30 pm

## MEETING of CASE STUDY LEADERS

3:00 pm – 4:30 pm

## MEETING of STANDING COMMITTEE CHAIRS

3:00 pm – 5:00 pm

## STATE/SYSTEM DEANS MEETINGS

Michigan Deans  
North Carolina Deans  
Ohio Deans  
Pennsylvania Deans  
Texas Deans  
Georgia Deans

3:00 pm – 4:00 pm

## SAN DIEGO: CALIFORNIA'S CORNERSTONE

PRESENTING: **Iris Engstrand**, *University of San Diego*



Engstrand

San Diego is not only California's Cornerstone—it's also part of the country's origin story. More than sixty years before Jamestown or Plymouth Rock, a Spanish ship reached its shores in 1542, marking what would become the birthplace of a lasting cultural exchange between the indigenous peoples and new settlers from Europe. San Diego passed through the eras of Native, Spanish, Mexican, and American rule—each with their distinct characteristics of shelter, land distribution, agricultural settlement, port facilities, town-building, and urban development. From missions to ranchos, sprawling

haciendas to bungalow cottages, from spectacular high rises to elegant homes, the City of San Diego, bounded by the Pacific Coast, scenic eastern mountains, and a frontier with Mexico, represents the best of local events for residents and tourists alike. University of San Diego Professor of History Iris Engstrand offers insight into San Diego's colorful history from its earliest days to its present role as a vibrant city.





4:00 pm – 5:00 pm

## NEWCOMERS WELCOME SESSION

PRESIDING: **Elizabeth A. Say**, *CCAS President*  
**David Manderscheid**, *CCAS President-Elect*

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

5:30 pm – 6:30 pm

## RECEPTION for REGISTRANTS and GUESTS

Hosted by the CCAS Board of Directors

Dinner on your own

## FIRST NIGHT DINNER for NEWCOMERS

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

CONFERENCE REGISTRATION is OPEN from 7:00 am – 5:00 pm

7:00 am – 7:45 am

## MEETINGS of CCAS STANDING COMMITTEES

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

7:45 am – 8:45 am

## BREAKFASTS by SECTOR

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

9:00 am – 10:15 am

## OPENING PLENARY SESSION



Cox

WELCOME: **Amber Cox**, *CCAS Executive Director*

PRESIDING: **Elizabeth A. Say**, *California State University, Northridge & President of CCAS*

SPEAKER: **Scott E Page**, *Leonid Hurwicz Collegiate Professor of Complex Systems, Political Science, and Economics, The University of Michigan – Ann Arbor*

REMARKS: **"The Diversity Bonus: How Cognitive (and Identity) Diversity Improve Performance"**

CONCURRENT SESSIONS I, 10:45 am – 12:00 pm

### SESSION A

#### NEW DEANS WORKSHOP

This session will involve interactive discussions of the challenges, responsibilities, and obligations of the new Dean. It will include "getting started," managing resources, conflict management, and other pertinent topics crucial to a new Dean's success. This session will be facilitated by the same team that conducted the 2016 summer CCAS New Deans Seminar. Time will be saved for questions from the audience. All Deans, experienced and new, are invited to attend.

### SESSION B

#### WORKING THROUGH NEGOTIATIONS to HIRE YOUR TOP FACULTY CANDIDATE

Sponsored by the Committee on Research Institutions

This session will explore the process of negotiating with a faculty candidate to lure them to your university while also making sure they understand the assessment process for getting tenure. We will discuss how salaries are determined, how start-up offers are determined and distributed, and what is typically included in a start-up offer for a position in which research excellence will be a major component of gaining tenure. We will also consider how different institutions deal with situations requiring spousal/partner accommodations and a candidate's need for a delayed start date. Finally, we will discuss how we tell the person about teaching, research and service expectations in the pre-tenure period and the assessment process.

### SESSION C

#### FROM "LEADERS IN PLACE" to ACADEMIC LEADERS: SUCCESSION PLANNING, PIPELINE DEVELOPMENT, and MENTORING WITHIN and ACROSS INSTITUTIONS

Most Deans were once "leaders in place" (Wergin, 2007), individuals who are vocal in their deep care for—and sometimes critique of—an institution and its mission, folks who are driven by passions and commitments for our universities and initiatives, and who develop the drive to lead as a result. Brief narratives of each panelist's emergent leadership in longstanding male-dominated institutions will be provided, followed by focused attention on processes associated with identifying, cultivating, and leveraging the talents of "leaders in place" as part of concerted efforts to build leadership pipelines, engage in succession planning, and systematically develop leadership within and across campuses in the Association of Jesuit Colleges and Universities. These narratives, experiences, models, and processes are adaptable to other institutions and consortia, as we mentor effective and passionate leadership for our distinctive missions. Discussion will be informed by various leadership theories and models, describe formal and informal mentoring programs, and engage notions of equity-mindedness and cura personalis.

