



CCAS  
ANNUAL MEETING  
PROGRAM  
PREVIEW  
ATLANTA 2019



# 3 REASONS TO ATTEND



**Connect** with other deans

**Get inspired** by outside experts

**Be a mentor/find a mentor** through speed deaning

CCAS 2019 ANNUAL MEETING  
SPONSORED BY

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CIVIL AND HUMAN RIGHTS

National Center for Civil and Human Rights  
[civilandhumanrights.org](http://civilandhumanrights.org)



# CCAS

## WELCOME!

On behalf of the Board of Directors and the meeting planning committee, I welcome you to the 2019 CCAS Annual Meeting.

The Council of Colleges of Arts and Sciences was founded in 1965 to network and support deans in colleges and schools of arts and sciences. Over the past 54 years the Council has remained true to our mission of connecting deans with each



other, providing professional development, serving as a forum for discussing issues in higher education, and advocating for the liberal arts.

The 2019 Annual Meeting is being held in Atlanta, a diverse city with a deep history of civil rights activity and the home of several HBCUs. It seems timely, because of the location and current cultural disruptions, to have a theme focused on the value of diversity and the need to create inclusive cultures in our colleges.

The theme is **Advancing Inclusive Excellence in Times of Change and Uncertainty** and covers topics that include student and faculty mental health, disaster response, dealing with state driven mandates, campus climate, diversity curriculum initiatives, continuity of research funding, and so much more.

I want to thank the planning committee for their efforts in putting together this meeting and a special thanks to our plenary speakers Beverly Daniel Tatum, Tabbye Chavous, and Rickey Hall.

We will have a reception at the **National Center for Civil and Human Rights** (pictured at left) and I hope you will have a chance to explore other remarkable cultural opportunities in the great city of Atlanta. I encourage you to connect and reconnect with friends and colleagues so we can all learn from each other as we Advance Inclusive Excellence in Times of Change and Uncertainty.

*Theresa M. Lee*

**Theresa Lee**

*Dean of the College of Arts and Sciences*

*University of Tennessee Knoxville*

*CCAS President-Elect*



# HOTEL

## HILTON ATLANTA

225 Courtland Street NE  
Atlanta, Georgia 30303

The CCAS preferred group rate is \$189 (single or double, plus tax)

Reservations must be made by October 15, 2019 to qualify for the group rate. To reserve accommodations, [click here](#) or call 800-445-8667 and use code COC to book within the CCAS room block.

*More info on page 29.*

At time of booking, a deposit of one night's room rate and tax will be due. Should you need to cancel, please cancel 48 hours prior to your arrival date or you will forfeit one night's room rate plus tax.

Also note that in the event a guest checks out prior to the reserved check-out date, the Hilton Atlanta will add an early check-out fee unless the guest notifies the hotel at or before check-in of any change in departure.

## MEETING REGISTRATION CANCELLATION POLICY

All requests for refunds must be made in writing to [ccas@wm.edu](mailto:ccas@wm.edu). Requests made prior to October 9, 2019 will receive a full refund minus the following administrative fee. No refunds will be issued after October 9.

## ADMINISTRATIVE FEES:

Annual Meeting — \$100

Pre- and Post-Conference Workshops — \$25 each

Guests — \$25

# OPTIONS

## ANNUAL MEETING REGISTRATION

Member/Early Bird (before September 6) .....	\$750
Member (after September 6).....	\$850
Non-Member.....	\$1,050

## PRE- & POST-CONFERENCE WORKSHOPS

In order to attend, you must also be registered for the Annual Meeting. Pre-registration is required — on-site registration will be available for the workshops only if space is available and is not guaranteed.

## PRE-CONFERENCE WORKSHOPS ..... \$125 each

- ACAO: So You Want to Be a Provost
- Disaster Planning for the Arts and Sciences
- Legal and Psychological Principles and Practices for Increasing Equity in Personnel Processes
- Dealing with Difficult Faculty and Staff:  
A 4-Step Process to Managing Unprofessional,  
Unproductive and Unwanted Behaviors

## POST-CONFERENCE WORKSHOP ..... \$125 each

- Assistant & Associate Deans: What We Wish  
We Knew: Leadership & Success in the Middle
- Cultivating a Federal Grant Culture

## SPOUSE/GUEST REGISTRATION

Guests are welcome to attend sponsored events and must be pre-registered.

Receptions (Wednesday & Thursday evenings) .....	\$125
Luncheon & Plenary Address (Thursday).....	\$100
Luncheon & Awards (Friday).....	\$100



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



# PLAN YOUR MEETING

**W**hen you register, please note there are several changes for this year. You will see that the registration form is a bit different from past years, with a few more questions to help us better plan for things like catering and room sizes for the concurrent sessions.

*The biggest news is that we've enhanced the Saturday programming, so plan to stay!*

- Two blocks of concurrent sessions rather than one.
- A closing conversation with an interactive format.
- Two of our most popular optional afternoon workshops.

*There are other conference changes we hope you will appreciate:*

- Speed-Deaning will accommodate many participants on Wednesday evening, with room for some on-site registrants. Advanced registration is still recommended. Time on Thursday afternoon will allow participants to continue the conversations.
- The CCAS Advocacy Award will be presented to Beverly Daniel Tatum on Thursday morning when she gives the opening plenary conversation.
- Tabbye Chavous, Director of the National Center for Institutional Diversity, will give the Thursday lunch plenary address.
- The Thursday evening reception will be offsite at Atlanta's renowned Center for Human and Civil Rights.
- Case Study Discussions and Current Issues Discussions will be held twice; registration is no longer required.
- The WHOVA app is live, so start planning your custom agenda now!

The registration form will ask you to indicate which meals you will attend. This information is very helpful as we plan to order the right amount of food.

## HIGHLIGHTS

### WHAT'S INCLUDED

All meetings • Panels  
Forums • Networking events

### WEDNESDAY

Networking Welcome  
Reception

### THURSDAY

Breakfasts by Sector  
*morning refreshment break*  
Luncheon w/ Plenary Address  
*afternoon refreshment break*  
Reception

### FRIDAY

Continental Breakfast &  
Committee on Gender Issues  
Breakfast Meeting  
*morning refreshment break*  
Luncheon & Presidential Address  
*afternoon refreshment break*

### SATURDAY

*morning refreshment break*  
Closing Conversation

## REGISTER at [www.ccas.net](http://www.ccas.net)

Login using your CCAS  
membership credentials.

If you have forgotten your login  
use the '[reset password](#)' link.

All payments must be made  
by credit card at the time of  
registration.



