

ACAD

AMERICAN CONFERENCE
OF ACADEMIC DEANS

63rd Annual Meeting

January 17-20, 2007

Sheraton New Orleans, LA

Meeting The Test: Responding To The Big Questions

Complementing AAC&U's conference theme ("Real Tests: Liberal Education and Democracy's Big Questions"), the American Conference of Academic Deans' Program features sessions which academic administrators will find enriching. From focus on individual institutional practice to examination of broader academic issues, ACAD's program aims to stimulate conversation and provide direction as ACAD sessions seek to illuminate "Big Questions."

ACAD Pre-Conference Workshops—Additional Registration Fee Required **Wednesday, January 17, 2:00—5:00p.m.**

- **Academic Administration and the Meaning of Life:** As deans and provosts, we are charged with maintaining boundaries, articulating institutional values, and leading change. Yet there is little guidance to help us act with integrity and a concern for our own spiritual well being.

What does it mean that we are described as having gone to the "dark side" or at best as being "first among equals"? That we inhabit professional identities very different from those for which we trained? And how do we meet it with joy and energy?

Participants will leave this session with a renewed sense of professional engagement, specific practices for managing stress, and strategies for continued intellectual and personal growth as an academic officer.

Marjorie Hass, Provost and Professor of Philosophy and **Karen Green**, Vice-President for Student Affairs and Dean of Students (both of Muhlenberg College).

- **Infusing Sustainability into Higher Education**

The United Nations has declared 2005-2014 as the Decade of Education for Sustainable Development, and institutions of higher learning have become the focus for preparing societies to face environmental, social and economic challenges. This workshop will explore the development and implementation of sustainability in the academic mission. Two experienced faculty members will describe how their sustainability initiative grew; they will also discuss particularly effective programs. To broaden the discussion, two academic deans will also describe how they are

responding to the challenges of infusing sustainability into the curricula at their schools.

Peter Bardaglio, Provost and Vice President for Academic Affairs, **Jason Hamilton**, Assistant Professor of Biology, **Michael Rogers**, Assistant Professor of Physics, (all of Ithaca College); and **Geoffrey Chase**, Dean, Division of Undergraduate Studies, San Diego State University.

THURSDAY, JANUARY 18, 2006

10:30am—11:45am

- **Humanism vs. Humanitarianism: A Dean's Role in Civic Engagement and Classroom Learning**

Last January, 130 Bard students traveled to a devastated New Orleans to volunteer. This kind of political/civic engagement is not uncommon for college students; what is unusual is that our students' active participation will be complemented by an interdisciplinary seminar: "New Orleans After the Disaster," which examines the rebuilding of that city through the lens of human rights. In this presentation, Dr. Paul Marienthal, Bard College's Associate Dean of Student Affairs and members of our faculty and student body will address the question: how has the convergence of humanism and humanitarianism affected the college, its curriculum and its extra-curricular involvement in the world.

Paul Marienthal, Associate Dean of Student Affairs, Founder and Director, Trustee Leader Scholar Program provides, Bard College; **Stephen Tremaine**, Bard student and New Orleans native; and **Doug Ahlers**, Fellow, Harvard's Kennedy School of Government, New Orleanian, member, Bring New Orleans Back Committee and the Broadmoor Improvement Association, and organizer of the Harvard Internship program in the Broadmoor neighborhood of New Orleans.

1:30pm—2:30pm

- **Diversity: Value vs. Goal**

Demographic changes in recent years have transformed America from a bi-racial to a multi-cultural society; from issues of race relations to issues of diversity. These changes present complex challenges to academic leaders.

Diversity as an institutional value as well as an administrative goal is a perspective with great promise—leading to dynamic outcomes.

Utilizing such a perspective we led an effort (1998-2005) that resulted in a 48 percent increase in the graduation rates of Black students at a land-grant university.

We will discuss the principles that emerged from a study of diversity as both a value and a goal.

J. Herman Blake, Scholar in Residence, Director, Sea Islands Institute, University of South Carolina Beaufort, Professor-Emeritus, Sociology, Iowa State University and **Emily L. Moore, Professor-Emeritus**, Educational Leadership and Policy Studies, Iowa State University, President, Scholars for Educational Excellence and Diversity, Inc.

2:45pm—4:00pm

- **Place: Setting a Direction for Undergraduate Research**

As colleges and universities have recognized the significant role that undergraduate research plays in student learning, many campuses have expanded their undergraduate research programs across the curriculum. Many schools have also looked to undergraduate research as one of the ways in which a campus can be involved in seeking solutions for community issues. Three campuses will describe the significance of place in determining research projects.

Neal Abraham, Executive Vice President, Vice President for Academic Affairs and Dean of the Faculty, DePauw University; **John Falconer**, Office of Sponsored Programs, University of Nebraska at Kearney; **Rachel M. Petty**, Dean, College of Arts and Sciences, University of the District of Columbia.

FRIDAY, JANUARY 19, 2006

8:45am—10:15am

- **Disruptive Technologies and Paradigm Shifts: Leadership Opportunities for Academic Deans**

From the emergence of writing, which Socrates predicted would encourage forgetfulness, to the rise of the 19th-century production model (which yielded structures such as course units and professional societies), education has been influenced by technology revolutions. We are, almost certainly, at another moment of significant change as Wikis, e-books, blogs, and other digital tools and materials transform how we learn. In this brave new world, do seat time calculations, course credits, and well-bounded departments make sense? This session considers how we structure, foster, and assess learning and teaching in a world reshaped by technology. Presentations and roundtable discussions will help deans identify how they want to lead their institutions at this moment of profound experimentation in the democratization of knowledge production and access.

