

Date: March 28, 2013

To: PCRRC of the Faculty Senate

Subject: Appendix B, Departmental Structure for the College of Education and Human Development

From: Dee Nichols, Dean

I am writing the Committee to provide an update regarding some proposed changes within the College of Education and Human Development in regard to the creation of departmental structure. This letter is intended to indicate that this submission is intended to officially initiate the Committee to begin its formal phase of the committee's review.

William Dee Nichols will be the contact person from whom the committee may seek additional information during the review process.

Thank you for your consideration,



William Dee Nichols
Dean

Appendix B

Guidelines for Proposals for Formal (Phase 3) Review by The University of Maine Faculty Senate Program Creation and Reorganization Review Committee May 8, 2007

The purpose of the Proposal is to initiate the Formal (Phase 3) Review of any structural reorganization subject to review and recommendation by the Faculty Senate. Proposals enter Formal Review stage if the PCRRC determines, based on a Pre-proposal and reactions to it, that the proposed reorganization has “potentially significant academic impacts.”

The Proposal for formal review should contain the three elements specified below, all as part of a single Microsoft Word document or PDF file. The document will be provided, as submitted, to all University of Maine faculty members and to appropriate administrators for comment and will be the subject of a public meeting at which testimony on the proposals merits and demerits will be heard.

Part I. A detailed statement including all of the following elements, numbered as they are numbered below: 2

1. A description of the proposed program creation or reorganization and identification of the program(s) involved. The description should address changes in reporting relationships, organizational designators (e.g., school vs. department), and the location of faculty lines.

The College of Education and Human Development does not have departments. Based on input from the faculty as well as recognition of my leadership style, it was determined that the timing was right for the College of Education and Human Development to implement departments. At the current time there is no consistent way to interact with programs across the college. As a result individuals meet with the Dean and Associate Dean to discuss individual or an individual's programmatic concerns. This model has led to mistrust and has not allowed us to move forward strategically. Currently, all faculty lines are in the college and not distributed across departments. Once again this makes it difficult to equitably and strategically make decisions about programmatic needs and resources. Part of the decision making for the department structure was creating departments similar in size and distribution of resources.

2. A rationale for the proposed reorganization. The rationale should include concrete examples of expected benefits for students, faculty, the University, and the people of the State of Maine.

Departments should allow faculty to be more systematic in curricular review, which should have a direct impact on students and their success. Departments will also help with recruitment and retention of students by creating more focused and cohesive units. Departments will be supported by an advising center, which will work closely with all departments. Recruitment and retention efforts should be maximized as well as student support services. Faculty will have greater opportunities for advancement and leadership opportunities. They should also have more central control over curriculum, operating expenses, budgetary control and equitable resource allocation. The departmental structure should also build a greater sense of community and assist with accreditation efforts. The departmental structure should also alleviate some administrative duties and tasks that have fallen on faculty due to a structure that does not have department chairs. The University should benefit from improved communication, marketing and recruitment and retention efforts. From the state of Maine's perspective the departmental structure should assist in providing clarity in regard to service.

3. A list of potential impacts, including budget impacts. The discussion of budget impacts should identify the amount of E&G budget to be transferred between units, the magnitude of any additional expenses that the receiving unit will be expected to bear as a result of the restructuring, and the number of budgeted positions to be transferred between units. The response should also project the number of faculty positions the reorganized unit is expected to have budgeted to it three years and five years after the reorganization is implemented. To the extent possible, the narrative should identify expected changes in the support budget of the reorganized unit three and five years hence.

By adopting a departmental structure, the College of Education and Human Development will be financially impacted in the following ways:

- The overall college budget will be increased by \$15,000 to build base budgeted stipends for each of the three department chairs. Some of the costs associated with chair duties are currently covered with miscellaneous funding for stipends for existing staff that are performing additional duties that will be assumed by the chairs.
- Each department will have its own E&G budget. The budget will contain compensation costs for each employee assigned to that department as well as an operating budget. College administration will retain a budget for all employees not specifically designated to one of the three departments
- Department A will contain 12 full time faculty members with a currently soft funded tenure track faculty member becoming the 13th base budgeted within the college in September 2016. The department also partially supports 2 faculty members from another college who are associated with STEM at .5 FTE. The faculty base budget for Department A (including FB) is \$1,168,011.