# NOVEMBER 6

## PRE-CONFERENCE

ACAO: So You Want to Be a Provost

Disaster Planning for the Arts and Sciences

Legal and Psychological Principles  
and Practices for Increasing Equity in  
Personnel Processes

Dealing with Difficult Faculty and Staff: A  
4-Step Process to Managing Unprofession-  
al, Unproductive and Unwanted Behaviors

## POST-CONFERENCE

Assistant & Associate Deans:  
What We Wish We Knew:  
Leadership & Success in the Middle

Cultivating a Federal Grant Culture

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## WEDNESDAY

California Deans/Texas Deans

Board of Directors Meeting & Lunch

Attendee Work Room

Newcomers Welcome Session

Case Study Leader Meeting

Standing Committee Chairs Meeting

Speed Deaning

Networking Reception

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# AGENDA

## KEY

WORKSHOPS

MEETINGS

SESSIONS

FORUMS & CASES

NETWORKING



## NOVEMBER 7 THURSDAY

Continental Breakfast Buffet

Breakfast for Minority Deans

Opening General Session  
& Advocacy Award

Committee Meetings by Sector (open to all)

Plenary Luncheon with Tabbie Chavous

Case Studies or Current Issues Discussion

Gender Issues: Creating and Sustaining  
Equitable Campuses

The State of the Humanities in Higher  
Education

Research Institutions: Best Practices for  
Field and Study Abroad Experiences

Facilitating Courageous Conversations: A  
Faculty Professional Development Program

The Winds of Change:  
Navigating a Natural Disaster

Scaling Best Practices in  
Foundational Courses

Committee on Cultural Diversity

Offsite Reception: The National Center  
for Civil and Human Rights

### PAGES 9-14

Concurrent sessions  
are subject to change and  
a final agenda will be  
updated in WHOVA prior  
to the Annual Meeting

## NOVEMBER 8 FRIDAY

Continental Breakfast Buffet

Committee on Gender Issues  
Breakfast Meeting

Cultural Diversity: Dancing with Diversity

Metro/Urban Institutions: Building Commu-  
nity for Social Change & Inclusive Excellence

Research Institutions: Promoting Interdis-  
ciplinary Research for Both Undergradu-  
ate and Graduate Students

Understanding Healthy Emotional Labor  
and Assessing Emotional Burnout

Around the World in 80 Identities

Seminar for New Deans

Case Studies or Current Issues Discussion

Luncheon with Presidential Address  
and Business Meeting

Inclusive Academic Leadership:  
Strategies for Facilitating Collaboration  
and Motivating Teams

How Does Your Leadership Style  
Change Under Stress?

Metro/Urban Institutions:  
Strategies for Student and Faculty  
Success in the Commuter Institution

Demystifying Advocacy

A/A Deans: Caught in the Middle With You:  
Navigating Politics and Policies  
as an Assistant Dean

Board Listening Session

Chipping Away at Intellectual Inequality:  
Theory & Practice of Inclusive and  
Engaged College Initiatives

Liberal Arts Institutions: Modeling Civility  
in a Polarized Environment

Cultural Diversity: Another Required  
Course?!: Diversity Curriculum Initiatives

The Known or the Unknown:  
Internal and External Hires

Liberal Arts for the Market Place

COSSA Sponsored Session: ADVOCACY

How Does Your Leadership Style Change  
Under Stress?

State/Region Meetings

### PAGES 15-24

## NOVEMBER 9 SATURDAY

Why Historically Black Colleges  
and Universities Still Matter

Gaining Ground: Food Insecurity and  
Gardening as Curricular Reform

Retention Initiatives Outside  
of the Classroom

Chairs Tales: Embracing Inclusiveness on  
a Pathway Through Changing Times

Best Practices in Industry  
Advisory Board Development

The Right Mix of Academic Programs

Changing Times, Changing Practices:  
The Need for Diversity and Inclusion

Free Speech on Campus:  
Student Learning and Public Perception

International Education: Engaging  
Students from Underrepresented Groups

One Plan, Two Universities: Supporting  
and Promoting Faculty in Creative Ways

Building the Dream Team:  
Grow Your College, Increase Support,  
and Activate Your Alumni and Friends

Closing Conversation with Rickey Hall

Meeting of the New CCAS Board  
of Directors

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THE CHRONICLE  
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 MENTOR  
COLLECTIVE



WEDNESDAY

# PRE-CONFERENCE WORKSHOPS

## BY PRE-REGISTRATION ONLY

Separate registration and fees apply. Enrollment is limited to 50 participants, so register early! Pre-registration is required — on-site registration will be available for the workshops only if space is available and is not guaranteed.

**8:30AM–11:30AM**

### EXPERT PRESENTERS

**Risa Palm**, *currently  
Senior Vice President  
and Provost at Georgia  
State University*

**Laura Woodworth-Ney**  
*Executive Vice President  
and Provost at Idaho  
State University*

**Lori Werth**, *Provost,  
University of Pikeville*

## ACAO: So You Want to Be a Provost

This workshop is oriented toward deans considering how best to position themselves to serve in the Chief Academic Officer role. We will provide an overview of areas of most critical concern to CAOs, in order to help participants to gain a deeper understanding of the broader higher education contexts in which their institutions operate. Following a brief self-assessment, much of the session will be focused on beginning to draft Individualized Development Plans (IDPs) that help deans to reflect upon, plan and eventually assess progress toward career goals. Presenters will also share insights regarding how best to prepare to engage in the search process and to prepare for campus interviews, as well as how best to “hit the ground running” when transitioning from the dean to the provost role.

**8:30AM–11:30AM**

### EXPERT PRESENTER

**Brenda Phillips**  
*Dean, College  
of Liberal Arts  
and Sciences;  
Indiana University  
South Bend*

## DISASTER PLANNING FOR THE ARTS AND SCIENCES

This disaster planning session will help academic leaders identify potential losses and design ways to preserve and continue their academic mission. Case examples will reveal how disasters can disrupt the functioning of academic units and alert leaders as to the potential impacts. Participants will learn how to build a planning team, secure buy-in from stakeholders, and work through the academic/business continuity planning process. Content, ideas, and strategies will address the breadth of disciplines that span the arts and sciences. The session will conclude with handouts, resources, and an open source software demonstration that participants can use to build a more disaster resistant and resilient campus.





# PRE-CONFERENCE WORKSHOPS

WEDNESDAY

12:30PM–3:30PM

EXPERT PRESENTER

**J. Andy Karafa**

*Dean, College of  
Liberal Arts & Sciences,  
SUNY Fredonia*

## LEGAL AND PSYCHOLOGICAL PRINCIPLES AND PRACTICES FOR INCREASING EQUITY IN PERSONNEL PROCESSES

This session provides participants with an understanding of the policy/legal expectations associated with personnel processes (e.g., affirmative action) and the psychological (e.g., individual biases) and organizational barriers (e.g., lack of oversight) that often interfere with equitable practices. Participants will leave with tools and methods for creating and maintaining equitable personnel processes.

12:30PM–3:30PM

EXPERT PRESENTER

**Jeanne A.K. Hey**

*Dean, College of  
Arts and Sciences,  
University of  
New England*

## DEALING WITH DIFFICULT FACULTY AND STAFF: A 4-Step Process to Managing Unprofessional, Unproductive and Unwanted Behaviors

Colleges and universities are famous for tolerating intolerable behaviors. Difficult colleagues continue to behave badly because they can. It doesn't have to be that way! This workshop takes participants through a four-stage process of managing chronically-challenging faculty and staff, including under-performers, bullies, no-shows, trouble-makers and other types. The workshop includes specific practices and language for academic leaders to employ as well as practice exercises to help them develop their skills. This will be an interactive session with lots of opportunities to share and rehearse.



