



## ***INTELLECTUAL LEADERSHIP IN THE LIBERAL ARTS***

A CONFERENCE CO-SPONSORED BY  
THE AMERICAN CONFERENCE OF ACADEMIC DEANS  
AND THE PHI BETA KAPPA SOCIETY  
HOSTED BY THE COLLEGE OF CHARLESTON



OCTOBER 23-25, 2003  
CHARLESTON, SC

*LIGHTSEY CONFERENCE CENTER OF THE  
COLLEGE OF CHARLESTON*

Thursday, October 23

4:00 pm

**Registration Opens**

Lightsey Conference Center Lobby

7:00 pm

**Welcome**

Room 228

**James Pence**, Provost and Dean of Graduate Studies, Pacific Lutheran University and Chair, ACAD Board of Directors; **John Churchill**, Secretary, Phi Beta Kappa; and **Sam Hines**, Dean, School of Humanities and Social Sciences, College of Charleston

**Opening Plenary**

**Liberalism and Liberal Education: A Conversation with Diana Schaub**  
**Diana Schaub**, Professor and Chair, Political Science, Loyola College in Maryland  
Respondent: **Sam Hines**, Dean, School of Humanities and Social Sciences, College of Charleston and Member, ACAD Board of Directors

8:30 pm

Opening Reception Hosted by Phi Beta Kappa

Lightsey Conference Center Lobby

Friday, October 24

8:30 – 10:00 a.m.

Concurrent Sessions I

Room 228 East

**Students in the Balance: A Report from The Penn State General Education Symposium (Limit: 50)**

**Hank Dobin**, Associate Dean of the College, Princeton University

**Eric R. White**, Executive Director, Division of Undergraduate Studies, Pennsylvania State University

For more than one year, academic administrators from eight public and three private universities engaged in a sustained dialogue about the purposes and practices of general education at research universities, with a special focus on the real and perceived challenges to effective general education programs on our campuses. Sponsored by the William and Flora Hewlett Foundation and hosted by The Pennsylvania State University, the symposium brought participants together in July 2001 and March 2002 to discuss these questions and produce a collective monograph, "Students in the Balance," that analyzes issues and proposes solutions. The report is available at [www.psu.edu/dus/StudentsintheBalance.pdf](http://www.psu.edu/dus/StudentsintheBalance.pdf)

Moderator: **Paul Armstrong**, Dean of the College, Brown University

Room 226A

**Academic Leaders as Mediators Between Intellectual Traditions and Educational Institutions**

**Paul D. Ewald**, Academic Dean, Regis College, Regis University

**Eliza Reilly**, Visiting Assistant Professor, Franklin and Marshall College

This session focuses on some of the influences and intersections of broad intellectual liberal themes on the mission, goals, and delivery of liberal arts education. Ewald will offer a reflection on mission-oriented foundational goals and broader contemporary tenets of liberal thought and criticism (including, for example, elements of Christopher Lasch's critique of liberalism and understandings of progress, and Isaiah Berlin's distinguishing contrast between singular unifying organizing principles and scattered, divergent, or contradictory causes.) Reilly will respond by focusing on another strand of "liberal" thought that has had a critical relationship with higher education, but is quite distinct from the Lasch and Berlin positions--pragmatism as framed by James and Dewey.

Moderator: **John Churchill**, Secretary, The Phi Beta Kappa Society

Room 226B

**Civic Responsibility in the Arts & Sciences: Connecting the Classroom to the World**

**John S. O'Connor**, Associate Professor, George Mason University & Senior Scholar, American Association for Higher Education

**Karen K. Oates**, Professor of Integrative Studies, George Mason University

**Alan Jones**, Dean of Faculty, Pitzer College

**Marie Sandy**, Director, Pitzer in Ontario Program, Pitzer College

Since the 19080s, a number of institutions and organizations have addressed the seeming disinterest in and cynicism of 18-24 year old students about politics and civic engagement. This session will first examine the principles behind and efficacy of two programs designed to promote democratic engagement and civic responsibility focused on student learning and faculty development: George Mason University's New Century College in Virginia and Pitzer College's Pitzer in Ontario program in California. Participants will be divided into small groups and invited to reflect on their own campus conditions; discuss what is meant by citizenship and community; and explore the relationship between academic study and experiential learning. Some reading material will be available ahead of time.