- Department B will contain 15.5 faculty members. This includes 2 new positions to be filled in September 2013 and 1 faculty member on phased retirement to end August 2014. The faculty base budget for Department B (including FB) is \$1,439,943.
- Department C will contain 13 base budgeted faculty members. Two faculty members are on phased retirement (one to end August, 2014 and one to end August 2015). Assuming subsequent budget cuts don't prevent it, the expectation is that both of these positions will be filled upon full retirement. The faculty base budget (Including FB) for Department C is \$1,283,469
- Assuming that "support budget" includes professional and classified staff members, no decreases in staff are anticipated at this time. Each department will have two support staff assigned to it to cover administrative duties. The college maintains a four person undergraduate advising center which significantly decreases the amount of time support staff are required to spend on registration and advising duties. Operating budgets within each college are expected to be 2% of the overall departmental budget. As with many departments at the University of Maine, the operating budgets have been significantly reduced in favor of cutting positions.

Dept Name	# Faculty FY14	Current Budget (including FB)	# Faculty FY15	# Faculty FY16	# Faculty FY17
STEM/ Sports Science/ Research	12.5	\$1,168,011	12.5	12.5	13.5
Literacy/Special Educ/Counseling/ Curr&Foundations	15.5	\$1,439,943	15	15	15
Educ Leadership/ Higher Ed/ Child Dev & Family Relations	13	\$1,283,469	12	13	13

4. The timing for implementation of any decisions.

The departmental structure has already been vetted with faculty. It is my intent to finalize the department structure next week and have the new departments implemented in the fall of 2013.

5. Any other information that the proposer wishes the Committee to examine in its deliberations.

Minutes can be provided upon request. I can also provide copies of the survey and the analysis used to determine departmental structure. Attached is a copy of the new departmental structure.

Part II. Below are two lists of considerations (supportive and not supportive) that may be pertinent to an evaluation of the desirability of the proposed reorganization. The proposer should identify those items (e.g., 1a, 2b, etc. that pertain to the proposal under consideration and include a statement explaining the relevance of each checked item.

1. Criteria Supporting Reorganization:
 - a. On a national or international level, the profession or discipline has changed.
 - b. Reorganization will better serve the strategic focus of the University Maine.
 - c. The proposed reorganization provides a competitive advantage to the unit.
 - d. The viability of the unit is at risk without refocus of direction.
 - e. The program's scope is too narrowly focused and needs broader, perhaps interdisciplinary, focus or conversely the program scope is too broadly focused and needs tighter focus.
 - f. Two or more programs have a substantial similarity or affinity of objectives such that economics of operation or improvement in quality may reasonably be expected from their consolidation.
 - g. The clarity of the program's identity and function will be increased by transfer to or consolidation with another program.
 - h. The program's contribution to The University of Maine missions of teaching, research, and service does not justify maintenance of its present size.
 - i. The program is one that if reduced will not substantially impair the viability or quality of other university programs.

- j. Budgetary constraints require reorganization of a program within a department, school, or college.
2. Criteria Contradicting Reorganization:
- a. The reorganization is sufficiently uncommon within higher education so as to render difficulty in recruitment and retention of quality students and faculty.
 - b. The reorganization would endanger the quality and/or accreditation status, where applicable, of one or more of the programs affected.
 - c. The programs, though dealing with similar subject matter, are substantially different in orientation, objective or clientele.
 - d. The cost of reduction of reorganization would be so modest as to make such reorganization rather pointless if cost savings is the primary objective.
 - e. The program's reorganization would have a substantially negative impact on education and societal concerns to Maine.
 - f. The program's reorganization would have substantially negative impact on strategic goals of the University of Maine.
 - g. The program's reorganization would result in substantial loss of revenue currently derived from grants, contracts, endowments or gifts.

Additional Information

Specifically, the intent of our College is to create a department structure. Based on my interview for the Dean position and my individual interviews with faculty and staff upon my arrival to UMaine, it was determined that the faculty and staff wanted to explore departmental structure. I confirmed this conclusion after our first College meeting and by October we began to create a forum and a structure to explore departmental structure. It is important to note that I also want departments within the college so that we can be more efficient and more focused when we revise our strategic plan as well as for accreditation purposes.

