

A message on Advocating for the Humanities

from CCAS President Mary Anne Fitzpatrick

Dean, College of Arts & Sciences
University of South Carolina

As part of our strategic goal of advocating nationally for the humanities, last year CCAS joined the National Humanities Alliance (www.nhalliance.org). To show our continued support for the importance of the work of this organization, members of the CCAS Board of Directors have attended the Humanities Advocacy Day sponsored by the NHA the past two years.

I had the opportunity to represent CCAS at this year's NHA Annual Meeting and Humanities Advocacy Day in Washington, D.C., March 17-19.

Christina Hull Paxson, president of Brown University, keynoted the meeting with remarks on the essential paradoxes confronting us today. In a time of exponential increases in knowledge, we are questioning the value of a college degree. In an economy demanding creativity and innovation, we are favoring degrees that teach basic skills that depreciate quickly rather than developing intellectual capacities. Karl Eikenberry, now with the Center for International Security and Cooperation at Stanford University, spoke during lunch on the value of the humanities for international security. We need more Birkenstocks on the ground rather than satellites in space to give us a sense of the histori-



NATIONAL HUMANITIES ALLIANCE MARCH 17-19, 2013

Annual Meeting and Humanities Advocacy Day

cal, cultural, religious and societal issues we confront as we develop a more informed and nuanced foreign policy. In the afternoon, attendees heard from Senators Richard Durbin (IL) and Elizabeth Warren (MA) on "Humanities Education as a Gateway to Opportunity." These Senators see that the humanities teaches essential skills and habits of mind including close reading, clear writing, critical thinking and effective communication and fosters the development of skills that employers seek and society needs.

*...we need to sharpen our rhetoric
and make the case for the real
tangible benefits of our degrees
not only for our students but
also for our democratic society.*

I will not reiterate the points made during the meeting but suggest that deans review the Advocacy Guide (www.regonline.com/cus-timages/305166/NHA_Advocacy_Guide.pdf) which details not only the important programs to be supported in the areas of re-

search, education, preservation and public programs but also talking points for compelling arguments on the value of the humanities.

On March 19, 200 attendees headed up to the Hill to meet with members of the Senate and House of Representatives (or their staff members) from their individual districts. All politics is local. Each advocate came prepared with examples of programs in their home states that had been supported by various humanities funding streams. Although advocates had different experiences with our respective delegations, I was struck by how many of the key staffers in Democratic and Republican Congressional offices held humanities degrees.

It was a fascinating two days, and I was glad to be there representing CCAS. I came away from this event with a renewed conviction that we need to sharpen our rhetoric and make the case for the real tangible benefits of our degrees not only for our students but also for our democratic society.

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Workshop on Distributed Education Addresses Key Questions



ABOVE: "Making the College of Arts & Sciences a Tub on its Own Bottom for Online Learning" was the topic of Carmen Burkhalter's remarks (The Univ. of Alabama). The meeting sessions were held in the beautiful art-deco era dining room of the Queen Mary.



ABOVE: The workshop faculty included (first row, from left) Lisa Bond-Maupin (New Mexico State Univ.), Chris McCord (Northern Illinois Univ.), Laura Koppes Bryan (University of Baltimore). Back row: Carmen Burkhalter (The Univ. of Alabama), Anne-Marie McCartan (CCAS), and Vickie Rutledge Shields (Eastern Washington Univ.).

What are MOOCs and their implications for my institution? How do I answer questions from my board/president/provost about why our College is not offering more courses on line? How do I convince faculty that there are benefits to developing coursework for delivery at a distance?

These concerns--and others--were uppermost on the minds of the 50 deans, associate deans, department chairs, professors and others who attended the CCAS March Workshop "Why MOOCs are the Least of Your Worries: What every dean should consider about distributed education," March 14-15 in Long Beach, California.

Keynote speaker Kenneth C. Green (founding director of The Campus Computing Project) put MOOCs and other delivery technologies in historic and pedagogical perspective in his talk, "Moving Beyond the MOOCs: Online Education and the Liberal Arts." He made the case that MOOCs (non-credit courses offered at a distance to huge audiences) go back as far as 1957, when New York University offered a televised Comparative Literature course in conjunction with the Corporation

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for Public Broadcasting.

In Green's opinion, MOOCs will not have a major disruptive effect on traditional higher education. Among other points, Green argued that distance education should not be pursued as an end in and of itself; leaders should identify what mission-specific problems they wish to address (e.g., lack of classrooms, declining enrollments), and then decide if offering courses via distributed education is a potential solution. "Going online" requires colleges and universities – and campus officials – to commit to informed discussions about and thoughtful assessments of quality for both online and on-campus programs. The quality conversation involves more than simply comparing the performance of students in online vs. on-campus courses: ultimately, the conversation is about what all students learn and what learning environments and enabling resources and technologies foster student learning.



