6th Annual Deans’ Institute (additional fee/includes lunch, Bay Level–Bayview Room A/B)

Wednesday, January 25, 8:45 a.m.–4:30 p.m.

The Deans’ Institute provides an opportunity for academic administrators to develop their leadership abilities in a supportive environment. It is designed especially for deans, provosts, associate deans and associate provosts, and other academic leaders above the rank of department head.

Plenary Speakers: Kathleen Murray, President, Whitman College and Linda Cabe Halpern, Vice Provost for University Programs, James Madison University.

Roundtable Discussion Facilitators:

Sheila Amin Gutierrez de Pineres, Vice President for Academic Affairs and Dean of Faculty, Austin College; Laura L. Behling, Vice President for Academic Affairs and Dean of the College, Knox College; Frank A. Boyd Jr., Associate Provost, Illinois Wesleyan University; Jonathan Green, Provost and Dean of the Faculty, Illinois Wesleyan University; Bonnie D. Irwin, Provost and Vice President for Academic Affairs, California State University–Monterey Bay; Cynthia Jackson-Elmoore, Dean and Professor, Honors College, Michigan State University; Jonathan Levin, Provost, University of Mary Washington; Thomas Meyer, Vice President for Academic Services and Student Development, Lehigh Carbon Community College; Kerry Pannell, Vice President for Academic Affairs and Dean of the College, Agnes Scott College; Susana Rivera-Mills, Vice Provost and Dean Undergraduate Studies, Oregon State University; Marc Roy, Provost, Albion College; James Salucci, Vice President for Academic Affairs and Dean of Faculty, Buena Vista University; Peter Skoner, Associate Provost, Saint Francis University; David C. Smith, Dean, Cailloux School of Professional Studies, Schreiner University; Marci Sortor, Provost and Dean of the College, St. Olaf College; Michael K. Wansou, Vice President for Academic Affairs and Dean of the Faculty, and Tanner Babb, Associate Academic Dean and Associate Professor of Psychology, both from Huntington University.

A full Institute program can be found by visiting the ACAD website at www.acad.org.

ACAD Pre-Conference Workshops (additional fee)

Wednesday, January 25, 2:00–5:00 p.m.

Liberal Arts Institutions: Survival Lessons of the Next Decade (Bay Level–Seacliff B)

So you want to be a college president? It’s possible to make it happen at this workshop that is a simulation of how critical stakeholders in higher education could respond to the challenges of an uncertain future. Facing collapse, if not extinction, smaller liberal arts colleges, in particular, must devise the purposes, structures, and ideas whereby they will survive and thrive. In small groups, participants will work through a change situation (provided) in assigned roles of senior leadership, faculty, students, parents, trustees, alumni, donors, and local/national decision-makers. They will identify the urgency, complexity, and ambiguity of change; experience the kind of communication needed to forge solutions with a variety of stakeholders; and discern institutional and cultural behavior patterns that prompt or impede success and survival in educating for the future. The future is too important to be left to the future. Prepare now with the resulting “survival lessons” from the workshop.

Karen Erickson, Dean, School of Arts and Sciences, Southern New Hampshire University; Elizabeth Dunn, Dean, College of Liberal Arts and Sciences, Indiana University–South Bend; Anne Hiskes, Dean, Brooks College of Interdisciplinary Studies, Grand Valley State University; Tracy Dinesen, Associate Dean for General Education and Assessment, Simpson College.

Transforming Your Institution for Inclusive Excellence (Bay Level–Marina Room)

Undergraduate institutions are responding to changes in student demographics, societal norms, and globalization. To best serve students and prepare them for an ever-changing and hyper-connected world facing intractable challenges, higher education must re-imagine itself to become more learner-centered. We must also examine practices that inherently privilege certain groups who have historically been most successful on our campuses. Change at the institutional level is, by its very nature, difficult and painful; structures, policies, assumptions, and culture must be examined and transformed, requiring intentional, consistent, and persistent interventions.

This highly interactive session presents, as a catalyst, a case study of an institution transforming itself to better serve an increasingly diverse student body. We emphasize the intersection among the demands arising from deep student dissatisfaction (the demands.org) and the Step Up and Lead for Equity initiative from AACU. Workshop participants will explore how to use typical college/university governance bodies to steer change, problem solve, and set priorities relating to faculty development, curriculum choices, tenure and promotion processes, faculty hiring and retention, assessment of learning, and integration of academic and student affairs. The workshop includes opportunities to apply what is being learned to participants’ home institutions and to receive peer feedback.

Amy B. Mulnix, Director, Faculty Center and Donnell Butler, Senior Associate Dean for Planning and Analysis of Student Outcomes, both from Franklin and Marshall College.
Thursday, January 26

10:30–11:45 a.m.

**Telling the Story: New Colleges Centered on Learning and Connected with Communities** *(Pacific Concourse Level–Pacific D/E)*

The presenters represent two new institutions, one a new community college and the other a baccalaureate institution grounded in civic engagement. The two campuses have been intentional in grounding themselves in best practices and a culture of assessment and improvement. The presenters will share concepts from *Full Participation: Building the Architecture for Diversity and Public Engagement in Higher Education* (by Susan Sturm, Tim Eatman, John Saltmarsh, and Adam Bush) as they describe their approaches to a liberal education for low income first generation students—grounded in a commitment to educational equity and singular foci on student learning, grounded in community.

**Scott E. Evenbeck,** President, Stella and Charles Guttman Community College, and **Adam Bush,** Provost, College Unbound

1:30–2:30 p.m.