### SESSION D

#### STUDENT RETENTION: STRATEGIES to IMPROVE RETENTION and ENGAGEMENT

This panel will present methods and measures for student retention through a discussion of engagement and academic engagement initiatives at three institutions. Elon University uses a multi-pronged approach to positively impact student engagement and academic climate by a focus on new students and



through efforts that span residence life, academic advising, student professional development center, and the core curriculum. Two initiatives at the University of Hartford are designed to improve student engagement and academic success among undergraduate students through First Year Seminars and a university-wide initiative to integrate High Impact Practices and writing across all four years. Rider University emphasizes collaborative relationships across "divisions," where the strategic planning process is anchored by a working group charged with addressing Academic Excellence and Engaged Learning, and a new engaged learning graduation requirement is being implemented across the university. This session focuses on how such initiatives can facilitate the meaningful integration of the academic and co-curricular experiences of students.

#### SESSION E

##### MARKETING the LIBERAL ARTS: CHALLENGES and STRATEGIES

Over the past decades the number of undergraduate degrees awarded in the liberal arts has not grown nearly as strongly as degrees awarded in other, more career-oriented majors. Public discourse has reinforced this trend, suggesting that degrees in the liberal arts are neither as valuable nor as marketable as degrees in other areas. Yet A&S Deans know that this public discourse is wrong-headed. They are convinced that the most successful graduates have followed their intellectual passions. They know that attaining a B.A. in any field increases one's career-long earning potential; that by mid-career, earnings of graduates in the liberal arts compare favorably to that of graduates from various professional

degree programs; and that liberal arts graduates must be able to articulate in job interviews the transferrable skills that employers find attractive. Deans know these things because they have seen the success of scores of alumni who have built brilliant careers on the foundation provided by their liberal arts degrees. Yet Deans often struggle to find effective ways to make the case for the liberal arts to students and their parents. This panel assembles some innovative approaches to marketing degrees in the liberal arts to these very important audiences.

#### SESSION F/CRITICAL ISSUE FORUM

##### MENTORING INCLUSIVELY: SUPPORTING ADMINISTRATORS and FACULTY from HISTORICALLY UNDERREPRESENTED POPULATIONS

The purpose of this CIF is to address the mentoring needs of faculty and administrators from historically underrepresented populations (HUP). Through mentoring, faculty and administrators learn the formal and implicit rules and hurdles that are part-and-parcel for success and advancement in an institution. As research of HUP in higher education indicates, access to mentoring is uneven, and persons from non-dominant groups experience what Zambrana et al., (American Educational Research Journal, February 2015) describe as "unique identity-related constraints within the academy." Discussion leaders will guide a conversation about some of these constraints, their impacts on HUP, and strategies for effectively mentoring populations such as people of color and women.



OUR HOTEL

SEAPORT VILLAGE



12:15 pm – 1:30 pm

**LUNCHEON and PLENARY ADDRESS**

Gates

PRESIDING: **Elizabeth A. Say**, *President, CCAS*PRESENTATION: **CCAS 2016 Arts and Sciences Advocacy Award**SPEAKER: **Dr. Sylvester James (Jim) Gates**,*University System of Maryland Regents Professor,**Center for String and Particle Theory Director,**Distinguished University Professor,**John S. Toll Professor of Physics, University of Maryland*REMARKS: **"Einstein v. Roberts: Does Diversity Matter in Science?"**

1:45 pm – 3:00 pm

**CASE STUDY SESSIONS**

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

**CONCURRENT SESSIONS II, 3:30 pm – 4:45 pm****SESSION G****PIPELINE for DEANS: DEVELOPING UNIVERSITY CULTURE***Sponsored by the Committee on Cultural Diversity*

Cultural diversity and representation at colleges and universities tend to drastically diminish in numbers as we move from student body to faculty and from faculty to administration (chairs, deans, provosts and presidents). This panel will identify causes that inhibit this progress and address possible strategies to create a climate that will foster promotion of diversity from within institutions and that will also attract and retain diverse talent in external searches. Panelists will share their experiences implementing programs that support faculty and staff, develop talent, and recognize leadership opportunities throughout different types of institutions.

**SESSION H****LEADING from the MIDDLE: MAINTAINING POSITIVE ACADEMIC LEADERSHIP DURING UNCERTAIN TIMES***Sponsored by the Committee on Private Institutions*

During times of great financial and political uncertainty in higher education, how do deans effectively balance pedagogical needs, educational priorities and budgetary constraints to ensure that teaching and learning remain top priority? How do we improve student outcomes, support faculty and initiate new academic initiatives? How do we influence others to follow our lead from our faculty, other deans, vice presidents and the president? This panel offers practical strategies for leading from the middle in the context of three increasingly common scenarios: 1) advocating for our programs amidst declining enrollments and questions about the career ROI of the liberal arts, 2) negotiating program prioritization metrics based primarily on financial performance, and 3) working effectively with leadership recruited from outside academia.

**SESSION I****RESEARCH AGENDA WHILE "DEAN-ING" – STRATEGIES for SUCCESS and SANITY**

Faculty who engage in research activities often demonstrate the skills that are consistent with successful administrators: visionary, organized, collaborative. In addition, they are usually tenured and full professors which are also critical credentials in navigating the politics of the administrative role. While maintaining a research agenda is often recommended to enhance one's portfolio as a Dean, the time and energy it takes to manage a research agenda invariably is siphoned off by reports, meetings, long hours, and an unpredictable schedule. This panel discussion will provide useful approaches for participants' consideration and application. Time will also be used to help attendees to problem-solve and share their challenges and successes in this arena. The panelists' research experiences are based in their discipline-specific areas as well as the requirements of the institution for tenure and promotion.

