

## From the President



**Elizabeth A. Say**  
2015-16 CCAS President

THESE ARE EXCITING TIMES FOR CCAS, SO I THOUGHT I'D SHARE WITH YOU SOME IMPORTANT NEWS. First, as deans we are keenly aware of events that have brightened the spotlight on the need to diversify our faculties to better reflect the composition of our student populations. Thus, I am happy to announce that three CCAS member campuses have been selected to participate in an unprecedented program to increase the number of Latino professors working in the

humanities at US colleges and universities. The University of Pennsylvania's Center for Minority Serving Institutions (MSIs) is launching Pathways to the Professoriate, supported by a \$5.1 million grant from the Andrew W. Mellon Foundation. This initiative will prepare 90 students from Hispanic Serving Institutions (HSIs) for Ph.D. programs over a five-year period.

This program comes as colleges and universities across the United States are trying, and often struggling, to develop a faculty that reflects the nation's growing ethnic and cultural diversity. The scarcity of Latino professors is especially stark, as Latinos make up only 4.1 percent of the professoriate in the United States, but 20 percent of the population aged 18-44.

"This is not a problem that can be fixed overnight," says Marybeth Gasman, director of the Center for MSIs. "We see this program as a way to begin a fundamental change. We hope this creates a strong pathway to graduate school for Latino students that will grow over time, with these students supporting one another, and one day becoming mentors themselves."

During the five-year program, the Center for MSIs will partner with three CCAS member Hispanic Serving Institutions (HSIs) — Florida International University; the University of Texas El Paso; and California State University, Northridge — and five majority research institutions — New York University; University of California, Berkeley; University of Pennsylvania; Northwestern University; and University of California, Davis.

Selected HSI undergraduate students will take part in intensive summer research programs and cross-institutional conferences, while also receiving mentoring, and support for applying to and enrolling in graduate school.

Throughout the grant, the Penn Center for MSIs will be conducting assessments of how selected students are progressing. In doing so, Gasman hopes to "find the leaks in the pipeline" — the challenges that are most likely to halt a Latino scholar's path to a Ph.D.

Second, as you will read elsewhere in this newsletter, the Board of Directors has launched into its new strategic plan, taking us through 2019. It's an ambitious set of activities that we hope will lead to demonstrably improved services to our members and a heightened awareness among outside parties of CCAS as a premier organization of higher-education administrators.

And finally, you are likely aware that we are in the midst of finding a successor for our current Executive Director, Anne-Marie McCartan, who has decided to step down from her post after ten years, come this summer. The Board of Directors formed a search committee which is actively conducting interviews with candidates selected from a deep pool of applicants. While we can never replace Anne-Marie, we are confident that we can find someone who will continue to build on the excellent work she has done.

## Board of Directors Adopts *2016-2019 Strategic Plan*



The CCAS Board of Directors is pleased to share with membership its planning priorities for the next four years. The year-long process leading to adoption of the plan included four online, interactive sessions with dozens of dean-members. Adhering to members' advice that the Board focus on a few key areas to move our organization forward, the *Plan* is focused around three goals:

1. To offer improved programs and services that benefit members
2. To advocate for the value of the liberal arts & sciences
3. To elevate our national standing as the premier organization for best practices for academic leadership in the arts & sciences

Noteworthy activities envisioned by the *Plan* include

- strengthening current programs by calling upon outside expertise and relevant research
- broadening programming to better prepare members for their next leadership positions within the academy
- exploring how regional connections can facilitate interaction among members
- providing resources and training to members for their advocacy efforts on behalf of the liberal arts & sciences
- publishing and disseminating CCAS books on decanal best practices
- establishing "Friends of CCAS" to help carry the CCAS message more broadly
- adopt a marketing and communication plan to better inform our members of CCAS services and programs that can be of benefit to them.