In October we established two different advisory groups. One group is referred to as the Leadership Team, which includes 13 members, most which are faculty and staff representatives from a variety of programs across the college. The second group, titled the Departmental Structure TaskForce, includes elected faculty members and staff from across the college with the sole purpose of exploring and advising in regard to departmental structure. Starting in November and also at our December faculty meetings we dedicated two full meetings to discussion and ideas regarding departments and departmental structure (Minutes of these meetings can be provided upon request). At both of those meetings faculty had input regarding different departmental models and structures for our college. It was determined that a survey would be submitted to the faculty and staff in January for their individual input regarding departmental structure. It was determined that the survey would be completed and that the two independent committees, the Leadership Team and the Departmental Structure TaskForce would examine the survey data and make a recommendation to the Dean. Based on the recommendation I would then take that information and make a decision regarding the structure for departments.

We have kept detailed minutes of the leadership team and College meetings and shared with all faculty and staff. The Leadership Team and Departmental Structure TaskForce made recommendations for improving the survey, which was modified and approved by both committees. The survey was sent to faculty for their input and we received 42 responses to the survey. I sent a copy of the survey to Harlan Onsrud (Faculty Senate), Meg Sanders, Judy Ryan, James McClymer, Michael Peterson, and Susan Hunter and invited the recipients to participate in our Leadership Team and/or on the Departmental Structure TaskForce for the analysis portion of the survey data. No one indicated interest in attending those meetings.

Upon the completion of the survey, Craig Mason analyzed the responses and data and the information was presented to the members of the Leadership Team and the Departmental Structure Task Force. The analysis of the data was sent to all members. After discussion the Leadership Team and the Departmental TaskForce made a recommendation of the departmental structure. I then sent an invitation to programs that the survey revealed I could use additional information and two programs accepted the invitation and I met with those faculty members to gain additional information and shared with them the thoughts of the two committees. Once, I felt that I had sufficient data and thoughtful analysis I developed three departments (see attached).

We have had a tremendous amount of faculty input in this process, it has been as transparent as I know how, and I am happy with the progress, enthusiasm, and sense of community that we have developed as a result of our work thus far.



College of Education and Human Development

Theme: Leading Educational Excellence through Innovation Engagement, Collaboration, and Research.

Vision: The University of Maine College of Education and Human Development will be a leader in developing knowledge and providing expertise on issues related to education and human development at a state, regional, and national level.

Mission: Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

Department A: STEM/Sports Science/Research

Faculty	Tenure Status	Rank	Admin. Spec.
1. Eric Pandiscio	T	Associate Professor	Amy C.
2. Dan Capps	TT	Assistant Professor	Amy C.
3. Jon Shemwell	TT	Assistant Professor	Amy C.
a. *Natasha Speer	T	Associate Professor	
b. *Michael Wittmann	T	Professor	
4. Gail Garthwait	T	Associate Professor	Amy C.
5. Steve Butterfield	T	Professor	Diane L.
6. Glenn Reif	T	Associate Professor	Diane L.
7. Bob Lehnhard	T	Professor	Diane L.
8. Chris Nightingale		Lecturer	Diane L.
9. Sherrie Weeks		Lecturer/Instructor	Diane L.
10. Charlie Bloedon		Lecturer	Diane L.
11. New KPE Hire	TT	Assistant Professor	Diane L.
12. *Shihfen Tu	T	Associate Professor	Amy C.
13. *Craig Mason	T	Professor	
14. *Cheryl Robertson		Lecturer	Becky L.

Professional Staff

*Vi Thai Professional

Support Staff

Diane LeGrande Classified Administrative Specialist

*Amy Cates Classified Administrative Specialist

Work Study

Degrees

Athletic Training (B.S.)

Kinesiology & Physical Education (B.S., M.S., M.Ed.)

 Administration

 Science

 Innovation Engineering

 Outdoor Sports Science

KPE Teaching/Coaching

Secondary Education (B.S., M.A.T.)

 Science Education Programs (B.S., M.S., M.Ed., M.S.T., C.A.S, Ph.D./STEM)

 Physical Science/Life Science

 Mathematics (B.S.)

 Social Studies (B.S.)

 English (B.S.)

 World Languages/Arts and Sciences (B.S.)

Instructional Technology Programs (M.Ed.)