**SESSION J****MAKING DECISIONS on STARTING or ENDING PROGRAMS**

One of the most exciting aspects of academia is when a group of faculty and/or students come together to propose a new academic or research program/center reflecting the development of an organized research/academic group's interests. However, getting such programs up and running can be costly. How do we help this process along and make the cost/benefit analysis about how much or whether to invest? In contrast, one of the most difficult decisions can be to help a group decide that there is no longer sufficient interest in a research/academic area and that it is time for the demise of a program. Too often such decisions are made when financial savings are needed adding to the negative response from faculty. How else can we make such decisions more routine and less painful? These two topics will be introduced and a group discussion engendered.

**SESSION K****STRATEGIES to IMPROVE RETENTION & ENGAGEMENT**

This panel will highlight methods and measures for student retention through a variety of intervention strategies and academic engagement initiatives. First, three initiatives designed to improve first- to second-year retention in the College of A&S at the University of Hartford will be discussed. These include the Summer Bridge Program, specifically for undecided majors; Dialogue 100, an advising program for first-year students; and a pilot career preparation program, Dialogue 200. The second presentation features the success of the Career Integration pilot program, at CSU, Fullerton, which is a collaboration of four academic departments (Psychology, History, Sociology, and Chicano Studies). The third presentation is the University of Mississippi's successful "FAStrack" initiative reporting assessment results indicating improvements in first-year retention. This approach will be compared to other student retention initiatives at public, research universities with high rates of first-generation students. It will also include a discussion of the "murky middle" challenge to extend student success initiatives to address second-year persistence among students with low GPAs, including methods and measures.

SESSION L/CRITICAL ISSUE FORUM

**RISKY BUSINESS: MINIMIZING THREATS to  
MAXIMIZE ACADEMIC and RESEARCH OUTCOMES**

This forum provides a conceptual framework for understanding and managing (not just avoiding) risks inherent in academic and research programs that are the heart of arts and sciences colleges. Whether a college is seeking to increase students' engagement in high-impact learning experiences (e.g., undergraduate research, study abroad, internships) or to maximizing extramural funding of research, there are risks inherent in achieving those goals. The forum will introduce participants to a conceptual framework for identifying and managing risks, and then have them apply that framework to case studies and circumstances drawn from their experiences as Deans.

4:45 pm – 5:30 pm

**MEETING of the STANDING COMMITTEE on GENDER ISSUES**

Interested parties are welcome to attend.

5:30 pm – 6:30 pm

**RECEPTION for REGISTRANTS and GUESTS**

Dinner on your own



CONFERENCE REGISTRATION is OPEN from 8:00 am – noon

7:00 am – 7:30 am

**MEETING of the STANDING COMMITTEE on CULTURAL DIVERSITY**

7:30 am – 8:45 am

**BREAKFAST for MINORITY DEANS**

*Coordinated by the Committee on Cultural Diversity*

TOPIC OF DISCUSSION: **Professional Development for Minority Deans**

In this conversation, attendees will discuss professional-development opportunities for minority Deans and Associate/Assistant Deans. We will explore traditional venues as well as those focused on increasing representation across the board. How can we benefit from networking and mentoring? All interested parties are welcome and encouraged to attend.

7:30 am – 8:45 am

**OPEN CONTINENTAL BREAKFAST**

All attendees are invited to this meet-and-greet continental breakfast. Seating for discussion tables and meet-ups is first-come, first served.

CONCURRENT SESSIONS III, 9:00 am – 10:15 am

SESSION M

**PERFORMING the ROLE of the ASSOCIATE/ASSISTANT DEAN**

*Sponsored by the Committee on Associate/Assistant Deans*

"You have to be 'more than' what you were before!" As Associate or Assistant Deans in the College of Arts and Sciences, we are frequently asked to take on responsibilities that are not directly related to our positions—viz. interim department chairs/heads, interim Writing Center Director, interim Director of Women and Gender Studies Program, Dual Enrollment Liaison with Student Success, Title IX Deputy Coordinator, and more. This panel will address the initial transition from faculty member to A/A Dean and then from A/A Dean to, well, just about anything. The panelists will address desirable and requisite qualities that A/A Deans must have, including keen organizational skills, institutional knowledge, a willingness to shoulder and handle every-increasing responsibility, and downright tenacity.

SESSION N

**RECRUITMENT and RETENTION of a DIVERSE FACULTY:  
TRAINING, HIRING, MENTORING, and DEVELOPMENT**

*Sponsored by the Committee on Gender Issues*

The recruitment and retention of diverse faculty is a central component of institutional efforts to create a faculty that is at least as diverse as its student body. The number of women faculty in many fields--particularly in the sciences and engineering--continues to lag behind student numbers, and while much attention has been paid to retention of underrepresented students, retention of underrepresented faculty falls behind. CCAS members have previously discussed initiatives that seem to work, as well as those that have failed or only recently been implemented. We continue this important discussion with illustrations of policies, programs, and changes in mentoring, leadership development, recruitment, and search committee training from a diverse array of institutions, pointing out both successful and unsuccessful approaches. Our examples indicate that while some general practices may work in most situations, success can depend on modifying initiatives according to specific institutional cultures.