[View the new plan here](#)

## CCAS Deans Join March 15 Humanities Advocacy Effort in Washington, DC



From left, Anne Bezuidenhout, *U of South Carolina*; Beverly Grier, *North Carolina A&T State U*; Gerry Greenberg, *Syracuse U*; Elizabeth Say, *CSU, Northridge (and CCAS President)*; Mitch Avila, *CSU, Dominguez Hills*; Terry Rhodes, *UNC Chapel Hill*; Jeff Braden, *North Carolina State U*; and Anne-Marie McCartan (*Executive Director*). Not pictured: Dianne Harris, *U of Utah*; David Schaberg, *UCLA*.



### There's Still Time...

to answer the call for panels for the 2016 CCAS Annual Meeting, November 2-5 in San Diego, California. Submissions will be accepted for 3-person panels and Critical Issue Forums until March 25.

[Click here for the Call for Proposals >>](#)

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

Smithsonian Institution Secretary David J. Skorton’s Keynote Address

**T**hank you, President Johnston for the introduction and for your leadership at the Council of Colleges of Arts and Sciences. Thanks also to Dr. Say; I know CCAS will be in capable hands in the next year. And finally, let me thank CCAS for the 2015 Arts and Sciences Advocacy Award.

I believe strongly that an education in the liberal arts is essential and can transform individuals and society for the common good. The sciences, social sciences, arts, and humanities are at their core the distillation of our intrinsic need to understand ourselves and the world around us and to express ourselves. I am honored to accept this award, and I pledge to continue to champion these endeavors that are so central to our shared humanity. The colleges of arts and sciences are absolutely critical in our shared journey to understand and to inspire.

What a challenging time for higher education!

Is the traditional residential undergraduate experience an endangered species? If you believed everything you read, you might think so. To paraphrase Mark Twain—actually, to paraphrase a misquote of Mark Twain—reports of the death of the traditional university experience are greatly exaggerated.

Those reports often stem from at least two things: First, the assumptions about the effects of online education. Second, concerns about the perceived decline in the value of a college education compared to its cost.

As to the first point, the value of personal interaction, of person-to-person discussion and debate, will never be replaced by online coursework. If the value of face-to-face meetings were so



outdated, why would you have come here today? We could have all stayed home. You could have mailed me the award. I could have delivered my talk via Skype.

Granted, if you had stayed in your home towns, you wouldn’t have been able to see all the fantastic free museums, art galleries, and the National Zoo of the Smithsonian in the nation’s capital.

To the second point, I think it is reasonable for people to expect a return on the investment of a college education, especially in times of continuing fiscal uncertainty. But that simply can’t be the only measure of a college degree, though.

50 years ago, CCAS was created, helping give voice to the importance of arts and sciences colleges in higher education. Ever since, you have articulated the virtues of a liberal arts education. In 1965, the same year that CCAS came into being, President Johnson signed into law the act creating the National Endowment for the Arts and the National Endowment for the Humanities, solidifying the importance of the humanities and the arts on the national stage. Today, more than ever, we need organizations like CCAS, NEA, and NEH to remind us of just how vital the arts and humanities are to society. We forget at our collective peril.

Author Frans Johansson has written about the “Medici Effect,” when innovation springs from the convergence of diverse industries, concepts, cultures, and disciplines. The title of the effect derived from the patrons of the arts and sciences, the Medicis, who fueled this kind of innovation in Renaissance-era Florence. It is just as true



today that when you bring together and cultivate minds from across a range of disciplines, then new ideas, creativity, and innovation can and do flourish. That is the environment that universities, particularly those with robust arts and humanities programs, are so good at creating.

And that's what I want to talk with you about today—how we all, working together, can enhance and expand the role of the liberal arts in our society.

The traditional undergraduate university experience revolves around physical interaction, collaborative learning, an interactive development

arts education provides such as problem-solving, critical thinking, teamwork, and communication. An article in *Forbes* recently identified a liberal arts degree as “tech’s hottest ticket.”