High Museum of Art ([high.org](http://high.org))

# WEDNESDAY

Conference registration opens at 11:00AM

**8:00AM–3:30PM CALIFORNIA DEANS**

**8:00AM–3:00PM TEXAS DEANS**

**8:30AM–11:30AM PRE-CONFERENCE WORKSHOPS (see pages 6-7)**

EXPERT PRESENTERS

**ACAO: So You Want to Be a Provost**

**Disaster Planning for the Arts and Sciences**

**11:00AM–7:00PM CONFERENCE REGISTRATION IS OPEN**

**11:00AM–7:00PM CCAS ATTENDEE WORK ROOM**

**12:00PM–2:30PM BOARD OF DIRECTORS MEETING & lunch**

NETWORKING

Presiding: CCAS President Janice L. Nerger,  
*Dean; College of Natural Sciences, Colorado State University*

**PRE-CONFERENCE WORKSHOPS (see pages 6-7)**

**LEGAL AND PSYCHOLOGICAL PRINCIPLES AND PRACTICES  
FOR INCREASING EQUITY IN PERSONNEL PROCESSES**

**12:30PM–3:30PM**

EXPERT PRESENTERS

**DEALING WITH DIFFICULT FACULTY AND STAFF:  
A 4-Step Process to Managing Unprofessional,  
Unproductive and Unwanted Behaviors**

**NEWCOMERS WELCOME SESSION**

**3:45PM–4:30PM CASE STUDY LEADER MEETING**

NETWORKING

**STANDING COMMITTEE CHAIRS MEETING**

**3:45PM–4:30PM**

**3:45PM–4:30PM SPEED DEANING**

Speed Deaning is a formalized mentoring and social opportunity to help new and seasoned deans make as many professional connections as possible in a fun and interactive way. Registration is required. Participants will engage in a series of short conversations in order to determine areas of mutual interest. By the end of the event, each dean will have networked with many new colleagues and hopefully made some lasting connections.

**4:30PM–6:00PM**

NETWORKING

**NETWORKING RECEPTION FOR REGISTRANTS & REGISTERED GUESTS**

Dinner on your own

**6:00PM**

NETWORKING





**8:00AM–8:45AM** **CONTINENTAL BREAKFAST BUFFET and BREAKFAST FOR MINORITY DEANS**

NETWORKING

**9:00AM–10:15AM** **OPENING GENERAL SESSION:**



**BEVERLY  
DANIEL TATUM**

**Presentation of the CCAS Arts & Sciences Advocacy Award  
and a Conversation with Beverly Daniel Tatum**

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

PRESENTING THE ADVOCACY AWARD: CCAS President Janice L. Nerger, *Dean;  
College of Natural Sciences, Colorado State University*

Beverly Daniel Tatum is president emerita of Spelman College. She is the author of several books including the best-selling “Why Are All the Black Kids Sitting Together in the Cafeteria?” and *Other Conversations about Race* and the recipient of the 2019 CCAS Arts & Sciences Advocacy Award.

**10:15AM–10:45AM** **Refreshment Break**

NETWORKING

**10:45AM–12:00PM** **COMMITTEE MEETINGS BY SECTOR (Open to All)**

Note—the Committee on Gender Issues and the Committee on Cultural Diversity meet at different times in the program so that attendees can participate in those as well. All registrants are encouraged to choose a committee meeting and attend, regardless of current or past involvement.

Committee on Associate/Assistant Deans

Committee on Metropolitan/Urban Institutions

Committee on Research Institutions

Committee on Comprehensive Institutions

Committee on Private Institutions

Committee on Liberal Arts Institutions

**12:15PM–1:30PM**

EXPERT PRESENTER



**TABBYE  
CHAVOUS**

## PLENARY LUNCHEON

**with Tabbye Chavous, Director, *National Center for Institutional Diversity***

Dr. Tabbye Chavous is the director of the National Center for Institutional Diversity (NCID) and a professor of education and professor of psychology at the University of Michigan.

Presiding: CCAS President Elect and Annual Meeting Chair Theresa M. Lee, Dean, College of Arts and Sciences, The University of Tennessee, Knoxville

**1:45PM–3:00PM**

GROUP DISCUSSION

## CASE STUDIES OR CURRENT ISSUES DISCUSSION

### Case Studies

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. Participants may join any open room

### Current Issues Discussion

A panel of CCAS Deans will guide an exploration of current issues, encouraging small table discussions as well as full audience interaction.

### Speed Deaning: Continuing the Conversation

Participants who engaged in the Wednesday evening Speed-Deaning activity can convene in this space to follow up on conversations and further connect with potential mentors.





**3:30PM–4:45PM CONCURRENT SESSIONS I****TRADITIONAL PANEL****GENDER ISSUES: Creating and Sustaining Equitable Campuses**

Campus-wide discussions about inclusion and equity are occurring at many institutions, either as outcomes of student-led calls for change, findings from climate studies, or institutional responses to bias incidents. This session explores the nature of these conversations on various campuses, the level of engagement from campus constituencies, and structures that have been effective in terms of engendering constructive dialog and change. For example, we present information based on a university-wide diversity, equity, and inclusion effort that was triggered, in part, by the publication of a student manifesto demanding a more inclusive community in one instance, and sparked by racist flyers posted by external groups on campus and on social media, in another instance. We also review some of the plans that have been implemented to revise campus climate and update policies or curricula in response to these conversations.

**TRADITIONAL PANEL****THE STATE OF THE HUMANITIES IN HIGHER EDUCATION**

This roundtable brings together two historians who are also academic deans to engage in a conversation with the audience about the state of the humanities in higher education. With declining majors, reduced state support for higher education, and ongoing strategic resource allocations, some humanities departments and programs have been consolidated or have lost the ability to offer a major or a master's degree. While, for example, the American Historical Association's Tuning Project and Career Diversity have helped historians articulate the relevance of the discipline, this panel serves to broaden the conversation about the changes in higher education and the impact of those shifts on the humanities. Panelists will consider an array of issues confronting the humanities, and higher education. The panelists will address the role of the humanities, advocacy, resource allocations, curriculum development and changes, student learning, faculty impact, and evolving climate in universities during times of change.

**TRADITIONAL PANEL****RESEARCH INSTITUTIONS:****Best Practices for Field and Study Abroad Experiences**

Field research and study abroad courses have very unique challenges that on-campus research and classes do not experience. Besides being offered in locations that might have different rules, regulations, laws, and policies, faculty and students in these experiences are on-call 24/7 with almost no down time. This creates situations of less privacy and personal spaces getting thinner and thinner, leading to a breaking down of many barriers to normal interactions between faculty and students. The potential for physical and emotional harm are greatly elevated by these losses. For many years, these types

**3:30PM–4:45PM**

of programs have been run with little to no oversight. This is especially true when it comes to the issue of field research that is overseen by a single faculty member during the summer while not under contract, but it also applies to field and study abroad courses that are sanctioned by the institution. This lack of oversight can lead to the growth of a permissive culture in some disciplines and institutions that allows illegal behavior (drug use, sexual harassment/assault, etc.) to persist over decades. As such, it becomes the accepted norm by participants and the pressure not to complain about the behavior is increased. However, several recent high profile cases of sexual harassment and assault during these types of experiences, along with the growth of national movements such as #MeToo, has brought to light these regressive cultures. Increasingly, there are calls for reform through the creation of best-practices policies and training. This session will discuss attempts by institutions and organization to create and implement these new policies and training.