## SESSION O

### ESTABLISHING an ADMINISTRATIVE CULTURE to SUPPORT ONLINE EDUCATION

The purpose of this panel is not to debate the merits of online education, but rather to discuss and present administrative strategies, approaches, and methods employed by Deans to support, coordinate, facilitate, grow, and foster online education in their respective schools and colleges. The presenters serve at institutions that are significantly invested in online education and utilize administrative structures to effectively support faculty, market and grow programs, ensure program quality and consistency, and foster student learning. The panel will communicate several administrative best-practices and strategies based on the experiences of the presenters and found throughout the literature and academy.

## SESSION P

### WHERE FACULTY MENTAL HEALTH INTERSECTS ACADEMIC RESPONSIBILITIES

PRESENTER: **Laura Rothstein**

This session will address the difficulties and possibilities in addressing faculty mental health and related issues on campus. In the academy, our faculty members are our greatest resources. Like every other part of society, some of our faculty will suffer mental health problems, and some may have a mental or



**Rothstein**

emotional illness that interferes with their ability to perform the essential functions of the job. Finding a method to address these issues on behalf of the institution and our faculty members is in everyone's best interest, and the responsibility is shared between the institution and the faculty member. We will explore the myths concerning disabilities in the workplace, and the myths about academic freedom and responsibility as they relate to faculty members with mental and emotional disabilities. Hopefully this will provide a workable roadmap for administrators to negotiate through these thorny paths. Laura Rothstein is Professor of Law and Distinguished University Scholar at the University of Louisville, Louis D. Brandeis School of Law.

## SESSION Q

### SEXUAL HARASSMENT and SEXUAL VIOLENCE, PART 1: ACADEMIC ADVOCACY and OVERALL UNIVERSITY POLICIES and PROCEDURES

Since the Department of Education distributed its Dear Colleague letter in 2011, sexual assault on campus has been defined as a form of gender-based discrimination, potentially depriving its victims of equal access to educational opportunities. This has made sexual misconduct a primary focus of campus life.

## CORONADO ISLAND



Like most institutions, the University of Alabama has a team of personnel to address the various legal and social issues related to sexual misconduct. And while incidents of misconduct have legal (even criminal) and social dimensions, they also affect students' academic lives. This panel explores how Deans in Colleges of A&S might best work with other campus personnel to address the academic issues faced by students (as either complainant, respondent, witness or friend) when allegations of sexual conduct are raised. Panelists will discuss, from their vantage points, how Title IX issues intersect with the academic arena, and opportunities for coordination with college Deans. Ultimately, the panel seeks to foster discussion about best practices for protecting students' academic progress when Title IX issues arise.

## SESSION R/CRITICAL ISSUE FORUM

### TEACHING PERFORMANCE VERSUS STUDENT LEARNING

Evaluations of teaching performance through student evaluations and peer observations are commonly used in promotion and tenure decisions. Student evaluations of teaching undoubtedly provide information, but are also open to criticism. A recent study appears in Boring et al. ScienceOpen Research 2016 (DOI: 10.14293/S2199-1006.1.SOR-EDU.AETBZC.v1). Peer evaluations of teaching are not required by all institutions and unless a template or rubric is provided, are likely to be highly variable, though nonetheless informative. Teaching portfolios provide an alternative route for evaluating teaching. Meaningful evaluations of teaching and of student learning are important not only for tenure and promotion decisions, but are necessary to improve the effectiveness of the education we provide. A recent email thread on the CCAS Deans ListServ has indicated a wide range of teaching observation practices among member institutions. We broaden this topic to include all approaches to teaching evaluation and seek to share ideas, experiences and aspirations.

10:45 am – 12:00 pm

### ANNUAL CCAS BUSINESS MEETING

Join president Elizabeth A. Say and executive director Amber Cox to hear what the Board has focused on this past year and its plans for launching its first marketing and communication plan. It's your association – plan to attend!

12:15 pm – 1:45 pm

### LUNCHEON and CCAS PRESIDENTIAL ADDRESS



Say

**PRESIDING: David Manderscheid,**  
*President-Elect, CCAS and 2016 Program Chair*

**SPEAKER: Elizabeth A. Say,**  
*California State University, Northridge*

**REMARKS: "The Unknown Unknowns:  
Meeting the Challenges of Shifting Demographics"**

12:15 pm – 1:45 pm

### SPECIAL DISCUSSION TOPICS for LUNCHEON TABLES

Sign up begins at 7:30 am on Friday at the Registration Desk.

## CONCURRENT SESSIONS IV, 2:00 pm – 3:15 pm

### SESSION S

#### IN the AGE of PRE-PROFESSIONALISM, TIPS on PROMOTING YOUR LIBERAL ARTS PROGRAM

*Sponsored by the Committee on Liberal Arts Institutions*

Even as the economy rebounds, liberal arts programs continue to face an uphill battle to attract students in the same numbers as before the 2008 financial crisis. Using a dispersed speaker format, up to eight participants will each offer a remedy that has worked to strengthen programs on their campus. Then the discussion will be opened to the group at large. How do you get your Admissions office and Marketing office to promote liberal arts? How do you combat the pro-business school tendency of many Presidents and Boards of Trustees? How do you turn the Deans of the professional schools into advocates for the liberal arts? How do you gain attention for all of your departments when some, like Communication, may be far more successful and marketable? The discussion is designed to give attendees several take-away best practices to strengthen your programs in making the case for university resources.