But as Hunter Rawlings, my colleague and fellow former president of Cornell and University of Iowa, said in a June *Washington Post* piece, we should stop looking at college as a mere commodity, valued only in economic terms. The arts and humanities are inherently valuable. As CCAS’ President Johnston noted, “A college education really is a preparation for life, it’s not training for the first job you get.”

Harvard president Drew Faust is an eloquent spokesperson for the value of an education in the arts and humanities. She has said:

- “It is far better to create in students the capacities to confront the circumstances of life with a combination of realism and resilience and with habits of mind and skills of analysis that transcend the present.”

- “Interpretation, judgment, and discernment will always be in demand, and they are cultivated and refined in the humanities.
- “Students in the humanities learn how to think critically and communicate their ideas clearly, and those transferrable skills lead to rewarding lives and careers in every field of endeavor.”
- And finally, “The ability to innovate...requires thinking beyond immediate needs and making creative leaps. Where better to model this approach than in the arts and humanities? They champion boldness in doing and thinking, leading to new and deeper understandings of the world.”

Her advice is applicable not just to research universities, but to society at large. I hope people

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of social skills, and intellectual growth. That is equally true for the music major, the marine biology major, or the pre-med student. Even the time-honored pedagogical device of the lecture that has fallen out of favor in some quarters builds important skills in active listening and focus. As author Molly Worthen wrote in a recent *New York Times* op-ed, “Good lecturers communicate the emotional vitality of the intellectual endeavor.” Personal interaction with new people and new ideas lies at the heart of a liberal arts education.

CCAS has enumerated many of the benefits of a liberal arts education: “a dedication to critical inquiry, sensitivity to cultural and social contexts, independence of thought and reasoning, and respect for the breadth of human endeavor.” The value in a traditional liberal arts education has wide-ranging benefits for individuals and for society.

Yes, some of those benefits are economic, with employers seeking out crucial skills that a liberal

will heed it. Now, more than ever, we need boldness and a deeper understanding of the world that come from the comprehensive knowledge base and critical-thinking skills that the arts and humanities provide.

As society places more emphasis on science, technology, engineering, and math, higher education continues to devote more resources toward those disciplines. As a physician and researcher, I have spent an academic career immersed in the STEM disciplines, but I can tell you that science must be complemented by humanities when understanding, diagnosing, treating, and comforting patients. Communication, interpersonal skills, and emotional intelligence are all critical skills needed to treat illness effectively. In a more general sense, society's challenges cannot be overcome by STEM disciplines alone.

As you all know, our nation and the world face serious problems.

Climate change. Political gridlock. Scientific and historical illiteracy. Conflict in our cities and abroad. These problems are not intractable. But they will only be solved with a populace broadly educated in the humanities and sciences, working in concert towards solutions, and prepared to make difficult decisions about complex issues.

As Thomas Jefferson once said, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

So how do colleges and universities adjust to today's world?

First let's take a close look at the most challenging changes we see today. Many things are disrupting the status quo, from the rapid growth in online education, with MOOCs, flipped classrooms, and individualized learning, to the changing demographics of higher education. The student bodies are more diverse, older, and more and more populated by typically underrepresented groups. More low-income students are enroll-

ing in college than they did 40 years ago. Women now comprise about 57 percent of all college students. A report by the Institute for Women's Policy Research shows that a quarter of those in college today—nearly 5 million students—are raising dependent children, and more than half of those students are single parents.

Costs continue to rise. According to the American Institutes for Research Delta Cost Project, inflation-adjusted tuition and fees at four-year public universities and colleges rose about 160 percent between 1990 and 2012. Those costs are

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disproportionately borne by students, who now pay more than half of what it costs colleges and universities to educate them thanks to falling state support. Even at private universities where endowments and other revenues help defray costs, students are bearing a larger share of the burden.

Student debt is now the second highest source of debt in the country behind mortgage debt, higher even than credit card debt, at more than 1.2 trillion dollars. The average class of 2015 graduate will owe a little more than \$35,000 in student-loan debt. And of course, that doesn't include the interest on those loans. As Forbes' Josh Freedman points out, student debt "has potentially negative social and economic effects that spread beyond the college campus" – from delaying buying a house or a car to inhibiting the ability to start a business.