Panel:

Stephanie Browner, Dean of the Faculty, Berea College; **Jim Swartz**, Vice President for Academic Affairs and Dean of the College, Grinnell College; **Tom Kazee**, Vice President of Academic Affairs and Dean, Furman University; **Jo Ellen Parker**, Executive Director of NITLE (National Institute for Technology and Liberal Education).

10:30am—11:45am

- **Strengthening the Dean Team: Dean and Associate Dean Case Studies**

In the Dean's Office teamwork, open communication between dean and associate dean, and clear mutual expectations are critical for success. Participants will discuss case studies designed specifically for Dean's Office leadership development. Cases cover a wide range of typical dean and associate dean potential hot button issues

including faculty evaluation, budgeting, and organizing academic support services. The session facilitators bring 30+ years of experience as chairs, associate dean, dean, provost, workshop presenters, and leadership consultants.

Peter A. Facione, Senior Director for Academic Leadership, Keeling & Associates;
Carol Ann Giancarlo, Associate Dean, School of ECPPM, Santa Clara University.

11:45am—1:15pm ACAD KEYNOTE LUNCHEON (*Additional Fee Required*)

Tulane University: From Recovery to Renewal
Scott S. Cowen, President, Tulane University

Scott S. Cowen is Tulane University's 14th President. President Cowen came to Tulane in 1998 from Case Western Reserve University where he was a member of the faculty for 23 years and Dean and Professor of Management.

In August of 2005, Hurricane Katrina devastated the city of New Orleans, flooded half of Tulane's campus, and dispersed its faculty, staff, and students around the country. President Cowen's luncheon address titled "Tulane University: From Recovery to Renewal," will be about Tulane's recovery after Hurricane Katrina. In response to Katrina President Cowen announced Tulane's Renewal Plan, an effort to strengthen and focus the university's academic mission addressing its current and future operations in the post-Katrina era.

1:30pm—2:30pm

- **Responding to the Problems of Global Inequality and Cultural Conflict: The New Residential College in the Arts and Humanities at Michigan State University**

First, we will define these two key problems, global inequality and cultural conflict. Then, we will pose several questions regarding the relationship between the arts and humanities and these key problems. Third, we will present the basic elements of the new residential college in the arts and humanities (RCAH) at Michigan State University, whose goals are to address problems such as these. Then, for most of the session participants will discuss the following topics and others they may wish to introduce:

- Pedagogy
- Scholarship of teaching and engagement for graduate students
- World language proficiency
- Student career development
- Faculty recruitment and development

Stephen L. Esquith, Acting Dean, Residential College in the Arts and Humanities, Professor, Department of Philosophy and **Karen K. Klomparens**, Dean of the Graduate School and Associate Provost, Professor, Department of Plant Biology, (both of Michigan State University).

2:45pm—4:00pm

- **Go North Young Person? Designing a College Defined by Place**

How does a college become the "Lake Superior College?" Why would a college want to become the "Lake Superior College?" Northland College's attempt to focus its mission and operation by means of its Lake Superior location will provide a case study for this session. Questions to be discussed: 1) How small a niche can a college successfully inhabit? 2) Can that question be answered in advance of occupying the niche? 3) How do you make an academic program or a college *per se* place-based? 4) What might it mean to view every college function through the lens of place?

Rick Fairbanks, Vice President for Academic Affairs and Dean of the College; **Patti Fenner-Leino**, Director of Student Development; **Michele Meyer**, Director of Student Success (all of Northland College).

4:15pm—5:30pm

• **Case Study Open Discussion**

Session leaders will present “cases” which the audience will consider and discuss, to illuminate the knotty issues faced by academic administrators. No right answers, but better ones!

Panel:

Alicia Harvey-Smith, Dean, Learning & Student Development, Community College of Baltimore County and **Marc M. Roy**, Vice President for Academic Affairs, Dean of Faculty, Coe College.

5:30pm—7:00pm ACAD & Phi Beta Kappa Society Reception

SATURDAY, JANUARY 20, 2006

9:30am—10:30am

• **It's Only Commencement: Controversial Speakers and the Intended Outcomes of Liberal Education**

Increasingly, students, faculty members, and communities are protesting selections of commencement speakers. Do protests reflect the successful intended accomplishment of core values in liberal education (expressions of dissent as a fundamental aspect of a democratic community)? Do these concerns reflect a retreat to dogmatism and non-critical examination of beliefs?

Salman Rushdie (Nova Southeastern University), Condoleeza Rica (Boston College), John McCain (Columbia University), and Jodie Foster (University of Pennsylvania) are recent examples of speakers generating controversy. Students have shouted down speakers and boycotted ceremonies, faculty members have resigned positions, and communities have expressed concern.

These protests raise questions about the role of commencement within the larger institutional mission. Is commencement a 'final lecture' - framed by learning outcomes and academic freedom? Is commencement a simple celebration for families and the community free from debate and critical reflection?

Academic Deans hold a critical role in framing and facilitating these discussions among students, faculty, institution leaders, and community members.

Don Rosenblum, Dean, Farquhar College of Arts and Sciences, Nova Southeastern University and **Howard Erlich**, Dean, School of Humanities and Sciences, Ithaca College.