Further, he stressed that college administrators need to take an unabashedly "full cost accounting" approach to online learning so that the actual costs inherent in delivering this kind of instruction are fully known.

The second speaker, Christopher McCord, dean of A&S at Northern Illinois Univ., reported on a survey he conducted among CCAS members to determine programing, policies, and concerns regarding distance learning. He reports on his findings elsewhere in this newsletter.

Attendees heard from two CCAS members (Carmen Burkhalter of The Univ. of Alabama and Lisa Bond-Maupin of New Mexico State Univ.) about their experiences in developing robust distance-learning programs. Additionally, three administrators from the University of Baltimore (Laura Koppes Bryan, Beverly Snelling and Daniel Page) discussed their institution's foray into the MOOC environment. Although the speakers described very different institutional contexts and experiences, all



One of the best parts of CCAS meetings is learning from colleagues from around the country. This group includes (from left) Ann Cudd, Univ. of Kansas, Nasser Momayezi, Clayton State Univ., Jeane Breinig, Univ. of Alaska Anchorage, Lila Roberts, Clayton State Univ., and Dianne Hyson, CSU-Sacramento.



Daniel Page, Beverly Snelling, and Laura Koppes Bryan of the University of Baltimore shared their experiences with "Managing Multiple MOOC Anxiety."

stressed the importance of attending to quality issues in order to maximize success. Throughout the workshop, attendees were given ample time to discuss the implications of these institutions' approaches for their own campuses.

The workshop was held aboard the historic Queen Mary, the luxury cruise ship that crossed the Atlantic from 1936-1967. Former CCAS dean Donald Para (now Provost and VPAA at California State University, Long Beach) hosted a networking social hour on the first night.

CCAS Executive Director Anne-Marie McCartan and Eastern Washington University Dean Vickie Rutledge Shields served as co-directors of the workshop. All presentations can be found in the right-hand column of the CCAS website, www.ccas.net.



Keynote speaker Casey Green of The Campus Computing Project and Lynn Briggs (Eastern Washington Univ.) at the networking reception.



The March 2013 CCAS seminar “MOOCs are the Least of Your Worries: What deans should consider about distributed education” took a “dean’s-eye view” of the changing landscape of distributed education. To help frame the discussion of what deans should be considering, the program planners wanted to better understand the arena in which our deans were already

The policy issues that most concern deans involve *financial models and the ability to motivate and incentivize faculty participation*. Deans have the least satisfaction with existing policies on revenue distribution and quality assurance, and attach the greatest importance to quality assurance. The strongest sense of a “policy gap” (i.e. a policy is needed but is not in place) lies the areas of compensation for course development and delivery; in ensuring instructional proficiency in DE environment; and in setting course capacities.

Colleges that do not have a significant DE engagement were asked to identify what consequences might arise from entry; colleges that have a significant DE engagement were asked what consequences had arisen. The results were remarkably similar: the most important consequences anticipated/experienced involved *heightened expectations for revenue generation* (typically the central

Arts & Sciences Colleges and Distance Learning—A Survey

operating. To that end, Christopher McCord (Northern Illinois Univ.) conducted a survey of CCAS member deans. The survey looked at the extent to which Arts & Sciences colleges are involved in distributed education; the development of a policy framework to support distributed education; and the consequences (either anticipated or actualized) of engagement in distributed education.

The results of the survey can be found on the [CCAS website](#). Responses came from over 100 deans, representing a solid cross-section of the CCAS member institutions. Some of the most noteworthy findings include:

In most CCAS colleges, *distributed education is still a fairly small presence, dominated by stand-alone online courses*. Very few CCAS colleges use outside providers for distributed education. Faculty development is largely handled by a central university office; course development is fairly evenly divided between university- and college-level control; and course delivery and student advising are largely handled locally, at the college or unit level.

administration expecting it from the colleges) and *heightened revenue sharing* (typically the colleges expecting it from the central administration).

Overall, these results indicate that deans perceive the greatest issues in distributed education to lie in the *ability to ensure a quality product*, and to *ensure that the revenue needed to support DE programs returns to the colleges and units*. While the survey did not emphasize technology issues or curricular issues, there was little indication that deans find those issues to be the most significant in addressing the challenges of distributed education.