These impediments to higher education all come at a time when a college education is more important than ever. According to the Gates Foundation, we are expected to produce 11 million fewer career-relevant certificates and degrees

than our economy will require by 2025.

Yet none of these changes are insurmountable obstacles. They are opportunities to learn and grow. As educators, as deans of colleges of arts and sciences, how do you do that? As someone who led two different institutions of higher learning and now faces some similar challenges at the Smithsonian, there are some lessons I have learned about dealing with the changing educational landscape. Specifically, there are four areas that I think higher education can address.

The first step is to acknowledge change and adapt to it. It does no good to yearn for the good old days. The world is littered with wildly successful companies and industries that have gone by the wayside because they weren't nimble enough to adapt. That doesn't mean changing for change's sake or following the latest trend, but we can take new methods that work best and incorporate them into our universities. Whether supplementing the traditional brick and mortar education with online learning, adapting to the changing student body, or improving our ability to assess educational outcomes, we have to be flexible.

Take technology, a tool we can use to engage students, expand our reach, and contain costs for students.

In 2014, Georgia Tech partnered with AT&T and Udacity on the first accredited, degree-granting MOOC program, a Master's degree in Computer Science.

Its cost? Less than \$7,000, compared to the traditional Master's degree that can cost nearly \$45,000 for on-campus students.

Again, I don't think online classes like these will replace the traditional university experience, but increasingly they can supplement it.

The second piece of advice I would give is that we have to work together better, both within and among our institutions and with outside partners.

Collaboration brings unique perspectives into juxtaposition, often leading to unexpected connections and flashes of insight and inspiration.

That kind of collaborative innovation was on full display in 2010. New York City Mayor Michael Bloomberg held a competition for universities to build an engineering and applied sciences graduate education and research campus on city land. Cornell and the Technion-Israel Institute of Technology partnered on the winning bid, proposing an innovative graduate program that is now Cornell Tech. It is a school set up without departments. Instead, it is set up along areas of

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study called hubs, areas where we think entrepreneurship would be helpful to New York. It is an experiment, and it is too soon to tell if it works, but that is the kind of lateral thinking that all of us need to be willing to try.

The third area for improvement is the reason for this event, the reason CCAS was created 50 years ago—communication. CCAS knows the value of advocating for the liberal arts. But in this age of funding shortages at all levels, all of us must hone our communication skills, and not by preaching to the choir. To continue the metaphor, we have to convert the masses.

Much too often, the arts, the humanities, and even education as a whole are dismissed out of hand. They are called a luxury. If they don't lead directly to a job, they are deemed not worth funding. Confoundingly, some have even called for state funding to be totally withdrawn from state universities. Which, at that point, how could they really be state universities?

All of us in the arts, the humanities, the sciences, must become fierce advocates for our disciplines and for the critical need for education as a whole.

In my view, universities must help their faculties and their researchers become more effective champions of the liberal arts. More than that, they must insist on it. Gone are the days when researchers and academics could confine themselves to their labs or offices and not worry about justifying their work. Gone, too, are the days when scholars and scientists could afford to couch our language only in professional jargon. Today, educators of all stripes must be able to advocate for liberal education, to the public and to politicians alike.

And of course, institutions of higher learning should make it a priority to engage students. That means tailoring education to meet students where they are in their lives: underprivileged students; older students; and even if they have not yet arrived on our campuses.

A recent study asked 22,000 high school students, “How do you currently feel in school?” The results were eye opening. 39 percent of students said they felt “tired,” 29 percent said they were “stressed,” and 26 percent said they were “bored.” Only 4.7 percent said they were “excited.” How can we expect our students to learn if we are not exciting them?