Moderator: **Elise B. Jorgens**, Provost/Senior Vice President for Academic Affairs, College of Charleston

**Room 217**

**Liberal Learning, the Teacher-Scholar Model, and Student-Faculty Interactions**

**Donna H. Oliver**, Professor of Modern Languages, Beloit College

**David Burrows**, Vice President for Academic Affairs and Dean of the College, Beloit College

**Marc M. Roy**, Vice Vice President for Academic Affairs and Dean of the Faculty, Coe College

The combination of teaching and scholarship is critical for creating the set of intellectual interactions that are the foundation of liberal learning. The panelists will consider several of the arguments for engaging in scholarship in a liberal education setting, including mastering the discipline; infusing excitement into student learning activities; and modeling learning processes. These arguments have implications for student-faculty collaboration, for student-centered learning experiences, for the ways in which faculty demonstrate their professional activity, for questions of faculty evaluation and the overlap between professional work and course content, and for faculty development programs. The panelists will provide ideas about these issues from their disciplinary perspectives, and focus on various types of faculty-student collaborations that are consistent with the emphasis on student involvement in faculty scholarship. Ample time will be allotted for discussion.

Moderator: **Janice Walker**, Dean of Arts and Humanities, Xavier University

**Room 220**

**Liberal Education and Professionalization: A Conversation About *Greater Expectations***

**Andrea Leskes**, Vice President for Education and Quality Initiatives, Association of American Colleges and Universities

The Greater Expectations initiative of the Association of American Colleges and Universities (AAC&U) is currently moving from its first phase of framing a vision of a twenty-first century liberal education into its second phase, "Achieving Greater Expectations." As educators and other stakeholders across the country prepare to discuss the implementation of the report's vision of a new academy, this session will focus specifically on the section of the report that envisions professionalization as "the new practical liberal education." (The report is available at [www.aacu.org](http://www.aacu.org)). Participants will be invited to engage the project's director and two AAC&U Board Members in dialogue about this nationally recognized call for educational reform and to think with them about its implications and implementation.

Moderator: **Jerry Berberet**, Executive Director, Associated New American Colleges

10:00 – 10:30 am

*BREAK*

10:30 – 12:00 noon

**Concurrent Sessions II**

**Room 217**

**Liberal Arts and An International Campus Environment (Limit: 25)**

**Lee Sternberger**, Assistant to the Provost for Global Education, James Madison University

**Linda Cabe Halpern**, Dean, James Madison University

**Gregory S. Mahler**, Provost, Kalamazoo College

Events of the past several years have put increased pressure on international programs to serve not only the students who participate but also the community as a whole - the institution, the local community, even the nation and the world. Both new and well-established programs are considering innovative approaches to connecting the classic goals of liberal education with the realities of an increasingly interdependent and contentious global climate. This session will highlight ideas and efforts to address the new challenges of how to combine individual academic enrichment with the obligation to serve the community at large. The presenters, who are from campuses that have been invited by FIPSE to participate on a planning grant regarding assessment of international learning, will reflect on the current state of the larger discipline of international education; discuss new approaches to assessing students' international experiences, and offer innovative ways to "bring the experience home." Session participants will be given ample time to discuss these ideas in the context of the premise that a "global" perspective is central to a liberal arts education.

Moderator: **Bridget Puzon**, Editor, Liberal Education, Association of American Colleges and Universities

**Room 226A**

**At the Core: The Centrality of the Liberal Arts in a New Interdisciplinary Core Curriculum Across a Multi-Campus Comprehensive University**

**Adelia Williams**, Associate Dean for Academic Programs and Services

**Linda Anstendig**, Director, Writing Across the Curriculum, Pforzheimer Center for Faculty Development

**William Offutt**, Director, Pforzheimer Honors College and Professor of History

All of Pace University

This group presentation will focus on the development and creation of a new interdisciplinary Core curriculum design at Pace University, a mid-size comprehensive university with urban and suburban campuses in the New York metropolitan region. The perspectives of the Associate Dean for Curriculum, the Director of the Honors College, and the Director for Writing Across the Curriculum, will provide the audience with a comprehensive and practical overview of the process, from concept, through the political machinations of a multi-campus structure, to the creation of faculty development programs, and to final implementation. The presenter will invite reflection on their proposal that their successful and multi-layered reform process can serve as a model to institutions that are contemplating or undertaking a Core Curriculum revision at similarly complex institutions. Visit Pace University's Core Curriculum web site [here](#).

Moderator: **Karen Callaghan**, Associate Dean, Barry University

**Room 226B**      **COPLAC Panel: Liberal Education and the Public Liberal Arts College**  
**Christopher C. Dahl**, President, State University of New York College at Geneseo  
**Allen Berger**, Vice President for Academic Affairs, University of Maine Farmington  
**Thomas L. Purce**, President, The Evergreen State College  
**Bill Spellman**, Dean of Humanities and Professor of History, University of North Carolina-Asheville  
A discussion of the respective roles of presidents, deans, and faculty leaders in leadership efforts designed to respond to the particular challenges to liberal education that public liberal arts institutions face. In what ways, if any, are the missions of public institutions distinct from those of private liberal arts colleges? Panelists will reflect on their responsibilities in relation to access and equity issues and to the public institution's role as responsible citizens within our communities.  
Moderator: **Sam Hines**, Dean of Humanities and Social Sciences, College of Charleston