Individually Designed (M.Ed., C.A.S., Ed.D.)

Certificate Programs

** Associated with more than one department*

Yellow - Administrative Specialist will support the department chair

Department B: Literacy/Special Education/Counseling/Curriculum & Foundations

Faculty	Tenure Status	Rank	Admin Spec.
1. Rich Kent	T	Associate Professor	Roxanne L.
2. Ken Martin		Lecturer	Roxanne L.
3. Susan Bennett-Armistead	T	Associate Professor	Roxanne L.
4. *Marcia Boody		Professional/Director	Amy C.
5. *Mary Rosser		Professional/Director	Amy C.
6. Jane Wellman-Little		Lecturer	Roxanne L.
7. Maja Wilson		Lecturer	Roxanne L.
8. New Position in Social Stud.		Lecturer	Heather P.
9. Dorothy Breen	T	Professor/Phased Retire.	Heather P.
10. Dennis Lin	TT	Assistant Professor	Heather P.
11. Annette Nelligan		Lecturer	Heather P.
12. New Position in Counseling	TT	Assistant Professor	Heather P.
13. Dennis King		Assistant Professor	Roxanne L.
14. John Maddaus	T	Associate Professor	Roxanne L.
15. Sid Mitchell	T	Associate Professor	Roxanne L.
16. *Ted Coladarci	T	Professor	
17. James Artesani	T	Associate Professor	Roxanne L.
18. Diane Jackson		Lecturer	Roxanne L.
19. *Deborah Rooks-Ellis		Assistant Research Prof	
20. *Janet Spector	T	Associate Professor	Becky L.
21. *Brian Doore		Assistant Research Prof	Amy C.

Support Staff

*Heather Pullen

*Roxanne Lee

*Becky Libby

Work Study

Degrees

Elementary Education (B.S.)

Early Childhood Education (Certification)

Curriculum, Assessment, and Instruction (M.S., M.Ed., C.A.S.)

Counselor Education Programs (M.A., M.S., M.Ed., C.A.S, PH.D)

Literacy (M.S., M.Ed., C.A.S., Ph.D.)

Special Education (M.Ed., C.A.S.)

Social Studies Education Programs (M.A., M.S., M.Ed., C.A.S.)

Prevention and Intervention Studies (Ph.D.)

Individually Designed (M.Ed., C.A.S., Ed.D.)

Certificate Programs

** Associated with more than one department*

Yellow - Administrative Specialist will support the department chair

**Department C: Educational Leadership/Higher Education/
Child Development and Family Relations**

Faculty	Tenure	Status	Rank	Admin Spec.
1. Sandy Caron	T		Professor	Janice B.
2. Robert Milardo	T		Professor	Janice B.
3. Gary Schilmoeller	T		Assoc. Prof./Phased Ret.	Janice B.
4. Mary Elin Logue	T		Associate Professor	Janice B.
5. Julie DellaMattera	T		Associate Professor	Janice B.
6. Margo Brown			Director	Janice B.
7. Richard Ackerman	T		Professor	Jo-Ellen C.
8. Paul Knowles			Lecturer	Jo-Ellen C.
9. Sally Mackenzie	T		Assoc. Prof./Phased Ret.	Jo-Ellen C.
10. George Marnik			Lecturer	Jo-Ellen C.
11. *Janet Fairman			Associate Research Prof.	Jo-Ellen C.
12. Elizabeth Allan	T		Professor	Jo-Ellen C.
13. Susan Gardner	T		Associate Professor	Jo-Ellen C.
14. Dan Tillapaugh			Post-Doctoral Fellow	Jo-Ellen C.
15. Mary Madden			Associate Research Prof.	Jo-Ellen C.
Gordon Donaldson			Professor Emeritus	
Sue Estler			Professor Emeritus	

Support Staff

Janice Bacon

Jo-Ellen Carr

Work Study

Degrees

Child Development and Family Relations (B.S., M.S.)

Educational Leadership Programs (M.Ed., C.A.S., Ed.D, Ph.D.)

Higher Education Programs (M.A., M.S., M.Ed., C.A.S., Ed.D., Ph.D.)

Individually Designed (M.Ed., C.A.S., Ed.D.)