Some of you may think that K-12 students should not be in the purview of colleges. But the reality is that public schools’ resources are stretched incredibly thin. Institutions of higher learning are much better equipped than most high schools. That is why colleges and universities should reach out to teachers and help local schools prepare their students for postsecondary learning. Think of it as cultivating the next great minds.

In all of these endeavors, we all need to be bold and creative.

Mayor Bloomberg was at the Smithsonian’s National Museum of American History a few weeks ago and gave a riveting off-the-cuff speech on failure and innovation. He was resilient and successful in both the public and private sectors. But he was never afraid to fail—nor should we be.

I am an optimist by nature. I met with many talented young people as the president of Cornell and Iowa, and I see many of them walking through the museums at the Smithsonian. It is incumbent on us to engage them, to excite them, to inspire them. And I know we can do it by working together, working with others, and communicating the word that a liberal arts education is not a luxury for the elite, but the very foundation of our progress. Thank you.



# Publications Available from CCAS

CCAS has a growing number of publications available for purchase or at no charge to its members. For publications for which there is a charge, we set the price on a cost-only basis so as to make them affordable for our members. Choose from among:

## ■ 50th Anniversary Commemorative Book

Order a piece of history! This 75-page keepsake full-color book includes fascinating news items from the past (guess what year smoking was banned in meeting rooms? what year associate deans were allowed to run for the board?) along with short essays from 30 past presidents and executive directors. Advertisements sponsored by many A&S colleges complement the historical content. This is an ideal book to display in your reception area or to gift to a dean-friend. Order [here](#) for only \$10.

## ■ 2015 New Hires Survey (Salaries and Start-Up Packages for New Faculty)

The results of the CCAS survey on salaries and start-up packages for incoming faculty in 2015 (tenure-track and tenured) are now available to the membership. Mean starting salaries are up nearly three percent from the previous year, with Computer and Information Sciences once again topping the list for the highest-paid entry-level salaries for assistant professors.

The full data file, which can be arrayed by Carnegie classification, geographic area, discipline and academic specialty, can be obtained for \$150. Simply go to [www.ccas.net](http://www.ccas.net) > Resources > 2015 New Hires Survey. Those submitting data for the survey were sent the file in mid-November. If you are uncertain if this applies to you or not, just write us at [ccas@wm.edu](mailto:ccas@wm.edu).

## ■ Deans and Development

A complimentary copy of *Deans and Development: Making the Case for Supporting the Liberal Arts and Sciences* was mailed to each CCAS member dean. Additional copies may be purchased by CCAS members for \$10 by going to the [Publications tab](#) in the navigation bar and clicking *Deans and Development Book* and then "Order Form" on the flyout menu.

## ■ Standards of Practice: A Self-Assessment Guide for Colleges/Schools of Arts & Sciences

The *Standards* were developed to help deans evaluate whether their college or school maintains policies that align with the best practices and standards in higher education. The *Standards* are not intended to be prescriptive; rather, they serve as constructive guidelines to deans as you work within the context of your own institution. A supplementary document, a Scoring Rubric, allows deans to conduct a systematic audit of the colleges' compliance with the standards.

On the Resources tab of [ccas.net](http://ccas.net), hold your cursor over *Standards of Practice*, and click "A Self-Assessment Guide" to download the document or "Scoring Rubric." Hard copies also are available upon request at no charge.

## ■ Liberal Arts & Sciences FAQs

This brochure, authored by former CCAS President Matthew C. Moen (Univ. of South Dakota), defines liberal education and offers arguments for its centrality in undergraduate education.

Ordering Information:

- First 10 copies, no charge to members
- Between 11-100 copies, \$6 per 10 copies
- Orders over 100, \$5 per 10 copies

Order by going to the [Publications tab](#) in the navigation bar and clicking "Liberal Arts and Sciences FAQs Brochure - Order Form."

## ■ 2016 Membership Directory

Although this year's Membership Directory is available on your login page, some deans find it helpful to have a hard copy on hand. If that would be you, just send a note to us at [ccas@wm.edu](mailto:ccas@wm.edu) with "Send Membership Directory" in the Subject line. Be sure to include your mailing address in the body of the note.