**EXPERT PRESENTER**

**Diane Zosky**  
*Interim Dean,  
College of Arts and  
Sciences, Illinois  
State University*

**FACILITATING COURAGEOUS CONVERSATIONS:****A Faculty Professional Development Program**

We live, work, and teach in increasingly pluralistic environments, yet faculty are challenged by classroom dynamics that reflect the increasing polarization in society. What should a faculty member do when a young white male student walks into class wearing a red MAGA hat and sits by the African American female who is wearing the “Black Lives Matter” t-shirt and the spontaneous conversation erupts/disrupts the class environment? Many faculty feel unprepared to safely facilitate conversation when current cultural conflicts reflected in society become manifest in the classroom. Rather than fearing these conversations, faculty can embrace them as opportunities for young people to learn about “the other” rather than retreating in ideological isolationism. This session presents how one university used faculty peers to lead professional development training with departments to give faculty the tools for how to “lean into” these learning opportunities in ways that facilitate hearing and learning about the other. This session will share information about the process of development, the implementation, and the outcomes from Courageous Conversations Professional Development series.





Atlanta History Center ([atlantahistorycenter.com](http://atlantahistorycenter.com))

**3:30PM–4:45PM**

### **THE WINDS OF CHANGE: Navigating a Natural Disaster**

TRADITIONAL PANEL

When an EF-3 tornado devastated Jacksonville, Alabama, on March 19, 2018, Jacksonville State University's campus took a direct hit. About 50 of 70 campus buildings were damaged, leaving the institution with multiple challenges. Similar challenges faced the University of North Carolina Wilmington, when Hurricane Florence made landfall five miles from campus on September 14, 2018. These universities weathered the uncertainties caused: whether the semester could resume; how to contact students, faculty, staff (many of whom were struggling personally from the disaster); whether commencement could be held; where to house students; where to begin recovery. In this interactive, scenario-based session, participants will learn additional details, recommend actions, and learn about two institutions' successes recovering from a major natural disaster. Outcomes include: Participants' collaboration through a case study approach. Strategies for short-term and long-term recovery, including specific recommendations for developing a communication plan, rebuilding campus, reopening campus, retaining and recruiting students in the wake of a disaster

**3:30PM–4:45PM**

TRADITIONAL PANEL

## SCALING BEST PRACTICES IN FOUNDATIONAL COURSES

(Hosted by ACLU)

Since 2017, eight large Association of Public & Land-Grant Universities scaled the use of adaptive courseware to nearly 15% of all general education courses. With the support of grant funding, these institutions were able to support the scaling of adaptive courseware in both STEM and humanities courses. The grant work has yielded best practices and some interesting data that shows positive impact measured through effect sizes. However, implementation matters as not all instances of adaptive courseware achieve similar or positive results. One critical lesson learned is that department and dean level support is vital to both scaling and supporting successful implementation. Another critical lesson is that it is not the technology, but whether faculty use data to inform and modify their pedagogy in the remaining portion of the course.

Using the lessons learned from over 150 courses and working with more than 1000 faculty, fifteen different adaptive products, and 150,000 enrollments, best practices and data were collected. In 2018, APLU along with Every Learner Everywhere, integrated these experiences and data into the development of a formal implementation guide entitled, A guide for implementing adaptive courseware: From planning through scaling. This panel will include reflections by a former chair of writing and rhetoric (now Executive Director of Academic Innovation) at University of Mississippi and the Executive Director of the Personalized Learning Consortium. Together, they will share findings and strategies that chairs and deans should employ.

**4:45PM–5:30PM**

NETWORKING

## COMMITTEE ON CULTURAL DIVERSITY

Open to anyone interested in the programming of the Committee on Cultural Diversity.

**6:30PM–8:30PM**

NETWORKING

## OFFSITE RECEPTION: The National Center for Civil and Human Rights

(CCAS name badge required), [www.civilandhumanrights.org/](http://www.civilandhumanrights.org/)  
*Dinner on Your Own*



**7:30AM–8:45AM**

**NETWORKING**

**CONTINENTAL BREAKFAST BUFFET or  
COMMITTEE ON GENDER ISSUES BREAKFAST MEETING**

Open to anyone interested in the programming of the Committee on Gender Issues.

**9:00AM–10:15AM**

**CONCURRENT SESSIONS II**

**TRADITIONAL PANEL**

**CULTURAL DIVERSITY: Dancing with Diversity**

The inspiration for this session is Vernā Myers's quote "Diversity is being invited to the party. Inclusion is being asked to dance." This session will cover advertising and recruiting as well as what can be done before, during, and after "onboarding" to promote retention of faculty from under represented groups. Attention will be given to the traditional differences between advertising, recruiting, and retaining and the need to integrate one's efforts in all three areas. Special attention will be paid to ideas on how to recruit and hire in a regulated environment such as public institutions. Panelists will offer case studies of the efforts at their schools along this timeline followed by a discussion with the audience about each time point and what has worked or not worked at their own institutions. Discussion from the audience will be actively prompted so that we can all learn from each other.

**TRADITIONAL PANEL**

**METRO/URBAN INSTITUTIONS:  
Building Community for Social Change and Inclusive Excellence:  
Curriculum, Outreach, and Applied Research**

As deans in metropolitan/urban institutions, we are leading collages located in living labs where social problems abound. Inequity, injustice, and poverty, for example, exist not just in the community; they come into our institutions in a variety of ways. Our students struggle with their own social issues, and our programs work with people and organizations that face real and immediate challenges. Our institutions provide vital connections between the research and knowledge to help alleviate some of the issues and the people affected by them. As a result, we feel an obligation to help to transform the communities in which we live and contribute to inclusive excellence. Universities can do this in many ways, including curriculum change, community building and engagement, and applied research.

**TRADITIONAL PANEL**

**RESEARCH INSTITUTIONS: Promoting Interdisciplinary Research for Both Undergraduate and Graduate Students**

Research is becoming more and more interdisciplinary. Collaborations among faculty from different disciplines becomes key to the advancement of knowledge in emerging, complex, interrelated scientific problems. Funding opportunities that cross disciplinary lines are now more accessible than ever. The question, however, of how to build interdisciplinary capacity most effectively

in order to answer these complex problems is still open. Initiatives to foster interdisciplinarity that include engagement in related research funding and attempts to more integrative graduate education have not suggested a clear path to a successful model of engagement both at the undergraduate and graduate levels. What are we doing to prepare our students for this type of research? What are the hurdles we are facing in this integrative process?