### SESSION T

#### RETENTION STRATEGIES at URBAN and METROPOLITAN INSTITUTIONS

*Sponsored by the Committee on Metropolitan/Urban Institutions*

All higher education institutions deal with retention. For urban and metropolitan institutions, retention is often tied to mission, and to the diverse populations we serve. As recent media focus reminds us, there has been a continued gap in success rates for minority students at institutions of higher learning. Panelists are from three institutions that have developed unique strategies to improve retention and graduation rates for students of color. These strategies offer paths forward for others institutions facing similar issues. Queens College partnered with the Education Trust's Oasis Program as part of 11 regional, comprehensive intuitions serving large numbers of URM's. The University of Toledo turned to a summer bridge program, with remarkable success. And St. Edwards University has implemented an intensive advising model based on professional advisors for undecided majors.

### SESSION U

#### WHERE FACULTY MENTAL HEALTH INTERSECTS ACADEMIC RESPONSIBILITIES

*See Session P, page 14*

### SESSION V

#### SEXUAL HARASSMENT and SEXUAL VIOLENCE, PART 2: HOW DEANS and the CAMPUS COMMUNITY WORK TOGETHER

This panel follows on the issues of academic progress raised in Session Q by exploring the role that universities can play in addressing and preventing sexual misconduct on campus, and how Deans can facilitate those efforts. The panelists approach sexual assault from distinct perspectives, including research, student conduct, and advocacy. They also have experience working with Dean's offices to educate students, faculty, administrators and the larger campus community about processes and resources related to sexual assault on campus.



**SESSION W****INCLUSIVE EXCELLENCE: PRACTICAL STRATEGIES for  
ENHANCING FACULTY DIVERSITY**

Yes: Diversifying the faculty at our institutions is essential. Yes: Diversity enriches the conversations, provides different perspectives for solving complex problems and innovation, and expands our minds. Yes: The increasingly diverse student population expected in our institutions needs to be reflected in, and well-served by the faculty. But, how do we do it? We need to approach this issue from all directions, from attracting future faculty in the pipeline and nurturing them, to taking advantage of leadership transitions, to educating the community, to recruiting, mentoring and advancing faculty from under-represented populations. In this session, we will share initiatives our institutions have implemented towards diversifying the faculty and their outcomes. Then we will break into small groups to discuss attendees' ideas and brainstorm to create other practical strategies for diversifying the faculty. The presenters will leave the majority of the session for sharing and creating strategies that will be compiled for the participants.

**SESSION X/CRITICAL ISSUE FORUM****DEANS and the ART of the DEAL:  
NEGOTIATING FACULTY COMPENSATION**

One of the many roles of the Dean is to negotiate employment issues for the faculty and staff of their college, such as hiring, startup packages, critical retention packages and counter-offers, as well as the negotiations involved in recruiting faculty into leadership or service roles. Sometimes these issues emerge with lead times that allow for planning and preparation; sometimes they emerge overnight. Navigating these negotiations involves balancing quality, resources, personalities, and equity issues. Finding that balance requires real creativity. This CIF examines creative approaches that promote successful negotiations, including ways to draw on other offices (e.g. departments, research office, provost, HR) in supporting the Dean in these negotiations.

**MISSION BEACH  
BOARDWALK**



CONCURRENT SESSIONS V, 3:30 pm – 5:00 pm

SESSION Y

**CHAMPIONING the LIBERAL ARTS:  
A DISCUSSION of ADVOCACY STRATEGIES**

CCAS members who already have advocated for the arts and sciences in speeches, media spots, media coverage, university discussions, etc. will join individuals who WISH to be advocates in public settings. This is a discussion, which will begin with a listing of strategies used to advocate for the arts and sciences and move to questions and open discussion in small groups and then the group at large.

SESSION Z

**LEADERSHIP OPPORTUNITIES in CCAS**

This session is designed for individuals who would like to become involved in CCAS as committee chairs, seminar and conference program faculty, webinar leaders, members of the Board of Directors, or take on other leadership roles.

SESSION AA

**TOP TEN THINGS I'VE LEARNED as DEAN**

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

9:00 pm – 10:00 pm

**DESSERT RECEPTION for REGISTRANTS and GUESTS**

Return from your evening out in San Diego to network over dessert, coffee, and a no-host bar. A local musical group will be featured.



**"AT YOUR SERVICE"**

A Hyatt concierge will be available to provide information on tours, sights, arts and cultural activities, and to assist CCAS members with dinner and tour reservations.

7:30 – 8:45 am

**GENDER ISSUES CONTINENTAL BREAKFAST**

SPONSORED BY: University of San Diego – College of Arts and Science  
California State University, Northridge – College of Humanities  
California State University, San Marcos – College of Science and Mathematics

**"Mind the Gap: Higher Education and Undergraduate Men"**

PRESENTER: **Jonathan M. Bowman**, University of San Diego



Bowman

In recent years, colleges and universities throughout the United States have reported decreasing rates of matriculation, retention, and persistence of undergraduate men. Applying core social science approaches to better understand the experiences of young men – and their engagement with the American system of higher education – attendees at the CCAS Gender Issues Breakfast will consider the opportunities that emerge for increasing the student success of young men on their campuses. By framing the higher education experience in a way that attracts young men and highlights opportunities for curricular and co-curricular engagement, this event begins a conversation about how to marshal extant resources and personnel to retain and graduate men from our academic institutions.