*If you wish to order several documents and make one payment, choose "Will mail check" for your method of payment on each purchase and remit one check or phone Gayle Helmling (Member Services Coordinator) at 757-221-1784 to process a credit card payment.*



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

### The Executive Office Staff

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## Changing of the Guard

**Michael Aakhus**, dean of liberal arts at University of Southern Indiana, is retiring. **Michael Dixon** is the interim dean.

**Heather Hardy**, dean of liberal arts at University of Nevada, Reno, is retiring. **Larry Engstrom** is the interim dean.

**Saúl Jiménez-Sandoval** has been named dean of arts and humanities at California State University, Fresno.

**Karl Kunkel**, dean of arts and sciences at Pittsburg State University, has been appointed provost at Southeast Missouri State University. **Mary Carol Pomatto** is the interim dean.

**Steven Moser**, dean of arts and letters at University of Southern Mississippi, has been appointed provost and senior vice president for academic affairs. **Maureen Ryan** is the interim dean.

**Brenda Nichols**, dean of arts and sciences at Lamar University, has been appointed associate provost. **Joe Nordgren** is the interim dean.

**Kelly Quintanilla**, dean of liberal arts at Texas A&M University, Corpus Christi, has been appointed provost and vice president for academic affairs. **Mark Hartlaub** is the interim dean.

**Todd Reinhart** has been named dean of sciences and health professions at Saint Mary's University of Minnesota.

**Gabie Smith** from interim dean to dean of arts and sciences of Elon College at Elon University.

**Lawrence Snyder** from interim dean to dean of arts and letters at Western Kentucky University.

**Danille Taylor** from interim dean to dean of arts and sciences at Clark Atlanta University.

## New Members

**Arkansas Tech University –  
College of Arts & Humanities**  
Jeff Woods, dean

**Arkansas Tech University –  
College of Natural & Health Sciences**  
Jeff Robertson, dean

**California State University, Fullerton  
– College of Communications**  
Scott Paynton, dean

**Shenandoah University –  
College of Arts and Sciences**  
Jeff Coker, dean

**St. Mary's College of Maryland**  
Laraine Glidden, provost and dean  
of faculty

**University of Louisiana at Lafayette  
– College of Liberal Arts**  
Jordan Kellman, dean

**University of Louisiana at  
Lafayette – Ray P. Authement  
College of Sciences**  
Azmy Ackleh, dean

## In Memoriam

We note with sadness the passing of **Samuel (Sam) Onyejindu Oleka**, formerly Dean of the College of Arts, Social Sciences, and Interdisciplinary Studies at Kentucky State University on January 19.

# STANDING COMMITTEES

## Announcing Membership in 2016 Standing Committees

### Committee on Associate/Assistant Deans

CHAIR: Joe Wilferth, *University of Tennessee at Chattanooga*

BOARD LIAISON: Pat Witherspoon

Andrew Drummond, *University of Arkansas at Little Rock*

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Laura Galligan, *Johnson & Wales University*

Beverly Grier, *North Carolina A&T State University*

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Alison Wheatley, *Kansas State University*

### Committee on Comprehensive Institutions

CHAIR: Dolores Guerrero, *Texas A&M University, Kingsville*

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Lorna Shaw-Berbick, *Kentucky State University*

Danille Taylor, *Clark Atlanta University*

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Aswani Voley, *University of North Carolina at Wilmington*

Patricia Witherspoon, *University of Texas at El Paso*

### Committee on Gender Issues

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Leanne Doherty, *Simmons College*

Anne Gaillard, *Sam Houston State University*

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Emily Haddad, *University of Maine*

Julia Johnson, *University of Wisconsin, La Crosse*

Shaily Menon, *Grand Valley State University*

Donna Murasko, *Drexel University*

Sharon Nell, *St. Edward's University*

Carol Richardson, *National University*

Kent Sandstrom, *North Dakota State University*

Abigail Tilton, *Texas Woman's University*

# STANDING COMMITTEES

## Committee on Liberal Arts Institutions

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Jeff Konz, *University of North Carolina at Asheville*