## PAIRED THEORY & PRACTICE

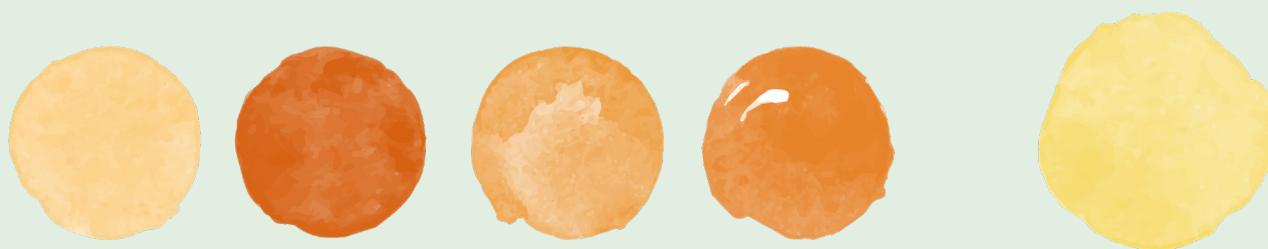
### UNDERSTANDING HEALTHY EMOTIONAL LABOR AND ASSESSING EMOTIONAL BURNOUT

As college administrators, there are a variety of situations that we come across frequently and with varying levels of intensity (e.g., blame for budget decisions, discrimination, firing, bad or good news from faculty) that require emotional responses from us (anger, joy, disappointment, surprise, irritation, etc.). Such frequent situations and responses can be understood as the emotional labor we perform during the course of doing our jobs. And as we understand more and more about how emotional labor is performed, we are also understanding how such labor impacts our health, job satisfaction, burnout, overall health of our work relationships, and the general health of our units. In this presentation, I'll go over the theoretical understanding of what is emotional labor and some of the factors that shape it, and offer practical strategies for assessing and understanding how emotional labor can impact job satisfaction and emotional exhaustion.

## TRADITIONAL PANEL

### AROUND THE WORLD IN 80 IDENTITIES

The demographics of American students studying abroad is changing and becoming more diverse. Targeted recruitment and program development, and specialized advising and orientation, have resulted in a more diverse student population choosing to study abroad in locations world-wide. For U.S. institutions, this constitutes success but how is this affecting our partners abroad? Are they adequately prepared to meet the needs of these students? Do they understand the complexity of American identity? At the University of Minnesota we have shifted focus to on-site inclusion practices and supporting our partners in better understanding and meeting our students' needs. Efforts include local faculty workshops and professional development, curriculum review and revision, expansion of student services and more comprehensive in-country orientations. This presentation will focus on the issues for diverse students abroad and strategies to successfully work with on-site partners to create inclusive programs and services





**9:00AM–10:15AM SEMINAR FOR NEW DEANS**

TRADITIONAL PANEL

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 team that conducted the 2019 summer CCAS New Deans Seminar. All deans are welcome to attend.

**10:15AM–10:45AM Refreshment Break**

NETWORKING

**10:45AM–12:00PM CASE STUDIES or CURRENT ISSUES DISCUSSION**

GROUP DISCUSSION

**Case Studies**

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. Participants may join any open room.

**Current Issues Discussion**

Current Issues Discussion hosted by the Committee on Gender Issues

A panel of representatives from the CCAS Standing Committee on Gender Issues will guide an exploration of current issues, encouraging small table discussions as well as full audience interaction.

**12:15PM–2:00PM LUNCHEON WITH PRESIDENTIAL ADDRESS and BUSINESS MEETING**

NETWORKING

PRESIDING: Janice L. Nerger, Dean,  
*College of Natural Sciences, Colorado State University*



**JANICE L. NERGER**

## 2:15PM–3:30PM CONCURRENT SESSIONS III

### PAIRED THEORY & PRACTICE

#### INCLUSIVE ACADEMIC LEADERSHIP:

##### Strategies for Facilitating Collaboration and Motivating Teams

Effective team-building and inclusive leadership are useful approaches for avoiding or lessening the impact of obstacles to impactful leadership. Understanding that we can never “go it alone” academic leaders must constantly find ways to get buy-in from institutional stakeholders, including their own faculty and staff, to successfully manage people and programs. Using Appreciative Inquiry as a theoretical framework, academic leaders can work to create environments that will foster positive and sustained change. The four basic steps of Appreciative Inquiry- Discovery, Dream, Design and Destiny- provide teams with opportunities to highlight and build on past successes while envisioning an ideal future. Inclusive leadership, a much-touted approach to management in the corporate arena, can be adapted for the academy to not only augment diversity, equity and inclusion initiatives, but to change the way in which decision-making takes place. This interactive session will draw upon several examples of how appreciative inquiry and inclusive leadership have been used to encourage and build on stakeholder engagement in undergraduate education.





**PAIRED THEORY & PRACTICE**

**HOW DOES YOUR LEADERSHIP STYLE CHANGE UNDER STRESS?**

**(Hosted by Academic Impressions, CCAS 2019 Sponsor)**

Senior academic leaders across all institutions in higher education face increasing complexity and uncertainty, making it much more difficult and stressful to lead effectively. How we lead under stress can often vary significantly compared to how we lead under regular circumstances. Being aware of these changes in our style and approach is critical to being an effective leader. In this session, we provide an opportunity for you to reflect on how your leadership changes under different conditions. You will complete a self-assessment and learn about a model of leadership that can help you leverage your strengths, build your awareness of how these strengths change under stressful conditions, and develop strategies to address these changes in your leadership.



2:15PM–3:30PM

TRADITIONAL PANEL

## **METRO/URBAN INSTITUTIONS: IT'S ABOUT BELONGING — Strategies for Student and Faculty Success in the Urban/Metro Commuter Institution through Community Building**

Research has long shown that a psychological sense of community contributes to student success in terms of higher GPAs and higher graduation rates. At the same time, faculty job satisfaction and rates of retention are also tied to how connected a faculty member feels to their institution. Creating an environment, however, in which students and faculty feel a sense of belonging in the academic setting or local community is often quite a challenging task in urban, commuter institutions where time, space and resources are often limited. In this panel/discussion, we explore nurturing and supporting community as a means to “belongingness” through three different lenses: 1) Engaging students in the campus community; 2) Engaging faculty in the campus community; and 3) Engaging both students and faculty in the local community.

TRADITIONAL PANEL

## **DEMYSTIFYING ADVOCACY**

CCAS Board Members and seasoned advocates will share their experience with advocating for the arts and sciences at the local, state, and national levels. This session is appropriate for all registrants, regardless of advocacy background to date.

TRADITIONAL PANEL

## **A/A DEANS: Caught in the Middle With You: Navigating Politics and Policies as an Assistant Dean**

An Assistant Dean often occupies the space between departments and administration. Tasked with moving policies, practices, and programs forward to achieve specific goals the person in this position can find themselves pulled in many different directions between units with competing priorities. Departments and faculty want them to be advocates on their behalf to the administration, both at the college and the University level, and administration wants them to move departments and faculty towards action and compliance. They are sometimes cast in the role of enforcer for unpopular or controversial changes. Other times they control resources to be distributed. How do they navigate these issues while keeping the objectives of all stakeholders as priorities? How does their tenure or in most cases non-tenure status complicate the dynamic? What support do they need to affect the best outcomes? Where can their particular skills be best utilized? How do you help individuals grow professionally in this position? With over (a million) years experience between them, Three assistant deans will share their perspectives on this important administrative role and how to use the assistant dean position and expertise for full benefit.