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

CONCURRENT SESSIONS VI, 9:00 am – 10:15 am

SESSION BB

**LIBERAL ARTS and the WORKFORCE**

*Sponsored by the Committee on Comprehensive Institutions*

For several years, college bound students (and their parents) have shown a preference for academic majors that offer a direct path to employment and careers. Most universities have obliged these preferences through the creation of numerous pre-professional and applied majors. The shift to such majors has led to a decline in the number of students majoring in traditional liberal arts disciplines. Many—both in the public and academic spheres—ponder the value of such a degree and lament for the future of the liberal arts. This panel will demonstrate how three different institutions are addressing the issue of maintaining the integrity of the liberal arts degree while helping students, faculty and parents better understand the connections between liberal arts and careers. Presentations will be brief to provide ample time for audience interaction.

SESSION CC

**LIVING with the GHOSTS of DEANS PAST**

Unless you founded a college, you walk in the footsteps of Deans who came before you. They left imprints on the culture, people and processes you now lead and manage. There are ghosts you know—and those you don't. It can be hard to follow a good ghost, especially if you are left with messy business left untended by a widely acclaimed leader. But it can also be challenging to follow a bad ghost, if you have to un-teach counterproductive patterns, responses and attitudes. New leaders bring different styles, priorities and strategies. How can you – a living, breathing Dean – effectively navigate through change in leadership? A panel of experienced Deans will speak to these issues and offer advice about how to parse a new leadership situation, understand the on-going effects of past leaders, and chart a course that gives past leaders due respect but looks unequivocally to the future.



## SESSION DD

### INNOVATIVE APPROACHES to IMPROVING FIRST-YEAR RETENTION: PART 1

Increasing the retention rate of first-year students has long been a priority, and recently the focus on it has only increased. While institutions pour their ever-scarcer resources into first-year success efforts, many of them see little in the way of results. In this session—the first of two related ones—panelists will share first-year retention efforts on their campuses and then lead a discussion with the audience. One panelist will outline a successful first-year experience course that features a mostly common syllabus designed to promote students' transition to college through an intensive focus on the skills of critical reading and discussion, connecting to peers and professors, and reflection on the purpose of education and the liberal arts. Another panelist will focus on summer bridge programs for incoming students and first-year seminars that partner a topic course with a composition course. A final panelist focuses on a data-based model that identifies high academic risk students and then employs a variety of strategies to promote student success and retention.

## SESSION EE

### BOUTIQUE PROGRAMS or CRUCIAL UNITS: DEVELOPING and SUSTAINING ETHNIC STUDIES PROGRAMS

Many institutions of higher education have responded to demands or recognize the needs for ethnic studies programs, particularly African American, Latino/a and Latin American studies. This situation is a result of increased racial and ethnic diversity in student populations and the need to prepare students for success in diverse communities. Often these programs are considered "boutique programs" that are peripheral with minimal impact on the institution. For this reason, the programs are underfunded and experience limited growth. This panel explores the importance and impact of ethnic studies programs and presents various, sometimes indirect, paths of developing and sustaining them for growth as well as relevant observations to enhance institutional and student success.

## SESSION FF/CRITICAL ISSUE FORUM:

### RESPONSES to FACULTY INCIVILITY in a TENURED, UNIONIZED ENVIRONMENT

Increasing attention is being paid to the lack of civility among faculty colleagues. These behaviors, frequently termed "bullying" and "harassment" lead to personal diminishment and a damaging work environment. As recently as March 13, 2016, an article appeared in The Chronicle of Higher Education on "Halting Academic Incivility (That's the Nice Word for It)." The comments that followed are numerous and telling. The purpose of this forum is not to debate the presence of incivility, but rather to discuss appropriate responses, particularly when protections are guaranteed by tenure and collective bargaining.

## CONCURRENT SESSIONS VII, 10:30 am – 11:45 am

## SESSION GG

### MODELS and BEST PRACTICES of CURRICULUM ALIGNMENT: DIFFERENT INSTITUTIONS – COMMON GOALS

To increase and streamline access to education, articulation agreements are developed and adopted at the state and institutional levels. One component of these articulation agreements is the guaranteed transferability of individual courses or "packaged" coursework. Efforts to align curriculum become increasingly important to ensure that learning outcomes (core content and competencies) are sufficient for successful inter-university progression. This panel will describe curriculum-alignment efforts for general-education courses at three institutions. Illinois State University operates within the Illinois Articulation Initiative, a state legislated articulation agreement between state colleges and universities for the general education program. The University of Central Florida operates within a state legislated articulation agreement, a Statewide Common Numbering System, and a separate articulation agreement between UCF and six state college partners. Arkansas Tech University operates within a statewide articulation agreement as part of the Arkansas Course Transfer System. Efforts by each of these institutions will be shared with time allowed for deeper exploration into the challenges and opportunities that are created by these efforts.