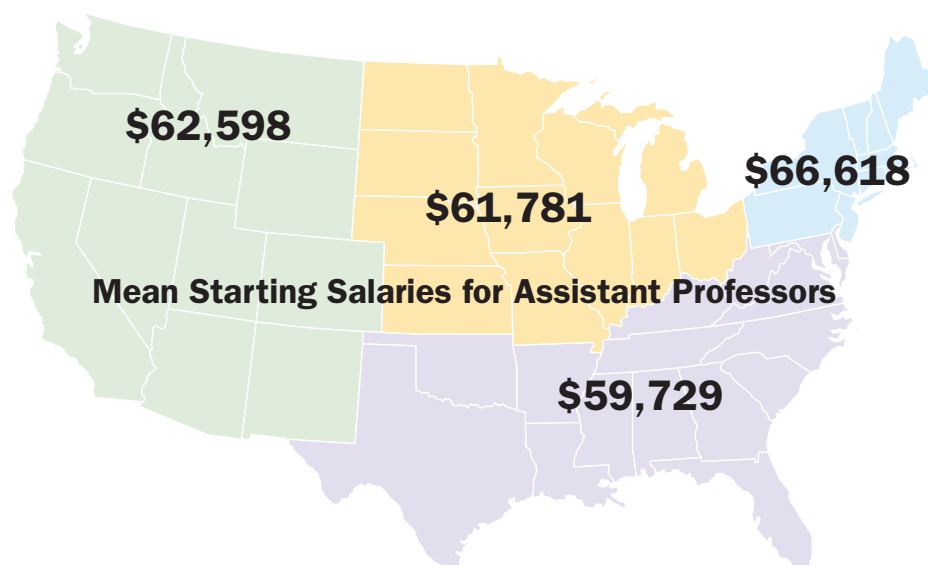
SUBMITTED BY CHRISTOPHER MCCORD

Findings from 2012 Faculty Salary Survey

Mean Starting Salaries for Assistant Professors

Doctoral & Master's Institutions

| | NUMBER OF AST HIRES | MINIMUM | MAXIMUM | MEAN |
|-----------------|---------------------|-----------|-----------|----------|
| Starting Salary | 1754 | \$28,7500 | \$135,000 | \$62,220 |



Mean Starting Salaries for Assistant Professors by Institution Type

Doctoral & Master's Institutions, Ascending Order by Mean Salary*

| INSTITUTION TYPE | NUMBER OF AST HIRES | MINIMUM | MAXIMUM | MEAN |
|------------------|---------------------|----------|-----------|----------|
| Public | 1488 | \$36,700 | \$139,500 | \$58,229 |
| Private | 266 | \$41,000 | \$135,000 | \$65,745 |