GROUP DISCUSSION

## **BOARD LISTENING SESSION**

Share your thoughts with the CCAS Board of Directors and help shape the 2020 Strategic Plan.



**3:30PM–4:00PM** Refreshment Break

NETWORKING

**4:00PM–5:15PM** CONCURRENT SESSIONS IV

PAIRED THEORY & PRACTICE

**CHIPPING AWAY AT INTELLECTUAL INEQUALITY:  
Theory & Practice of Inclusive and Engaged College Initiatives  
through “Critical Engagements”**

As Eric Alterman outlines in *The New Yorker*, intellectual inequality—“the fact that some people have the resources to try to understand our society and others do not”—is an increasing problem with some dire consequences for our country. Access to a liberal arts education becomes now more than ever an imperative. It also couples well with the other imperatives for American higher education to meet diversity, equity, and inclusion goals on our campuses. Our universities must work together to give all students “the opportunity to address unscripted problems in the context of a diverse nation and globally interdependent, multicultural world” (AAC&U on diversity and equity). Is it possible—particularly for those of us at public institutions that have seen state funding almost disappear and declining enrollments throttle our creativity—to find ways to give our students the economic, social, and intellectual resources they’ll need now and those tools they’ll need later for those “unscripted problems”? Within the College of Liberal Arts and Social Sciences at Central Michigan University, we are exploring these questions around an initiative called “Critical Engagements: Questions That Matter, a collaborative project that makes the academic mission of Central Michigan University concrete by highlighting how our college and university are tackling the world’s most pressing and difficult problems. This session will provide background on the project, including its genesis in our desire to make visible the college’s core values and to frame the advantages of a liberal arts education in terms of what Sha Xin Wei calls “palpable impact.” Now two years into the initiative, we are working to make it better, particularly around student success. During this session, we will explore the value of such an initiative as it relates to questions of diversity, equity, and inclusion. We will describe our progress on various projects—including the creation of an interdisciplinary and collaborative design-lab course and a deliberative committee anchored in our local community—efforts that we hope will give students of different backgrounds and identities the tools to help solve some of the world’s most wicked problems.

**4:00PM–5:15PM**

TRADITIONAL PANEL

## **LIBERAL ARTS INSTITUTIONS: Modeling Civility in a Polarized Environment**

Recent gains in the racial and cultural diversity of higher education landscape have coincided with a period of increased political polarization, making the liberal arts institutions' traditional mission of fostering engaged and civil discourse more urgent. Deans from three liberal arts universities share curricular and co-curricular strategies for ensuring that students and faculty engage with contentious topics with fairness, equanimity, and respect for all viewpoints—difficult but achievable outcomes in today's fractious political atmosphere.

TRADITIONAL PANEL

## **CULTURAL DIVERSITY: ANOTHER REQUIRED COURSE?!**

### **Developing, Implementing, and Sustaining Diversity Curriculum Initiatives**

While many student and faculty groups recognize and even demand additional courses on topics related to human diversity, there are numerous challenges to overcome: determining goals and setting parameters for the initiative, negotiating over what the courses might displace in teaching rotations or lists of required courses, encouraging departments to develop new courses, preparing faculty to teach them, and addressing resistance that might arise from students, parents, and community members. Our session will offer examples of how some deans have helped their colleges address these and related concerns, and offer recommendations based on our experiences. Associate Dean Sanford from Sam Houston State University will discuss a faculty-led effort to promote diverse dialogues, inclusive pedagogy, and the associated problems of preaching to the choir. Associate Dean Derwin, Brandman University, will discuss the initial launch of a new university-wide initiative to address equity, diversity, and inclusion. Associate Dean Griffin from the University of Nebraska-Lincoln will discuss college-led efforts to support faculty and graduate students teaching a new college course requirement, Human Diversity in the US.

TRADITIONAL PANEL

## **THE KNOWN OR THE UNKNOWN: The Advantages and Disadvantages of Internal and External Hires for Assistant & Associate Dean Positions**

Assistant and Associate Deans are often powerful and ambitious mechanism for change within an academic unit, yet they are just as often internally appointed without an extensive national search rather than hired from an outside institution. In this panel, deans who have recently hired Assistant or Associate Deans will describe and explore the advantages and disadvantages of hiring a new administrator into your college both from your own faculty and also from an external college or university.





4:00PM–5:15PM

OTHER

**LIBERAL ARTS FOR THE MARKETPLACE**

The skills acquired by liberal arts majors are critical to the twenty-first century workplace and to the marketability of students. Yet, many students who wish to take majors in the liberal arts choose other majors instead—in business or education, for example—because they believe professional majors will make them more marketable. Additionally, students who do graduate with liberal arts majors are often unaware of how to market themselves, making their first job searches unnecessarily difficult. To bridge the gap between the traditional, liberal arts education and the increasing expectation of job-readiness in college graduates, Black Hills State University has recently created a new major, Liberal Arts for the Marketplace (LAMP). In this session, presenters from BHSU will describe the principles behind this program as well as its evolution and the details of the curriculum. A discussion will follow in which participants are invited not only to ask questions but to share ideas and make contacts. The goal of this session is to foster collaboration among institutions that are facing the same nation-wide challenge.

EXPERT PRESENTER

**Wendy A. Naus**

*Executive Director,  
Consortium of  
Social Science  
Associations  
(COSSA)*

**WHY ALL DEANS SHOULD ADVOCATE (AND HOW TO DO IT EFFECTIVELY)**  
COSSA Sponsored Session

The Consortium of Social Science Associations (COSSA) is a non-profit, non-partisan advocacy organization working to secure sustainable federal funding for social and behavioral science research and support federal policies that positively impact the conduct of research. While focused primarily on the social and behavioral sciences, COSSA works with partners throughout the scientific and higher education communities to promote and secure sustainable federal funding for scientific research across all federal agencies. A science advocate for the last 15 years, COSSA Executive Director Wendy Naus will discuss the organization's efforts in Washington to effect change in the federal policy making process and promote scientific research to influential decision-makers. She will also outline steps deans can take to advocate for science (including social science) from campus. This session will provide information on the advocacy tools and resources already at your disposal and offer tips and tricks for getting your messages heard (and acted on) by policy makers. Learn how to be a voice for science in Washington, in your community, and from your living room. Come hear about the outlook for science (and social science) funding and policy, the challenges and opportunities before us, and why every dean should become an advocate. CCAS is a member of COSSA and the two organizations have partnered together to advance shared advocacy goals. The COSSA membership also includes more than 50 individual colleges and universities.