## SESSION HH

### INNOVATIVE APPROACHES to IMPROVING FIRST-YEAR RETENTION: PART 2

Increasing the retention rate of first-year students has long been a priority, and recently the focus on it has only increased. While institutions pour their ever-scarcer resources into first-year success efforts, many of them see little in the way of results. In this panel—following upon Session DD—the presenters will share first-year retention efforts on their campuses. One panelist will outline programs promoting the retention of high-achieving students at risk of transferring. Another panelist will discuss his university's recent efforts as part of AACU's Re-Imagining the First Year of College initiative, including a focus on improving advising and a new general education program featuring small, writing-intensive courses. A final panelist likewise will focus on his campus's participation in the Re-Imagining the First Year initiative, whereby it is piloting a variety of strategies based on recent research, including expanded freshmen learning communities built around blocks of three to five courses and an institution-wide emphasis on addressing non-cognitive factors.

## SESSION II

### The DEAN'S OFFICE as the MIDDLE GROUND BETWEEN FACULTY and ADMINISTRATION in TIMES of CRISIS

In recent years some universities have turned to hiring non-academics as chief executives, and to trustees who often bring different workplace assumptions and expectations to academe. Deans—natural intermediaries—may be left to translate these differences to faculty. At other institutions, chief executive officers find themselves under internal and external pressure to act quickly on initiatives in a way that puts them at odds with university mores. These situations can place the Dean's office between the desires of the chief executive and the faculty.

Inspired by recent news reports of these kinds of events, this panel explores the question “what should be the role of the Dean’s Office when upper administration takes action or makes statements that seems to threaten the academic freedom, rights, and responsibilities of faculty, or that violate the normative culture of a university?” Panelists will explore the issue from the perspective of three different types of universities, focusing on questions of faculty autonomy in different scenarios.

## SESSION JJ

### PROMOTING HUMANITIES EDUCATION in a HOSTILE POLITICAL CULTURE

This session is designed as a forum to share ideas about the advocacy for humanities education within a political context that puts the humanities on the defensive. From state laws and policies that reduce material support for humanities education to high-profile government initiatives to connect undergraduate degree directly to vocational outcomes, it appears that humanism is no longer viewed as a civic good or even a useful collection of disciplines that constitute a well-rounded education. Given a political culture that places humanistic studies in an instrumental context, individuals who lead humanities programs are forced to contest basic questions on unfamiliar ground: Why should institutional resources be shared between humanities and STEM programs? Is there a way to re-position/reclaim humanities as essential to a twenty-first century higher education? What strategies can be deployed to combat the growing misperceptions among the political class about humanistic studies? The panelists, all from public universities but at different levels of responsibility, present local solutions to this problem.

12:00 pm – 3:00 pm

### MEETING of the NEW CCAS BOARD of DIRECTORS

PRESIDING: **David Manderscheid**, *The Ohio State University*

## POST-CONFERENCE WORKSHOPS

1:00 pm – 5:00 pm

### Dealing with Dysfunctional Departments

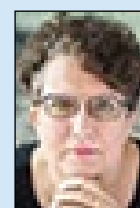
Pre-registration required: fee applies. See page 25

1:00 pm – 5:00 pm

### DEALING with DYSFUNCTIONAL DEPARTMENTS

Unhappy families may each have their own way, but academic departments are remarkably similar in the ways they become damaging or even toxic for their members. Learn warning signals for units that are breaking down, data to monitor, and best practices that can be nurtured to prevent damage (or further damage). Common characteristics of healthy units, troubled units, and units flashing warning signs will be explored via case studies and small group discussion, as well as some best practices to nurture high-functioning, constructive academic units. Attendees will work through examples and share perspectives for effective responses with colleagues.

PRESENTER: **C. K. (Tina) Gunsalus**, *Higher Education Presentations, Coaching, & Problem-solving, C. K. Gunsalus & Associates*



Gunsalus

C. K. Gunsalus is the Director of the National Center for Professional and Research Ethics (NCPRE), Professor Emerita of Business, and Research Professor at the Coordinated Sciences Laboratory. She has been on the faculty of the colleges of Business, Law, and Medicine at the University of Illinois and served as Special Counsel in the Office of University Counsel. For many years as an Associate Provost, Gunsalus was responsible for a range of academic policy and administrative duties, including department head training/support and academic policy interpretations and revision. Her duties included oversight of the discrimination and harassment grievance procedure, problem personnel cases and membership on the workplace violence team. Her focus on research ethics began during her service as the campus Research Standards Officer with responsibility for responding to allegations of professional misconduct by faculty and students. She is the author of *The College Administrator's Survival Guide* (Harvard Press, 2006) and *The Young Professional's Survival Guide: From Cab Fares to Moral Snares* (Harvard Press, 2012).

REGISTRATION FEE: \$175



## ABOUT SAN DIEGO

It's been 15 years since CCAS deans gathered in San Diego, and it's as sunny and beautiful as ever! The hotel is located next to [Seaport Village](#), a dining and shopping area situated downtown on the [San Diego Bay](#). The nearby ferry can take you across the Bay to [Coronado Island](#). A trolley line across the street stops at [Petco Park](#), where you can take a behind-the-scenes tour to see where the Padres play baseball.

The trolley also stops at [Old Town State Park](#), considered the birthplace of California. Old Town features 17 museums and historical sites where you can learn about the first settlements in California. And if you love Mexican food and music, this is the place to go.

