
Complementing AAC&U’s conference theme, The Wit, the Will . . . and the Wallet: Supporting Educational Innovation, Shaping Our Global Future, the American Conference of Academic Deans’ annual meeting program features sessions that academic administrators will find useful, challenging, and enriching. Echoing the AAC&U emphasis on “resurgence in the vitality and relevance of liberal education” as well as a focus on creativity in meeting the needs of our students, the 2010 ACAD meeting will focus on institutional structures and leadership that successfully advance the cause of coherent learning in a time of rapid change.

ACAD Workshops—Additional Fee Required:

Pre-conference
Wednesday, January 20, 2:00 p.m.—5:00 p.m.

Academic Freedom as Risk Management
Death and taxes. And if you are in academic leadership, the latest academic freedom ‘crisis.’ They are impossible to avoid. And unlike the first two, the campus crisis often comes without warning, triggered by students, administrators, faculty, trustees, or even persons off-campus. They throw you off your priorities and consume valuable time and resources. Handled badly, they can strain relationships and leave lasting scars on leadership and the institution. Combining case study, role play and guided discussion, the workshop will explore how grounding leadership in core university values can minimize theses risks, benefiting the bottom line and turning the next ‘crisis’ into an opportunity to enhance the institution’s most valuable asset—its reputation.

Rob Quinn, Executive Director, Scholars at Risk Network; Sinead O’Gorman, Deputy Director, Scholars at Risk Network; Irving Epstein, Associate Dean of the Faculty Illinois Wesleyan University

Post-conference
Saturday, January 23, 1:30 p.m.—4:30 p.m.

Using Multi-Institutional Student Assessment for Faculty Development
Six Midwestern liberal arts institutions collaborated to learn about students' intellectual growth measured in terms of three high impact learning practices central to a liberal arts education: writing, critical thinking, and civic engagement. This interactive workshop will begin with a brief description of our findings while focusing on valuable faculty development that occurred. We will share information that led us to conclude that collaborative efforts can lead to
meaningful and sustained commitment on the part of faculty to the measurement of student learning. We will also describe the unique relationship among the six deans that enabled the success of the collaborative efforts. The audience will participate in a short simulation of the reading and analysis of a student paper using one of the rubrics developed during the study. We will then look at typical data generated by such analysis to explore the ways it can be used to impact teaching and learning on individual campuses.

Kenneth W. Bladh, Provost, Wittenberg University; Beth A. Cunningham, Provost and Dean of the Faculty, Illinois Wesleyan University; David Fienen, Provost and Vice President for Academic Affairs, Gustavus Adolphus College; Michael Selmon, Provost and Vice President for Academic Affairs, Alma College

Thursday, January 21, 2010

10:30—11:45 AM
Liberal Education and the World That Does Not Yet Exist
Liberal education is about the future. Liberally educated persons must be ready for an unknown world that does not yet exist. Success in this world will require capacities for adaptability, imagination and innovation. Panel participants will discuss these capacities, the challenges they create for us, and ideas for their development.

David Burrows, Provost and Dean of the Faculty, Lawrence University; Lawrence Breitborde, Vice President for Academic Affairs and Dean of the College, Knox College; Marc Roy, Provost, Goucher College

1:30—2:30 PM
Reframing as a Tool for Moving Colleges Forward
Bolman and Deal have developed the management tool of reframing organizations. This tool enables academic leaders to analyze organizational problems by reframing the situation into 4 perspectives: Structural Frame, Human Resource Frame, Political Frame and Symbolic Frame. Reframing enables entrenched problems to be understood in depth and solutions constructed.

Joan Laura Foster, Dean of the School of Letters and Sandra D. Haynes, Dean of the School of Professional Studies, both of Metropolitan State College of Denver

2:45—4:00 PM
Four-Year and Two-Year College Collaboration: Why, When, and How
University partnerships with community colleges are essential for addressing the changing needs of students, demands on liberal education, and challenges to the U.S. in the global economy. A panel representing several collaborations, including successful proposals for external funding, will share experiences and lessons learned from the perspectives of faculty and administrators.

Larry Medsker, Professor of Physics and Computer Science, Siena College and The George Washington University; Alfredo Medina, Jr., Assistant Vice President for Academic Affairs, Office of Government and Foundation Relations, Siena College; Nawal Benmouna, Professor of Physics, and Kathleen Wessman, Interim Vice-President for Planning and Institutional Effectiveness, both of Montgomery College
Surviving and Thriving—Developing Academic Leadership in the Associate Deanship

The Associate Deanship is a proving ground for academic leadership. Associate Deans usually enter their position with an established record of successful academic leadership within a specified sector of the institution (department, center, etc.). The leadership skills developed in these previous roles are essential for success in the broader arena of academic affairs. Continuing success, though, depends on an extension of these leadership skills—and the ability to apply them to problems that are increasingly multi-dimensional and complex. In this session, participants will share their experiences and develop strategies for cultivating academic leadership in the broader setting that the position provides.