# FRIDAY

## 5:30PM–6:30PM STATE/REGION MEETINGS

NETWORKING

Alabama Deans  
DC/Baltimore Deans  
Georgia Deans  
Kentucky Deans  
Michigan Deans  
North Carolina Deans  
Ohio Deans  
Pennsylvania Deans  
Tennessee Deans

\*INSERT YOUR STATE HERE. If you'd like to convene deans from your state or region, email Amber at [aecox@wm.edu](mailto:aecox@wm.edu); limited space available.

*Dinner on Your Own*

**Georgia Aquarium**  
([georgiaaquarium.org](http://georgiaaquarium.org))



*Be sure to stop by their tables and  
thank the 2019 CCAS sponsors:*



**THE CHRONICLE**  
of Higher Education®



## NETWORKING

### Breakfast on your own

Only coffee, tea, and soft drinks available Saturday morning.

## 8:30AM–9:45AM CONCURRENT SESSIONS V

### TRADITIONAL PANEL

### WHY HISTORICALLY BLACK COLLEGES AND UNIVERSITIES STILL MATTER

HBCU's were founded upon the exclusion of African Americans from higher education. Freedom has been historically linked with education for African Americans as a pathway to opportunity and economic mobility. HBCU's like the Black church were major institutions that were sources of pride and heritage despite their struggle for resources. In our contemporary times with the growth of large public institutions in urban areas and rise of community colleges the need for their continued existence has been questioned. This panel will explore the roles HBCU's have and continue to play in the landscape of higher education. The perspective of deans at these institutions will provide valuable insight into how the challenges and solutions that are used to recruit and retain students, special curriculum focus that these universities are able to take advantage of and the relevance of cultural climate in the education of students.

### EXPERT PRESENTER

#### Joe Wilferth

*Interim Dean,  
University of Tennessee  
at Chattanooga*

### GAINING GROUND: Food Insecurity and Gardening as Curricular Reform

This presentation will include a discussion of food insecurity, environmental sustainability across our curriculum, and a campus vegetable garden that became an ideal opportunity/site for engaged learning. The presentation will highlight a new campus garden that emerged out of a college-level strategic plan and quickly became the locus of interdisciplinary activity. The garden became, in many ways, the embodiment not only of the arts and sciences but also a teaching/learning space wherein we would educate others on food literacy, food scarcity, and urban gardening practices. We would learn how those topics intersect both with engaged (and interdisciplinary) learning for a surprising array of students as well as with LEAP's Essential Learning Outcomes.

### TRADITIONAL PANEL

### RETENTION INITIATIVES OUTSIDE OF THE CLASSROOM

Retention is a major concern for college campuses, not only because of higher education funding models, but also because we promote higher learning as key to our civic ideals, career development, and to promoting equality. Students face a host of difficulties in regards to access and preparedness for education that affects their abilities to persist and complete college or coursework successfully. This panel provides participants knowledge about what is being done to promote student retention and persistence outside of effective and innovative teaching. New advising initiatives, support groups, and partnerships in communities show that true solutions to retention involve thinking beyond the classroom too.



# SATURDAY

**8:30AM–9:45AM**

PAIRED THEORY & PRACTICE

## **CHAIRS TALES: Embracing Inclusiveness on a Pathway Through Changing Times**

The proposed concurrent session will present insights gathered in interviews with higher education administrators reflecting on their first year in their leadership roles. The presentation will focus on the chairs positions as a pathway into higher education administration. The presentation will address the inclusive skills and knowledge which chairs transfer to the role as a dean, associate dean, or provost. Pathways into administration are not always linear. Some academics move quickly into positions of administration bypassing the role of chair or coordinator of their academic unit or other university programs, while some academics move methodically through the ranks. Using social psychological theories of in-groups, out-groups, conscience of kind, and group think, an inclusive perspective on higher education administration will be presented. The administrative practice of inclusiveness will be developed in the presentation, including concept the concept of cognitive dissonance as a framework for higher education decisions making in challenging times. Finally, the insight from interviews will provided tips, skills, and knowledge for those navigating their first year in a higher education leadership role.

TRADITIONAL PANEL

## **BEST PRACTICES IN INDUSTRY ADVISORY BOARD DEVELOPMENT**

The changing dynamics of higher education has led academic programming to be more integrated with industry needs. Advisory committees can offer great insight for program development as well as potential challenges. This panel addresses best practice with board development, maintenance and long term relationship building for the success of students, the program and the college.

TRADITIONAL PANEL

## **THE RIGHT MIX OF ACADEMIC PROGRAMS**

**(Hosted by The Chronicle of Higher Education, CCAS 2019 Sponsor)**

The prospect of altering academic programs can raise hackles on campuses, but the sometimes-sprawling number and size of departments and degrees may not match demand or suit the business model. This panel discussion moderated by Scott Carlson, senior writer at The Chronicle of Higher Education, will bring deans together to discuss the issues and challenges involved in taking stock of academic programs and how they are making decision to cut programs or develop new ones, especially those that meet student demand and labor-market opportunities.

**9:45AM–10:00AM**

## **Refreshment Break**

NETWORKING



## 10:00AM–11:15AM CONCURRENT SESSIONS VI\*

## EXPERT PRESENTER

**Jennifer Teramoto Pedrotti***Associate Dean for  
Diversity and Curriculum,  
California Polytechnic  
State University***CHANGING TIMES, CHANGING PRACTICES:****The Need for Diversity and Inclusion Leadership at the College Level**

The student population entering college today is markedly different from generations past. Students of color and women are matriculating at greater rates than ever before, and social identities have expanded to include many different facets. As diversity at the student level increases, however, the academy may find itself with a body of faculty, staff, and administrators who are struggling to adjust to this new student population. Common problems revolve around increasing faculty diversity to match that of students, increasing skills in inclusive teaching strategies, and changing norms surrounding policies and practices that have historically erected barriers for students who are not a part of the dominant culture. It becomes imperative to find ways to increase the diversity in the faculty pool, while at the same time increasing cultural awareness, knowledge, and skills of the faculty base. In Cal Poly, San Luis Obispo's College of Liberal Arts, a position was created at the Associate Dean level focusing specifically on Diversity and Inclusion to provide a home for these common problems to be better analyzed and addressed. In this presentation, I will discuss the creation of this position, the development of goals surrounding it, and give examples of ways in which this position has been able to make change in a variety of different areas. Some examples of methods used include a Faculty Cluster Hire Focused on Diversity and Inclusion, development of plans to better educate large groups of faculty, emphasizing inclusive teaching as a part of the tenure process, and positioning department chairs/heads to be advocates and leaders in making change across the college. Future plans for the position, and its impact on the university as a whole will also be discussed.

## EXPERT PRESENTER

**Eric Bain-Selbo***Dean, School of  
Humanities and  
Social Sciences,  
Indiana  
University  
Kokomo***FREE SPEECH ON CAMPUS:****Student Learning and Public Perception**

For many people in the general public, higher education is dominated by left-leaning, "politically correct" faculty who indoctrinate students with leftist ideologies and are obstacles to free speech on campuses. There is a sustained public narrative that campuses are no longer spaces of open dialogue but territory conquered by various champions of identity politics. While we certainly want to make students feel safe in order to promote learning, we also understand that learning often requires engaging the "uncomfortable." The divide between comfort and discomfort, however, can be a difficult one to navigate, and certainly many people in the general public (particularly the more conservative) believe that educators often fail to find the proper balance. What are some guiding principles for striking such a balance? What can we do on our campuses to change the dominant narratives about free speech in higher education? How can we communicate that to the public?