Steven Peters, *University of Montevallo*

Lorna Shaw-Berbick, *Kentucky State University*

Ken Wilkins, *Baylor University*

## Committee on Metropolitan/Urban Institutions

CHAIR: Richard Greenwald, *CUNY Brooklyn College*

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James Day, *The College of New Jersey*

Sharon Nell, *St. Edward's University*

Wamucii Njogu, *Northeastern Illinois University*

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Michael Wolfe, *Queens College, CUNY*

## Committee on Private Institutions

CHAIR: Elizabeth Kavran, *Ursuline College*

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Jennifer Drake, *University of Indianapolis*

Kim Martin Long, *Delaware Valley University*

Jean McGivney-Burelle, *University of Hartford*

Al Mueller, *Neumann University*

Noelle Norton, *University of San Diego*

Lawrence Potter, *University of La Verne*

Emily Sallee, *Park University*

Danille Taylor, *Clark Atlanta University*

Fran Zauhar, *Marywood University*

## Committee on Research Institutions

CHAIR: Theresa Lee, *The University of Tennessee Knoxville*

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Michael Johnson, *University of Central Florida*

Paula Lutz, *University of Wyoming*

Esrold Nurse, *University of Michigan*

Nicol Rae, *Montana State University*

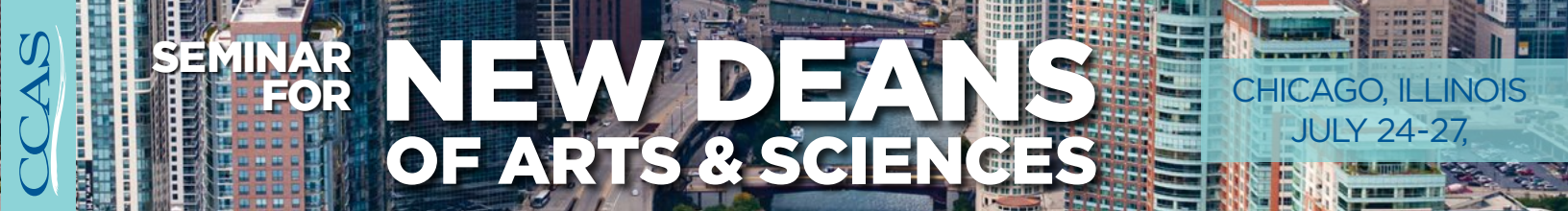
Simon Rhodes, *Indiana University, Purdue University Indianapolis*

Maria Stampino, *University of Miami*

Ben Vinson, *The George Washington University*

Cathleen Webb, *Western Kentucky University*





SEMINAR  
FOR

# NEW DEANS OF ARTS & SCIENCES

CHICAGO, ILLINOIS  
JULY 24-27,

## SEMINAR FOR NEW DEANS

The Council of Colleges of Arts and Sciences (CCAS) offers seminars in which participants examine practical issues associated with academic administration. In the annual 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 you will receive as a CCAS member to support your work as dean.

## SEMINAR FACULTY

### DIRECTOR



**Theresa M. Lee, Dean**  
**College of Arts and Sciences**  
*University of Tennessee Knoxville*

### SPEAKERS



**Jerry Blakemore, VP and**  
**General University Counsel**  
*Northern Illinois University*



**José Padilla, VP and**  
**General Counsel**  
*DePaul University*



**Julia Johnson, Dean**  
**College of Liberal Studies**  
*University of Wisconsin, La Crosse*

### FACILITATORS



**Kevin J. Corcoran, Dean**  
**College of Arts and Sciences**  
*Oakland University*



**Wamucii Njogu, Dean**  
**College of Arts and Sciences**  
*Northeastern Illinois University*



**Steve Peters, Dean**  
**College of Fine Arts**  
*University of Montevallo*

## REGISTRATION INFORMATION

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

The registration fee of \$650 includes conference materials, Sunday and Tuesday social hours, Monday, Tuesday and Wednesday breakfast buffets, and Monday lunch. The fee for non-members is \$750.