*Note that differences by institution type are not statistically significant

Mean Starting Salaries for Assistant Professors by Geographic Location

Doctoral & Master's Institutions, Ascending Order by Mean Salary

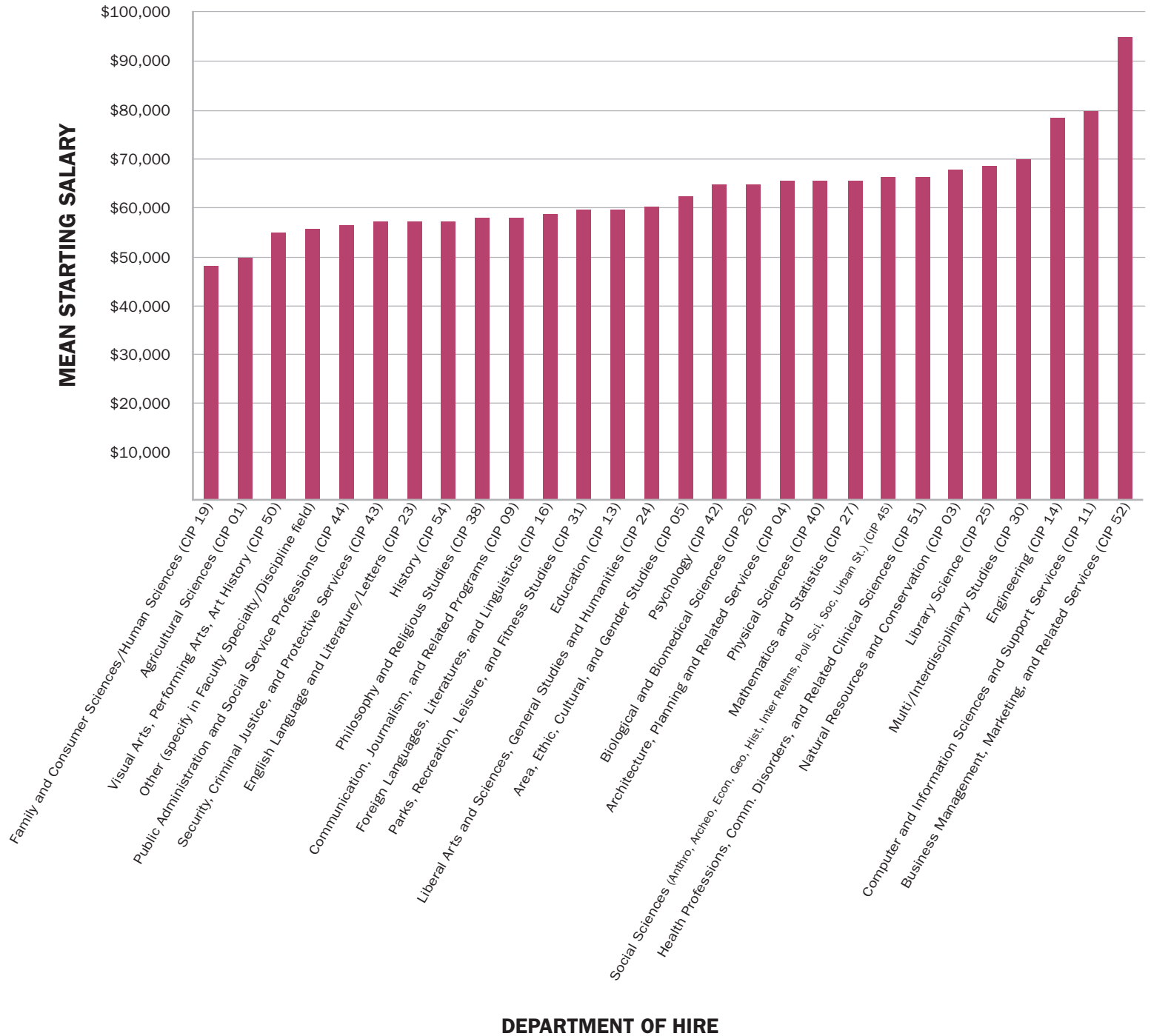
| GEOGRAPHIC REGION | NUMBER OF AST HIRES | MINIMUM | MAXIMUM | MEAN |
|-------------------|---------------------|----------|-----------|----------|
| South | 623 | \$31,000 | \$120,000 | \$59,729 |
| Midwest | 479 | \$38,000 | \$120,000 | \$61,781 |
| West | 275 | \$28,750 | \$103,000 | \$62,598 |
| Northeast | 377 | \$45,000 | \$135,000 | \$66,618 |

This year's annual survey of salaries paid to incoming faculty (the CCAS "New Hires Survey") yielded responses from over 200 colleges of arts/sciences – public and private, large and small. The mean salary paid to new tenure-track assistant professors (N=1838), across all disciplines (not including baccalaureate institutions) was \$62,220. This represents a 6.5 percent increase over the mean salary of incoming assistant professors from the 2011 New Hires Survey. Regional differences range from a mean high of \$66,618 in the Northeast to \$59,729 in the South. The mean starting salary for faculty at private institutions was higher than those at public institutions by \$4,155.

[SEE MORE>>](#)