Certificate Programs

** Associated with more than one department*

Yellow - Administrative Specialist will support the department chair

Dean's Office

William Dee Nichols	T	Professor/Dean
Lisa Daniel		Classified/ Adm. Support Supervisor
Wendy Erickson		Professional
*Vi Thai		Professional
Jan Kristo	T	Professor/Associate Dean
*Phyllis Thibodeau		Classified/ Adm. Support Supervisor
Assessment/Accreditation		
Lori Smith		Professional/Assessment Coordinator
Graduate		
*Janet Spector		Graduate Coordinator
*Cheryl Robertson		
*Becky Libby		Classified/Administrative Specialist
Faculty Tenure and Promotion		
TEF		
Partnerships		
Owen Maurais		PREP
Maryellen Mahoney O'Neil		Professional/Assistant Dean
Office of Field Experiences		
Pam Kimball		Professional/Director
Dan Ross		Professional
*Roxanne Lee		Classified/Administrative Specialist
Work Study		
Advising Center		
Erin Straine		Professional
New Hire		Professional
Work Study		
Graduate Assistant		
Graduate Assistant		
Students		
Steve Allan		Classified/Administrative Specialist
NCAA		
Marketing and Webpage		
*Heather Pullen		Classified/Administrative Specialist
*Martin Novom		Senior Development Officer

** Associated with more than one department*

Centers

Center of Research and Evaluation

Faculty	Position	Admin. Spec.	Grant Support
*Craig Mason	Director/Faculty	Phyllis T.	
*Shihfen Tu	Faculty	Amy C.	
*Brian Doore	Researcher	Amy C.	
*Janet Fairman	Researcher		

*indicates serves in another department

Professional Staff

Jason Charland	Professional
Kit Cuddy	Professional
Donna Doherty	Professional
Quansheng Song	Professional
Sriram Bhuvanagiri	Professional
Qinghan Liang	Professional
Stacy Doore	Professional
Cecilia Cobo-Lewis	Professional
Bethany Jorgensen	Professional

University Training Center for Reading Recovery and Comprehensive Literacy

*Mary Rosser	Professional/Director	Amy C.	Jason C.
*Marcia Boody	Professional/Director	Amy C.	
New Hire	Professional		
New Hire	Professional		

Support Staff

*Phyllis Thibodeau	Administrative Support Supervisor
*Amy Cates	Administrative Specialist

Work Study

** Associated with more than one department*

Maine Educational Opportunity Center

*David Megquier	Director
Teresa Morse	Advisor
Randi Taine	Advisor
Christy Le	Advisor
Marty Kelley	Advisor
Sally Daniels	Supervisor of Advising Staff /Director of Special Services

Maine Educational Talent Search

Bonie Lucas	Advisor
Anne St. Pierre	Director of Project Services
Christy Alley	Advisor
Velma Murphy	Advisor
Martha Miller	Advisor
*Karen Keim	Associate Director
*Sandra Caceres Tijerina	Intake and Retention Specialist
*Casey Henderson	Technology Specialist
*Steve Visco	Director of Technology Services
*Victoria Sever	Administrative Specialist

Math Science Upward Bound

Rebecca Colannino	Director
Kelly Ilseman	Math Science Program Coordinator/Assistant Director