### REGISTRATION PROCEDURE

From [www.ccas.net](http://www.ccas.net), log in with your personal username and password under Member Login. Click "Reset Password" if you do not know your login credentials. Non-CCAS members may register as New Customers.

### REGISTRATION DEADLINE

**July 8, 2016**, 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 15**, CCAS will refund the registration fee, less a \$75 administrative fee. After July 15, no refunds will be granted due to catering guarantees.

## PRELIMINARY PROGRAM

### SUNDAY, JULY 24

4:00-6:30pm

**Check-in & seminar  
registration**

**Networking reception**

### MONDAY, JULY 25

**Shaping & Organizing  
College Operations**

**Leadership**

**Equity & Decision-  
making**

**Planning & Resource  
Management**

**Deans & Development**

**Role of the Associate/  
Assistant Dean**

### TUESDAY, JULY 26

**Legal Issues in  
Higher Education**

**Faculty Issues**

**Problem-Solving  
Exercises**

### WEDNESDAY, JULY 27

**Case Studies**

**What Presidents and  
Provosts Expect  
of Deans**

**What CCAS  
Can Do for You**

**Adjournment at  
12:00 Noon**

## HYATT REGENCY CHICAGO

The Hyatt Regency Chicago is conveniently located near the Magnificent Mile, Navy Pier, Michigan Avenue, Millennium Park, and Lake Michigan—all within an easy walk of the hotel. Or come a day early and take a walking or boat tour sponsored by the Chicago Architecture Foundation.

**GROUP ROOM RATE:** \$199 plus tax, single or double

**HOTEL RESERVATION DEADLINE:** JULY 6, 2016

### TO MAKE RESERVATIONS:

Go to <http://ow.ly/YHcHS> or call 888-421-1442 and ask for the group rate for Council of Colleges of Arts & Sciences.

# SEMINARS for DEPARTMENT CHAIRS

Sponsored by the Council of Colleges of Arts and Sciences

**JULY 21-23**

(THURSDAY-SATURDAY)

**Hyatt Regency Chicago**

Chicago, Illinois

**October 2-4**

(SUNDAY-TUESDAY)

**Bahia Resort Hotel**

San Diego, California

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 upon actual techniques that chairs use, 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



**JULY**

**Jonathan Millen**

*Interim Dean of the  
College of Liberal Arts,  
Education and Sciences,  
Rider University*

**OCTOBER**

**Sharon Nell**

*Dean of the School  
of Humanities,  
St. Edward's  
University*



## FACILITATORS

Four experienced department chairs and associate deans from a variety 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](http://www.ccas.net). Under Events, click the event you wish to attend. Register as a New Customer.

REGISTRATION FEE: \$550. Includes seminar materials, two social hours, two breakfasts, and one luncheon.

Registration deadline for the seminars is **July 7** and **September 16**, respectively. Payment must be received by that date.

CANCELLATION: For written cancellations received in the CCAS office by 5:00 p.m. EST on **July 15** and **September 26**, respectively, CCAS will refund the registration fee, less a \$55 administrative fee. After those dates no refunds will be granted.

## PRELIMINARY PROGRAM

### DAY ONE

3:00–6:00pm

**Seminar Registration**

4:00–6:00pm

**Opening Plenary:  
The Chair as  
Academic Leader**

6:00–7:00pm

**Networking Social Hour**

### 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

**Taking Care of Yourself**

### DAY THREE

7:30–8:30am

**Continental Breakfast**

8:30–10:30am

**Case Studies**

11:00–11:45am

**Last Burning Questions**

**CHICAGO** [hotel info here](#)

**SAN DIEGO** [hotel info here](#)