Mean Starting Salaries for Assistant Professors by Discipline

Doctoral and Master's Institutions, Ascending Order by Mean Salary



Mean Starting Salaries for Assistant Professors

Doctoral and Master's Institutions, Ascending Order by Mean Salary

| ACADEMIC CLUSTER (BY CIP CODE) | # OF AST HIRES | MINIMUM | MAXIMUM | MEAN |
|--|----------------|----------|-----------|----------|
| Family and Consumer Sciences/Human Sciences (CIP 19) | 1 | \$48,000 | \$48,000 | \$48,000 |
| Agricultural Sciences (CIP 01) | 1 | \$49,000 | \$49,000 | \$49,000 |
| Visual Arts, Performing Arts, Art History (CIP 50) | 147 | \$31,000 | \$100,000 | \$54,938 |
| Other (specify in Faculty Specialty/Discipline field) | 8 | \$41,615 | \$67,000 | \$55,577 |
| Public Administration and Social Service Professions (CIP 44) | 17 | \$46,206 | \$68,000 | \$56,056 |
| Security, Criminal Justice, and Protective Services (CIP 43) | 18 | \$44,000 | \$68,000 | \$56,775 |
| English Language and Literature/Letters (CIP 23) | 170 | \$37,000 | \$74,000 | \$56,791 |
| History (CIP 54) | 120 | \$28,750 | \$72,600 | \$57,079 |
| Philosophy and Religious Studies (CIP 38) | 60 | \$45,000 | \$71,000 | \$57,566 |
| Communication, Journalism, and Related Programs (CIP 09) | 74 | \$45,000 | \$80,000 | \$57,834 |
| Foreign Languages, Literatures, and Linguistics (CIP 16) | 101 | \$47,000 | \$72,000 | \$58,194 |
| Parks, Recreation, Leisure, and Fitness Studies (CIP 31) | 14 | \$47,500 | \$83,000 | \$59,236 |
| Education (CIP 13) | 25 | \$41,200 | \$75,000 | \$59,320 |
| Liberal Arts and Sciences, General Studies and Humanities (CIP 24) | 3 | \$59,000 | \$60,000 | \$59,667 |
| Area, Ethnic, Cultural, and Gender Studies (CIP 05) | 18 | \$52,000 | \$88,000 | \$62,112 |
| Psychology (CIP 42) | 111 | \$46,000 | \$100,000 | \$64,640 |
| Biological and Biomedical Sciences (CIP 26) | 162 | \$38,000 | \$92,000 | \$64,730 |
| Architecture, Planning and Related Services (CIP 04) | 2 | \$64,000 | \$66,000 | \$65,000 |
| Physical Sciences (CIP 40) | 185 | \$48,000 | \$90,000 | \$65,370 |
| Mathematics and Statistics (CIP 27) | 152 | \$45,000 | \$89,600 | \$65,599 |
| Social Sciences (Anthro, Archeo, Econ, Geo, Hist, Inter Reltns, Poli Sci, Soc, Urban St.) (CIP 45) | 263 | \$41,000 | \$120,000 | \$65,964 |
| Health Professions, Comm. Disorders, and Related Clinical Sciences (CIP 51) | 34 | \$44,000 | \$85,300 | \$66,017 |
| Natural Resources and Conservation (CIP 03) | 7 | \$57,000 | \$72,000 | \$67,429 |
| Library Science (CIP 25) | 3 | \$65,000 | \$73,000 | \$68,333 |
| Multi/Interdisciplinary Studies (CIP 30) | 3 | \$60,500 | \$80,000 | \$69,500 |
| Engineering (CIP 14) | 16 | \$65,000 | \$90,000 | \$77,969 |
| Computer and Information Sciences and Support Services (CIP 11) | 31 | \$55,000 | \$96,000 | \$80,016 |
| Business Management, Marketing, and Related Services (CIP 52) | 8 | \$75,000 | \$135,000 | \$94,375 |

Mean Starting Salaries for Assistant Professors

Master's Institutions, Ascending Order by Mean Salary

| ACADEMIC CLUSTER (BY CIP CODE) | # OF AST HIRES | MINIMUM | MAXIMUM | MEAN |
|--|----------------|----------|-----------|----------|
| Public Administration and Social Service Professions (CIP 44) | 7 | \$50,000 | \$62,500 | \$55,071 |
| Visual Arts, Performing Arts, Art History (CIP 50) | 97 | \$31,000 | \$100,000 | \$55,530 |
| Other (specify in Faculty Specialty/Discipline field) | 5 | \$41,615 | \$67,000 | \$56,123 |
| Parks, Recreation, Leisure, and Fitness Studies (CIP 31) | 4 | \$49,000 | \$69,000 | \$56,250 |
| Security, Criminal Justice, and Protective Services (CIP 43) | 6 | \$50,000 | \$60,000 | \$56,875 |
| History (CIP 54) | 91 | \$28,750 | \$72,600 | \$57,489 |
| Philosophy and Religious Studies (CIP 38) | 39 | \$45,000 | \$71,000 | \$57,846 |
| English Language and Literature/Letters (CIP 23) | 114 | \$45,000 | \$72,000 | \$57,972 |
| Foreign Languages, Literatures, and Linguistics (CIP 16) | 79 | \$48,000 | \$72,000 | \$59,316 |
| Communication, Journalism, and Related Programs (CIP 09) | 46 | \$50,000 | \$80,000 | \$59,424 |
| Liberal Arts and Sciences, General Studies and Humanities (CIP 24) | 3 | \$59,000 | \$60,000 | \$59,667 |
| Education (CIP 13) | 11 | \$50,000 | \$66,000 | \$59,936 |
| Area, Ethic, Cultural, and Gender Studies (CIP 05) | 15 | \$52,000 | \$70,000 | \$60,933 |
| Health Professions, Comm. Disorders, and Related Clinical Sciences (CIP 51) | 16 | \$51,000 | \$77,000 | \$62,876 |
| Architecture, Planning and Related Services (CIP 04) | 2 | \$64,000 | \$66,000 | \$65,000 |
| Psychology (CIP 42) | 77 | \$52,000 | \$100,000 | \$67,088 |
| Natural Resources and Conservation (CIP 03) | 7 | \$57,000 | \$72,000 | \$67,429 |
| Library Science (CIP 25) | 3 | \$65,000 | \$73,000 | \$68,333 |
| Biological and Biomedical Sciences (CIP 26) | 97 | \$54,500 | \$92,000 | \$68,365 |
| Physical Sciences (CIP 40) | 127 | \$50,000 | \$90,000 | \$68,382 |
| Mathematics and Statistics (CIP 27) | 100 | \$53,000 | \$89,600 | \$68,782 |
| Social Sciences (Anthro, Archeo, Econ, Geo, Hist, Inter Reltns, Poli Sci, Soc, Urban St.) (CIP 45) | 187 | \$46,500 | \$120,000 | \$69,482 |
| Multi/Interdisciplinary Studies (CIP 30) | 3 | \$60,500 | \$80,000 | \$69,500 |
| Engineering (CIP 14) | 7 | \$70,000 | \$88,000 | \$78,143 |
| Computer and Information Sciences and Support Services (CIP 11) | 20 | \$70,000 | \$96,000 | \$85,000 |