**“Drinking from the Firehose”: Two African-American Deans Reflect on Their Leadership at Private Colleges/Universities in the Midwest and Southern California** *(Pacific Concourse Level–Pacific D/E)*

Two African-American male administrators will present the case for creating an authentic voice and narrative perspective as Academic Deans. They argue, to be successful administrators of color, their roles require staying in front of nuanced complexities on a range of responsibilities and decision-making which impact multiple constituencies. The 90-minute session is intended to engage academic administrators at the associate dean, associate provost, dean, and provost levels.

**Lawrence T. Potter, Jr.**, Dean, College of Arts and Sciences, University of La Verne, and **Kendrick Brown**, Dean, College of Arts and Sciences, University of Redlands

2:45–4:00 p.m.

**Setting up a System for Supporting Students with Mental Health Needs without Compromising Academic Integrity** *(Pacific Concourse Level–Pacific D/E)*

Mental health issues are increasingly prevalent among college students. The focus of this session is to explore two equally important principles: The right of the student to equal access and support, and the right of the institution to protect academic rigor and integrity. Following an introduction from the panelists on best practices and the range of challenges in setting up an evaluation and support process for both student affairs and academic affairs, we will work in small groups using case studies to strategize and generate discussion.

Cheryl Ashcroft, Assistant Dean of Academic Support Services, **Laurie Evans,** Director of Student Support and Case Management Services, and **Katherine Lavinder,** Dean of Students, all from Lehigh University; **Sharon Basso**, Vice President of Student Affairs, Claremont-McKenna College; **Laura Reynolds**, Associate Dean, College of Education, University of Michigan–Dearborn

Friday, January 27

1:30–2:30 p.m.

**Assistant/Associate Deans—Solving Problems (Before and After They Arise)** *(Pacific Concourse Level–Pacific D/E)*

Associate deans often operate “in-between” faculty and deans in anticipating, averting, and solving operational problems in academic affairs. This interactive session offers case studies on faculty turnover, departmental review, and program transitions. This is a networking and development opportunity for new and veteran assistant/associate deans.

**James M. Sloat**, Associate Provost and Dean of Faculty, Colby College; **Jeffrey Cole**, Associate Dean of the Faculty, Connecticut College; **Margaret Imber**, Associate Dean of Faculty, Bates College; **Penny Yee**, Associate Dean of Faculty, Hamilton College
2:45–4:00 P.M.  
**Telling Your Story in the Noisy Marketplace**  
(*Pacific Concourse Level—Pacific D/E*)  
Promoting academic programs is challenging in our social media age. Academic Affairs can better collaborate with Marketing and Communications to showcase strong stories for specific audiences. In the liberal arts, we need to stop playing defense and tell rich stories of the utility, passion, and aesthetic worth of the humanities, social sciences and sciences. Session format: case studies and collaboration.  

*Brenda Bretz*, Senior Associate Provost for Academic Affairs, and *Connie McNamara*, Executive Director of Marketing and Communications, both from Dickinson College;  

*Elizabeth E. Dunn*, Dean of the College of Liberal Arts and Sciences,  

*Ken Smith*, Associate Professor of English and Executive Editor, Wolfsen Press, and *Lee Kahan*, Associate Professor of English and Associate Dean, CLAS, all from Indiana University–South Bend

4:15–5:30 P.M.  
**Why 90% Retention Isn’t Good Enough: Student Success and Diversity at the Selective Small College**  
(*Pacific Concourse Level—Pacific D/E*)  
Student retention issues at selective small colleges are different from those at large institutions, where most work has focused. We describe two highly successful programs from Kenyon and Grinnell, and describe the collaborations and challenges necessary to advance a program from creation, through implementation to dissemination. Kenyon’s KEEP program, a pre-college transition experience for underrepresented students, and Grinnell’s PiE program, an academic recovery program for first years, both provide lessons for institutions small and large.  

*Mark B. Schneider*, Professor of Physics, Grinnell College;  

*Heather Lobban-Viravong*, Senior Associate to the President, SUNY–Geneseo;  

*Ivonne M. García*, Associate Provost, Chris Kennerly, Associate Dean of Students/Director Office of Diversity, Equity, and Inclusion, and *Theodore Mason*, Associate Provost for Diversity, Equity, and Inclusion, all from Kenyon College

**Saturday, January 28**  
9:15–10:15 A.M.  
**Seeding Grass-Roots Discussions: Equipping Administrators to Foster Faculty Engagement with Mission, Identity, and External Constituencies**  
(*Pacific Concourse Level—Pacific D/E*)  
In an environment where the distinctiveness of mission identity is more important than ever, getting genuine faculty “buy-in” on institutional priorities is one of the most challenging, and also crucial, aspects of success. Based on a collaborative faculty initiative aimed at understanding one university’s Liberal Arts foundation, this session will give participants a sense of sequenced discussions that focus on commonalities, build on faculty engagement, and eventually incorporate student experience and administrative vision.  

*Susan Mobley*, Chair, Department of History, and  

*Brian Harries*, Director of Core Curriculum Assessment, both from Concordia University Wisconsin
### Meeting at a Glance

**Wednesday, January 25**

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<td>The State of Shared Governance: Preliminary Results of the 2016 AAUP/ACAD Survey</td>
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**ACAD is proud to host our 73rd Annual Meeting with AAC&U.**

ACAD sessions are open to all registrants—we hope you find them informative and engaging.

**Interested in learning more about ACAD?**

Stop by the ACAD booth located in the Grand Ballroom Foyer (Street Level) and ask about the Annual Meeting membership special—offered only at the Annual Meeting.