A short walk away is the [Gaslamp Quarter](#), a renovated turn-of-the-century historic district teeming with restaurants and boutique shopping. Make your dinner reservations early!

If you want to explore the longest-serving aircraft carrier on the 20th century, walk down the waterfront to the [USS Midway Museum](#).

Should you wish to stay the weekend and venture further out, don't miss these stellar attractions:

[Balboa Park](#) is like no other museum complex in North America. The Park features 16 gardens and 15 museums in the Spanish Colonial Revival architectural style. Choose between exhibits of art, photography, natural history, science and antique cars, or catch a free public outdoor organ concert on Sunday.

Take a stroll along the 3-mile [Mission Bay Boardwalk](#) if you want to experience the beach at its busiest best. Being there at sunset is an unforgettable experience.

And if you can spare an extra day, you won't want to miss the world-famous [San Diego Zoo](#).



## Manchester Grand Hyatt San Diego

1 Market Place, San Diego, California 92101

The CCAS preferred rate is \$259 single or double, plus tax. Rooms can be booked through a personalized website, <http://bit.ly/1U7wuUI>.

This hyperlink is available online at [www.ccas.net](http://www.ccas.net) on the homepage and also under [#CCAS 2016 Annual Meeting > Hotel Reservations](#).

Or, call 1-800-233-1234 and reference group code "G-COCA."

Reservations must be made by October 11, 2016, to qualify for the group rate.

### Bringing a Spouse/Guest to San Diego?

Guests are welcome to attend the receptions and luncheons: pre-registration is required. One fee (\$125) covers three receptions. Prices for the Thursday and Friday luncheons are \$50 per luncheon. Personal checks are accepted. Online pre-registration is preferred.



## registration form

## 2016 CCAS Annual Meeting

Manchester Grand Hyatt San Diego, November 2-5, 2016

Register online at [www.ccas.net](http://www.ccas.net). Credit card payment preferred

**All payments must be received by October 19**

### Registration must be completed online

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

### REGISTRATION FEES

- ☐ **CCAS Early Bird Member Fee** — \$525  
Registration and payment must be received on or before September 23
- ☐ **CCAS Member Fee** (for member institutions after September 23) — \$600
- ☐ **Non-Member Fee** — \$675  
NOTE: \$100 of this registration fee can be applied to your membership dues if you join CCAS. Please write [ccas@wm.edu](mailto:ccas@wm.edu) for details.
- ☐ **One-day Only Fee** (for non-members who are listed in the program) — \$175

### INCLUDED in your REGISTRATION FEE

WEDNESDAY, November 2

**Networking Social Hour**

THURSDAY, November 3

**Breakfasts by Sector  
Luncheon with Plenary Address  
Networking Social Hour**

FRIDAY, November 4

**Continental Breakfast  
Breakfast for Minority Deans  
Luncheon & Presidential Address  
Dessert Reception**

Dietary restrictions

(specify) \_\_\_\_\_

### FOR an ADDITIONAL FEE

- ☐ SATURDAY, November 5  
**Gender Issues Continental Breakfast  
"Mind the Gap: Higher Education and Undergraduate Men"** — \$20

# registration form

## WORKSHOPS

Register online under [#CCAS2016 Annual Meeting > Workshop Name](#)

WEDNESDAY, November 2

- ☐ **Pre-conference workshop:** "Conflict Management for Deans" — \$215
- ☐ **Pre-conference workshop:** "Mindful Leadership Practices for Deans" — \$65

SATURDAY, November 5

- ☐ **Post-conference workshop:** "Dealing with Dysfunctional Departments" — \$175

## GUEST FEES

- ☐ **Spouse/Guest Registration Fee** (includes three receptions) — \$125
- ☐ **Luncheon and Plenary Address** (Thursday, November 3) — \$50
- ☐ **Luncheon and Presidential Address** (Friday, November 4) — \$50

## CANCELLATION POLICY

All requests for refunds must be in writing. Requests made by October 26 will receive a full refund minus a \$50 administrative fee. We regret that **after October 26, no refunds can be issued** due to catering guarantees.

## HOTEL RESERVATIONS

Manchester Grand Hyatt San Diego is the conference hotel.

**The CCAS group rate is \$259 single or double, plus tax.**

To book a reservation, link to: <https://resweb.passkey.com/go/CCAS1101>

Or, call 1-800-233-1234 and reference the group code "G-COCA."

**Reservations must be made by October 11, 2016, to qualify for the group rate.**

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

*networking arts & sciences deans*



LA JOLLA BEACH

gather up your  
**DECANAL IDEAS** and  
**QUESTIONS** and  
join **HUNDREDS** of your **COLLEAGUES**  
in San Diego





**2016 ANNUAL MEETING**  
**Manchester Grand Hyatt San Diego**  
**November 2-5, 2016**

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# why should I attend?

**REINVIGORATE YOURSELF ALONGSIDE HUNDREDS of OTHER A&S DEANS**

- Attend solution-oriented sessions
- Gain a better sense of national issues, problems, and solutions
- Interact with deans from institutions different from and similar to yours
- Learn about best practices to take back to campus
- Become re-inspired about the importance of your role as an A&S dean
- Hear from more experienced, senior deans
- Take advantage of lots of opportunities to network
- Prepare for success in the next stage of your career
- Immerse yourself in focused topics at pre- and post-conference workshops

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