James M. Sloat, Associate Dean for Assessment and New Initiatives, Charles Hannon, Associate Dean of the Faculty, both of Washington & Jefferson College; Kathleen Harring, Associate Dean of Institutional Assessment, Muhlenberg College; Gretchen McKay, Assistant to the President for Special Projects, McDaniel College

Friday, January 22, 2010

Knowledge Creators, Knowledge Designers: Building a New Paradigm for Faculty Work at Small Liberal Arts Colleges

Connecticut College and Stonehill College seek to build a new paradigm for faculty work that supports and rewards faculty who remain active, inquisitive learners and knowledge creators throughout their careers and who think rigorously and creatively about how to design and build experiences that engage students in the learning process.

Joseph Favazza, Associate Vice President for Academic Affairs and Dean of the Faculty and Katie Conboy, Provost and Vice President for Academic Affairs, both of Stonehill College; Roger Brooks, Dean of the Faculty and Julie Rivkin, Associate Dean of the Faculty, both of Connecticut College

ACAD Luncheon (additional fee)

Friday, January 22, 11:45 a.m.

Dr. Andrew Delbanco

Business as Usual?: Higher Education After the Meltdown

In the wake of the nation’s financial crisis the challenges facing our colleges and universities are many. Maintaining accessibility for low-income students, striking a healthy balance between research and teaching, supporting new fields of advanced inquiry while providing genuine liberal education for undergraduates—just to name a few. Dr. Andrew Delbanco will speak to these issues at the ACAD sponsored luncheon with a brief question and answer period to follow.

Dr. Delbanco holds the Julian Clarence Levi Professor Chair in the Humanities at Columbia University, where he is currently Director of American Studies. He is the author of many books, including Melville: His World and Work, published in the United States in 2005 by Alfred A. Knopf and in Britain under the Picador imprint. He also writes frequently on issues in higher education for the The New York Review of Books, The New Republic, The New York Times Magazine, and other journals. In 2001, he was elected a Fellow of the American Academy of Arts and Sciences and named by Time Magazine as “America’s Best Social Critic.” Dr.
Delbanco has received fellowships from the Guggenheim Foundation, the American Council of Learned Societies, and the National Endowment for the Humanities, and was a member of the inaugural class of fellows at the New York Public Library Center for Scholars and Writers. His new book, *College: What it Was, Is, and Should Be*, is scheduled for publication by Princeton University Press in 2010.

1:30—2:30 PM
**Teaching Higher Education**
A first-year seminar and a senior capstone were developed to alert students to, respectively, controversies surrounding the purposes of higher education and financial pressures on the integrity of both public and private higher education. Attendees will discuss courses on higher education needed on their own campuses and mechanisms for introducing them.

**Eugenia P. Gerdes**, Dean *Emerita* of the College of Arts and Sciences, Professor of Psychology, Bucknell University

2:45—4:00 PM
**Understanding and Embracing Student Resistance: Opportunities for Faculty Development**
In a time of rapid change, one constant remains: the cognitive development of traditional-aged undergraduates. Why, then, are faculty surprised by the degree to which many students resist best practices? Using student development theory, this session will model a faculty development workshop designed to identify predictable patterns of student response in the classroom and suggest strategies to capitalize on those patterns.

**Elizabeth Beaulieu**, Dean, Core Division, Champlain College and **Lee Burdette Williams**, Vice President and Dean of Students, Wheaton College

4:15—5:30 PM
**ACAD Open-Mic Discussion**
The "open mic" session provides a forum within which academic officers (deans, associate deans, provosts, etc.) can bring their own dilemmas and receive counsel from a panel of AOs as well as other audience members. The panel includes experienced administrators from different types of schools who will respond to questions from and encourage discussion among the attendees. This session provides an open environment for sharing solutions and best practices.

**ACAD Reception**
**Friday, January 23, 5:30 p.m.**
Hosted jointly by ACAD and the Phi Beta Kappa Society

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**Saturday, January 23, 2010**

9:45—10:45 AM
**Negotiating Cynically, Ethically and Effectively**
As a dean you spend much of your time negotiating with various parties. Taking a cynical view of others’ interests and motives can aid your negotiations enormously. However, such thinking needs to be situated in an ethical framework, or you can lose your way. Most of the session will
employ case studies and small and large group discussions to explore in practical terms the major themes of principled negotiation, applied cynicism, and ethical self-evaluation.

**Brandon Claycomb**, Dean of the School of Arts and Sciences, Edgewood College