Mean Starting Salaries for Assistant Professors

Doctoral Institutions, Ascending Order by Mean Salary

| ACADEMIC CLUSTER (BY CIP CODE) | # OF AST HIRES | MINIMUM | MAXIMUM | MEAN |
|--|----------------|----------|-----------|----------|
| Family and Consumer Sciences/Human Sciences (CIP 19) | 1 | \$48,000 | \$48,000 | \$48,000 |
| Agricultural Sciences (CIP 01) | 1 | \$49,000 | \$49,000 | \$49,000 |
| Visual Arts, Performing Arts, Art History (CIP 50) | 50 | \$40,000 | \$85,000 | \$53,788 |
| Foreign Languages, Literatures, and Linguistics (CIP 16) | 22 | \$47,000 | \$70,000 | \$54,165 |
| English Language and Literature/Letters (CIP 23) | 56 | \$37,000 | \$74,000 | \$54,387 |
| Other (specify in Faculty Specialty/Discipline field) | 3 | \$50,000 | \$62,000 | \$54,667 |
| Communication, Journalism, and Related Programs (CIP 09) | 28 | \$45,000 | \$75,000 | \$55,222 |
| History (CIP 54) | 29 | \$47,000 | \$68,000 | \$55,795 |
| Security, Criminal Justice, and Protective Services (CIP 43) | 12 | \$44,000 | \$68,000 | \$56,725 |
| Public Administration and Social Service Professions (CIP 44) | 10 | \$46,206 | \$68,000 | \$56,746 |
| Philosophy and Religious Studies (CIP 38) | 21 | \$45,000 | \$70,000 | \$57,046 |
| Social Sciences (Anthro, Archeo, Econ, Geo, Hist, Inter Reltns, Poli Sci, Soc, Urban St.) (CIP 45) | 76 | \$41,000 | \$80,000 | \$57,307 |
| Physical Sciences (CIP 40) | 58 | \$48,000 | \$72,500 | \$58,776 |
| Education (CIP 13) | 14 | \$41,200 | \$75,000 | \$58,836 |
| Psychology (CIP 42) | 34 | \$46,000 | \$75,000 | \$59,094 |
| Biological and Biomedical Sciences (CIP 26) | 65 | \$38,000 | \$74,000 | \$59,305 |
| Mathematics and Statistics (CIP 27) | 52 | \$45,000 | \$82,000 | \$59,477 |
| Parks, Recreation, Leisure, and Fitness Studies (CIP 31) | 10 | \$47,500 | \$83,000 | \$60,431 |
| Area, Ethic, Cultural, and Gender Studies (CIP 05) | 3 | \$55,000 | \$88,000 | \$68,003 |
| Health Professions, Comm. Disorders, and Related Clinical Sciences (CIP 51) | 18 | \$44,000 | \$85,300 | \$68,808 |
| Computer and Information Sciences and Support Services (CIP 11) | 11 | \$55,000 | \$82,000 | \$70,953 |
| Engineering (CIP 14) | 9 | \$65,000 | \$90,000 | \$77,833 |
| Business Management, Marketing, and Related Services (CIP 52) | 8 | \$75,000 | \$135,000 | \$94,375 |

Announcing Membership in 2013

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Not available at time of publication.

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CCAS membership is based on the institution and not the Dean or the individual College. If a Dean moves from a CCAS member institution to a non-member institution, the Dean must apply for CCAS membership for new institution to continue CCAS membership benefits.

Membership Dues

| SIZE | DUES |
|------------------|----------|
| Very Small | \$375.00 |
| Small | \$375.00 |
| Medium..... | \$500.00 |
| Large | \$740.00 |

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Announcing Membership in 2013 STANDING COMMITTEES

continued

Committee on Private Institutions

CHAIR: Steve Peters, *Friends University*

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Beate Schmittmann, *Iowa State University*

Jeffrey Thompson, *University of Nevada, Reno*

Scott Wood, *North Dakota State University*

MARK YOUR CALENDAR



November 6-9

CCAS returns to Florida for its 48th Annual Meeting. The conference hotel, Hyatt Regency Jacksonville Riverfront, is located on the banks of the St. Johns River. **Nancy Gutierrez** (University of North Carolina at Charlotte) is the Program Chair.