10:00AM–11:15AM

TRADITIONAL PANEL

## **INTERNATIONAL EDUCATION: Engaging Students from Underrepresented Groups through Global Awareness and Experience**

The benefits for students from international travel and study abroad are roundly recognized. However, these benefits are not always viable for students from underrepresented groups. Moreover, Historically Black Colleges and Universities, Minority Serving Institutions, and Hispanic Serving Institutions face unique opportunities and challenges in attracting and financing students, and developing curricula interventions to create successful international education initiatives. This panel will explore diversity and inclusion of underrepresented students and/or Minority Serving Institutions in international education initiatives that deans have developed in their colleges or universities.

TRADITIONAL PANEL

## **ONE PLAN, TWO UNIVERSITIES: Supporting and Promoting Faculty in Creative Ways**

In challenging budgetary times, faculty morale can become a major issue for a dean. The financial restrictions can mean loss of lines, programs, travel, etc., which adversely affect departments and the faculty in them. How can a dean support and promote faculty at little expense? Presenters will share strategies implemented at two regional, comprehensive institutions in the South. The creative, low-cost solutions range from a thank-you program to mentoring to a research newsletter. The session will also include ideas for expanding the shoe-string programs once budgets improve.

OTHER

## **BUILDING THE DREAM TEAM WITH ADVANCEMENT: Best Practices to Grow Your College, Increase Support, and Activate Your Alumni and Friends**

One of the most important roles of the Dean is to raise funds for his/her college and to build partnerships in the community that will be financially fruitful. To support these efforts, the Dean often works in partnership with a director of development. This relationship between the academic side and advancement can be challenging and fraught with tensions. But when managed well, it can lead to tremendous value and enjoyment. This session features a collaborative presentation from a “Dream Team” - a Dean and a Director of Development who are working effectively together to advance the mission of the college and the university. In the session, we will provide concrete strategies for Deans to (a) work effectively with their Director of Development, (b) balance efforts to cultivate prospective donors and alumni, (c) make an effective ask for major gifts, and (d) create a meaningful advisory council to support their external efforts. By the end of the session, participants in the program will leave with a practical model for achieving real results.

OTHER

## **MENTORSHIP ACROSS THE STUDENT LIFECYCLE: How Universities can Build Diverse Communities for Student Success (Hosted by Mentor Collective, CCAS 2019 Sponsor)**

Description forthcoming.



**11:15AM–11:30AM** Break

NETWORKING

**11:30AM–1:00PM**

EXPERT PRESENTER



**RICKY HALL**

## **CLOSING CONVERSATION WITH RICKEY HALL, ADVANCING DIVERSITY, EQUITY, AND INCLUSION: It Starts With Leadership**

*Vice President /University Diversity Officer, Office of Minority Affairs & Diversity, University of Washington*

PRESIDING: CCAS President Elect and Annual Meeting Chair Theresa M. Lee, Dean, College of Arts and Sciences, The University of Tennessee, Knoxville

Meeting Adjourns at 1:00PM

Lunch on Your Own

**1:00PM–3:00PM**

## **MEETING OF THE NEW CCAS BOARD OF DIRECTORS**

**2:00PM–5:00PM**

## **POST-CONFERENCE WORKSHOPS (see page 28)**

EXPERT PRESENTERS

### **ASSISTANT & ASSOCIATE DEANS:**

**What We Wish We Knew: Leadership & Success in the Middle**

EXPERT PRESENTERS

### **CULTIVATING A FEDERAL GRANT CULTURE**



The Martin Luther King National Historic Site

# POST-CONFERENCE WORKSHOPS

## BY PRE-REGISTRATION ONLY

Separate registration and fees apply. Enrollment is limited to 50 participants, so register early! Pre-registration is required — on-site registration will be available for the workshops only if space is available and is not guaranteed.

**2:00PM–5:00PM**

### EXPERT PRESENTERS

**Jason Aleksander**

*Associate Dean for Faculty Success and Research, San José State University*

## ASSISTANT & ASSOCIATE DEANS:

### What We Wish We Knew: Leadership & Success in the Middle

The role of an assistant and associate dean can vary greatly depending on the institution. Moreover, the decision-making authority and autonomy of assistant and associate deans are often determined by the management style of the dean. There is no doubt that these roles can be extremely rewarding as assistant and associate deans are often responsible for the oversight and coordination of the programs and activities in the college that support student recruitment, education and retention (Mabrouk, 2018). Nonetheless, these roles can also be extremely challenging and fraught with uncertainty, conflict and ambiguity. Faculty members moving into these roles may feel unprepared for the managerial challenges that come with supervising staff or frustrated that they have little time for scholarship. Others may find that constantly navigating “in the middle” requires them to develop a resilient mindset comfortable with constant change and transition. This session will address some of the complexities inherent in these “in-between” roles by offering a variety of perspectives through the lens of assistant and associate deans from three institutions. Panelists will also share strategies for increasing your chances of success as a leader and a manager in the middle.

### EXPERT PRESENTERS

**McAlister & Quinn**

*A Washington, DC, consulting firm that provides a range of services to a diverse group of clients with issues before the federal government.*

## CULTIVATING A FEDERAL GRANT CULTURE

How can you use your position as a Dean to promote faculty grant seeking and research?

In today’s competitive environment, deans are more and more being asked to help increase federal grant and faculty research funding. With that said, the federal grants process can often be viewed by faculty as intimidating, frustrating, and time consuming.

This workshop will explore how you as a dean can play a leadership role in promoting and expanding federal grants for scholarships, research, and academic programs. Throughout this three hour workshop, we will tackle the following topic areas:

- Why are grants important and how can they help you achieve your objectives as a dean?
- What role should the dean play in promoting and encouraging grant activity?
- How do you create a more robust grants culture among faculty at your institution?
- What specific grants are available to deans of Arts and Sciences?



# ABOUT THE HOTEL

# CCAS



The CCAS preferred group rate is \$189 (single or double, plus tax)

Reservations must be made by October 15, 2019 to qualify for the group rate. To reserve accommodations, [click here](#) or call 800-445-8667 and use code COC to book within the CCAS room block.

## HILTON ATLANTA

LOCATED IN THE HEART OF ATLANTA, walking distance to local attractions, restaurants and venues, our hotel is close to the interstate and MARTA rapid transit for convenient accessibility to Hartsfield-Jackson Atlanta International Airport and surrounding neighborhoods.

- Spectacular skyline views from upper floor rooms
- 12 minute drive from Hartsfield- Jackson Atlanta International Airport
- Covered pedestrian sky bridge to MARTA and Peachtree Center Mall
- Award-winning restaurants and lounges with unique options for breakfast, lunch and dinner
- Fully equipped fitness center, outdoor jogging track, tennis and basketball courts





# CCAS 55TH ANNUAL MEETING

## November 4–7, 2020