**indicates serve both MEOC and Talent Search*

Project Reach

Shelly Chase-Johndoro

Jane Dare

Laura Lindenfield

Maine Writing Project

*Rich Kent

*Ken Martin

*Roxanne Lee

Maine Sports and Coaching Center

Walt Abbot

*Diane LeGrande

The National Collaborative for Hazing Research and Prevention

*Elizabeth Allan

*Mary Madden

** Associated with more than one department*

College of Education and Human Development Search for Department Chairs

AFUM Chair Selection. Early in the final year of the chairperson's term, the dean of the college shall assume responsibility for establishing an *ad hoc* selection committee of no fewer than five (5) faculty members. The dean will chair this committee but will have no vote. In departments having three or more tenured faculty members, the faculty of the department shall elect to the committee three (3) members, at least two (2) of whom shall be on tenure and shall notify the dean of the election. The dean will appoint from related disciplines two (2) members of the committee. In departments having fewer than three (3) tenured faculty members, the dean will, with the agreement of the departmental faculty, appoint the necessary number of committee members from related disciplines. Additional committee members, in excess of the five (5) specified above, may be appointed by the dean, provided the department faculty concurs as to both number and affiliation of additional persons. The committee will consider the merits of reappointing the incumbent chairperson and of seeking new candidates for the chairperson's position. If the committee decides to choose new candidates, it will 1) actively solicit applicants for the position, 2) review credentials of all applicants, 3) select those persons to be interviewed, 4) participate in interviews, 5) insure that persons interviewed are given an opportunity to meet with faculty members of the department, and 6) recommend the candidates considered most suitable for the position. At a departmental faculty meeting called expressly for the purpose, the committee will meet with the faculty of the department to announce its tentative recommendations. The committee will invite from the faculty expressions concerning its recommendations. Following this departmental faculty meeting, the committee will make its final decision and notify the dean and the faculty of the department of its nomination. The dean will then either recommend the appointment of the nominee or veto the committee choice. Should he or she elect the latter course and the committee not propose an acceptable alternate, the matter shall be referred to a committee consisting of the vice president for academic affairs, the dean, and a representative of the department selected by the department. This committee shall take such action as is necessary. The college may substitute other procedures to accomplish the basic purposes of this section by a majority vote of that faculty.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
POLICY FOR CHAIR SEARCHES

1. The Chair Search Committee consists of five members. Four members are elected from the department, at least two of whom are tenured. The Dean appoints one additional tenured or tenure-track members from other units from a related discipline. The Dean appoints the external member to serve as the committee chair.
2. The committee first considers the reappointment of the incumbent chair, if that is an option. If the incumbent chair is interested, they will be considered a candidate.
3. The committee then asks the faculty of the department to submit written nominations to the committee chair by a specified deadline. The faculty may wish to meet to discuss the names of the nominees.
4. The committee contacts nominees to make sure they are interested in the chair position, and instructs candidates to submit their credentials for the chair position. The committee sends candidate credentials to the department, reviews the credentials, and conducts candidate interviews. As part of this procedure, members of the committee also poll faculty members individually to gauge the support for various candidates within the department.
5. The committee recommends the candidate it considers most suitable for the position as chair and presents this recommendation to the faculty.
6. The committee receives input from faculty regarding its recommendation and submits its recommendation to the Dean.
7. The Dean meets with the recommended candidate and either approves the committee's recommendation or not. If the Dean does not approve the recommended candidate, the committee will be asked to recommend an acceptable alternate.

Timeline for Department Chair Search

1. March 18-March 29: The Dean will work with programs to develop a pool of nominees for the search committee. Pool should include diverse faculty (in terms of tenure track, tenured, fixed term, rank, ethnicity, etc.) as well as various disciplines. The Dean will finalize the committee with the following representation.
 - 3 faculty members—
 - 1 support staff member
 - One external member to serve as committee chair
2. April 1-2: Dean finalizes the Search Committee

Note: The dates below are tentative. The search committee will be working with the Dean to finalize dates.
3. April 3-April 15 (final deadline @ noon): call for nominations (self or otherwise) of candidates. Things to consider in nomination of candidates:
 - demonstrated experience in higher education administration
 - demonstrated skills conducive to leading varied disciplines—curriculum development, etc.
 - management skills relating to resources, personnel, and unanticipated events and crises (budget, student issues, etc.)
 - skills in leading initiatives to support university mission and vision—engagement, Blue Sky, etc.
4. April 16: The Search Chair will contact all nominees to garner interest and invite applications.
5. April 17- 24: Receive applications and develop pool of applicants (1 page letter of intent with CV).—Share drive folder on FirstClass will be established for the committee and applications will be scanned and made available in that folder as they are received.)
6. April 26: Committee meets to review applications and narrow pool. Members of the committee poll faculty members to gauge the support for various candidates within the department. Committee presents recommendation to the faculty and staff of the department. After faculty feedback the recommendation is submitted to the Dean.
7. April 29: Finalists contacted by Dean and communicated to college
8. May 3:
 - Finalists meet with search committee, Leadership Team, Associate and Assistant Deans, and Dean (Input solicited from these groups)
 - College Community provides input on finalists to search committee members
9. May 6-8: Committee makes recommendation to Dean citing areas of strength and growth for each finalist.
10. Dean makes final decision in consultation with Provost.
11. May 22nd Department Chair Workshop