Changing of the Guard

William Baronak, interim dean of liberal arts at West Liberty University, has been named dean of arts and communication.

Brian Crawford has been named dean of liberal arts.

Laura Koppes Bryan has been named dean of arts and sciences at University of Baltimore.

Kevin Carman, dean of science at Louisiana State University, has been named provost and executive vice president at University of Nevada at Reno. **Guillermo Ferreyra** is the interim dean.

Cecilia Conrad, academic dean at Pomona College, has been named Director of the MacArthur Fellows Program. **Elizabeth Crighton** is the interim dean.

Caroline Cox, interim dean of College of the Pacific at University of the Pacific, has returned to faculty. **Rena Fraden** has been named dean.

Mickey Cronin and **Jackie Hayes** have been named academic deans at Goddard College.

Bridget Keegan has been named dean of arts and sciences at Creighton University.

Paula Lutz, formerly dean of letters and science at Montana State University, has been named dean of arts and sciences at University of Wyoming. **Nicol Rae** has been named dean at MSU.

Christopher Malaeb has been named dean of arts and sciences at National-Louis University.

Carol Richardson has been named dean of letters and sciences at National University.

Philip Rous, dean of natural and mathematical sciences at University of Maryland at Baltimore County, has been named provost and vice president for academic affairs. **William LaCourse** has been named dean.

David Schaberg from interim dean to dean of humanities at University of California, Los Angeles.

Judith Smith, dean and vice provost for undergraduate education in the College of Letters and Science at University of California, Los Angeles, has retired. **Patricia Turner** has been named dean and vice provost.

Kristin Sobolik, associate dean of liberal arts and sciences at University of Maine, has been named dean of liberal arts at Wright State University. Interim dean **Linda Caron** returns to associate dean.

Wayne Steely from acting dean to dean of humanities and social sciences at University of Saint Joseph.

New Members

The Citadel – School of Science and Mathematics

Lok C. Lew Yan Voon, dean

Loyola University Chicago – College of Arts and Sciences

Reinhard Adress, dean

SUNY Fashion Institute of Technology – School of Art & Design

Joanne Arbuckle, dean

In Passing

We regret to report that **J. Blaine Hudson**, dean of arts and sciences at the University of Louisville, has passed away. **John Ferré** is the acting dean.

2013 CCAS SEMINARS for DEPARTMENT CHAIRS

July 11-13 in Indianapolis, IN
October 6-8 in San Diego, CA

The CCAS SEMINAR FOR DEPARTMENT CHAIRS/HEADS provides a forum in which chairs—new and experienced— can examine the art of departmental administration through close interaction with colleagues from multiple disciplines and from institutions around the country. Presentations by experienced department chairs will focus on actual techniques used successfully by chairs, as well as ideal models of administration. Group discussion is critical to the seminar format; therefore, registration is limited. Two social hours, breakfast and lunch on the second day, and breakfast on the third day provide opportunities for interchange among participants. All banquet functions are included in the registration fee.

Seminar Directors:



GOLDIE S. BYRD,
Dean
*College of
Arts & Sciences
North Carolina A&T
State University*



JOHN D. MURRAY,
Dean
*College of
Arts & Sciences
Indiana State
University*

Facilitators:

Four experienced department chairs and associate deans from a range of disciplines and institutional types will offer small-group and individual sessions with seminar participants.

Registration

The Seminar is open to chairs/heads at accredited baccalaureate degree-granting CCAS member institutions. Due to space limitations, **no more than TWO chairs from the same institution** will be admitted. **The first 40 registration requests will be accepted; additional requests will be wait-listed in order of receipt.**

To register: www.ccas.net. Under Events, click the event you wish to attend. Register as a New Customer.

Registration Fee: \$550 (\$750 for non-member institutions). Includes seminar materials, two social hours, two breakfasts, and one luncheon.

Travel Plans

Both these cities have a plethora of attractions. **Participants from previous seminars have said that they wished they had added an extra day to explore before or after the seminar.** Both hotels have extended the group rate for several days on either side of the event, on a space-available basis. You are urged to make your hotel reservations (see below) after receiving confirmation of registration, or in no case later than the reservation deadline.

For Hotel Information click the appropriate box/link:

Indianapolis, IN

San Diego, CA

Preliminary Program

DAY ONE

3:00 – 5:45pm

Seminar Registration

4:00 – 5:45pm

Opening Plenary: The Chair as Academic Leader

6:00 – 7:00pm

Networking Social Hour
Dinner on your own

DAY TWO

7:30 – 8:30am

Breakfast Buffet

8:30 – 10:00am

The Basics for New Chairs
OR

Problem-Solving for Experienced Chairs

10:30am – Noon

Managing People & Conflict

Noon – 2:00pm

Luncheon

2:00 – 5:30pm

Recruitment, Retention, & Development of Faculty and Working with the Dean

5:30 – 6:30pm

Reception

DAY THREE

7:30 – 8:30am

Continental Breakfast

8:30 – 10:30am

Case Studies

11:00am – Noon

Taking Care of Yourself
Last Burning Questions

NEW DEANS

The Council of Colleges of Arts and Sciences (CCAS) offers seminars in which participants examine practical issues associated with college or university administration. In the Seminar for New Deans, experienced A&S deans share their accumulated wisdom about successful deaning and facilitate discussion among participants about approaches to common problems faced by those new to the job of deaning.

Using a variety of formats, including case studies, the seminar focuses upon successful management techniques as well as ideal models of administration. New deans from around the country and many types of institutions will be in attendance. Ample networking activities allow participants to develop a set of contacts to call upon once back on campus. The seminar also introduces attendees to the plethora of services and support you will receive as a CCAS member.

SEMINAR FACULTY



DIRECTOR

Gersham Nelson, Dean
College of Arts, Humanities,
and Social Sciences
University of Central Missouri



FACILITATORS

Jeffrey Hecker, Dean
College of Liberal Arts and Sciences
University of Maine



FEATURED SPEAKERS

Isaac J. Mowoe, Esq.



Catherine Albrecht, Dean
College of Arts and Sciences
Ohio Northern University



P. Geoffrey Feiss, Provost Emeritus
The College of William & Mary



Janice Nерger, Dean
College of Natural Sciences
Colorado State University

REGISTRATION INFORMATION

Since small-group discussions are critical to the seminar format, registration is limited to 40.

The registration fee of \$625 includes conference materials, Sunday and Tuesday social hours, Monday, Tuesday and Wednesday breakfast buffets, and Monday lunch. Fee for non-members is \$750.

Registration Procedure: From ccas.net, log in with your personal username and password under Member Login: click "Forgot your login information?" if you do not know your login credentials. Non-CCAS members may register as New Customers.

Registration Deadline: June 28, 2013, or until the seminar is filled. Payment need not accompany your registration but must be received by that date.

The first 40 registration requests will be accepted, with preference going to college deans; additional requests will be wait-listed in order of receipt. **Ten spaces are reserved for associate/assistant deans who have responsibility for faculty and curricular issues.**

Cancellation Policy: For written cancellations received in the CCAS office by 5:00 p.m. EST on **July 3**, CCAS will refund the registration fee, less a \$75 administrative fee. After July 3, no refunds will be granted due to catering guarantees.

OMNI SEVERIN HOTEL

40 West Jackson Place, Indianapolis, IN 46225

The seminar hotel, the Omni Severin, is located in the heart of the Entertainment District in downtown Indianapolis. Connected to Circle Centre Mall via skywalk, this historic hotel offers easy access to shopping, dining, and local entertainment.

Group room rate: \$139 plus tax, single or double

Hotel reservation deadline: June 26, 2013

To make reservations:

Omni Hotel

Or call 1-800-The-Omni (800-843-6664) and ask for the CCAS group code 12700312899 in order to get the group rate.



PRELIMINARY PROGRAM

SUNDAY, JULY 14

4:00 – 5:30 pm
Check-in & seminar registration

5:30 – 6:30 pm
Networking reception

Dinner on your own

MONDAY, JULY 15

7:30 – 8:30 am
Breakfast

8:30 – 9:00 am
Welcome, Introductions & Overview

9:00 – 10:00 am
Getting Started: Shaping & Organizing College Operations

10:30 am – 12:00 pm
Leadership, Equity, & Decision-making

12:00 – 1:30 pm
Luncheon buffet

1:30 – 3:00 pm
Planning & Budgeting

3:15 – 5:00 pm
What Provosts Expect From Their Deans

TUESDAY, JULY 16

7:30 – 8:30 am
Breakfast

8:30 – 11:45 am
Legal Issues in Higher Education

11:45 am – 1:15 pm
Lunch on your own

1:15 – 4:30 pm
Faculty Issues
Deans & Development

5:30 – 6:30 pm
Networking reception

WEDNESDAY, JULY 17

7:30 – 8:30 am
Breakfast

8:30 – 10:00 am
Case Studies

10:30 – 11:30 am
Problem-Solving Exercises
or Role of the Associate/
Assistant Dean

11:30 – Noon
Taking it Home