**Room 228 East**      **Hanover College's Vision: An Education that Integrates the Liberal Arts into Everything We Do (Limit: 50)**  
**Russell L. Nichols**, President  
**Dennis McDonald**, Vice President and Dean of Students  
**Jane Jakoubek**, Vice President and Dean, Academic Affairs  
All of Hanover College  
How can a liberal arts college unify its increasingly diverse programs under a common vision rooted in the liberal arts? How can a growing, dynamic college develop a focused, shared vision that enthruses its many stakeholders about the potential and benefits of a liberal arts education in the modern world? What roles must academic leaders play during the development and implementation of such a vision? Participants will examine these questions by considering the experience of Hanover College and comparable challenges on their own campuses.  
Moderator: **Jim Pence**, Provost and Dean of Graduate Studies, Pacific Lutheran University; Chair, ACAD Board

**Room 228 West**      **Franklin & Marshall's Experience with Reconciving General Education**  
**D. Alfred Owens**, Associate Dean of the Faculty  
**Misty Bastian**, Associate Professor of Anthropology  
**John Campbell**, Professor of Psychology  
All of Franklin and Marshall College  
Presenters in this session will review the philosophy and development of a novel approach to general education, which begins with three multidisciplinary "Foundations" courses, extends through more advanced "Explorations" outside the major, and aims to include a "Collaboration" course with a group project or activity that link the students' intellectual interests to challenges beyond conventional coursework. The objectives and structure of F&M's curriculum, as well as the difficulties and lessons learned through implementation, may be of interest to other institutions who are reconceiving the meaning of liberal education.  
Moderator **Vera Zdravkovich**, Vice President for Instruction, Prince George's Community College

12:00 noon – 3:00 pm      *LUNCH ON YOUR OWN*

**3:00 pm – 4:00 pm**      Plenary Session

Room 228      **Forum on Presidential Perspectives on the Liberal Arts**  
**Rita Bornstein**, Rollins College  
**Christopher Dahl**, SUNY Geneseo  
**J. Timothy Cloyd**, Hendrix College  
**A. Lee Fritschler**, The Brookings Institution  
Moderated by John Churchill, Secretary, The Phi Beta Kappa Society

**4:00 pm – 4:30 pm**      *BREAK*

**4:30 pm**  
**Room 228**      *Keynote Address:*  
**"How Critical is Critical Thinking?"**  
**David Potts**, Professor Emeritus of History, University of Puget Sound

Followed by

Reception and Optional Low Country Feast  
(\$30.00 per person; Pre-Registration Required)

8:30 – 10:00 a.m. **Concurrent Sessions III**

- Room 226**      **The Centrality of Liberal Learning in the Undergraduate Curriculum (Limit: 50)**  
**Eugenia P. Gerdes**, Dean, College of Arts & Sciences, Bucknell University  
**Virginia M. Coombs**, Provost and Vice Chancellor for Academic Affairs, University of Wisconsin River Falls  
**Vera Zdravkovich**, Vice President for Instruction, Prince George's Community College  
 Academic leaders from a private liberal arts college, a community college, and a public comprehensive university will discuss the critical mission of General Education programs in preparing young adults with the skills to pursue productive careers and assume their roles as civic leaders in the 21st century. The challenges differ at the three types of institutions. Eugenia P. Gerdes, will discuss the private liberal arts college at which the general education component of the liberal arts curriculum is challenged by the narrower disciplinary interests of faculty and the vocational interests of students, both of which are represented in the undergraduate major. Vera Zdravkovich will discuss the challenge of providing a coherent, well-integrated General Education program at community colleges, and share a model that provides the intellectual, liberal education context to the general education program at Prince George's Community College. Virginia Coombs will describe how a well-integrated General Education program grounded in the liberal arts and sciences establishes a first-level exposure to problem-solving and critical thinking skills.  
 Moderator: **Virginia M. Coombs**, Provost and Vice Chancellor for Academic Affairs, University of Wisconsin River Falls
- Room 224A**      **The Role of Special Centers for Liberal Education**  
**Mauri Ditzler**, Dean of the College, Wabash College  
**Jeffrey Nesteruk**, Director, Center for the Liberal Arts and Society, Franklin and Marshall College  
**Clara Yu**, College Professor, Middlebury College and Director, National Institute for Technology and Liberal Education  
 In spite of the fact that many colleges and universities have liberal education at the heart of their missions and mottos, many campuses and national organizations also create special centers designed to promote, explore, or otherwise focus on the meaning and implementation of a liberal arts education. Do such centers clarify or confuse people's understanding of the meaning and value of the liberal arts? What is the "real" effect of the work of such centers? How do these centers balance their interests in reaching local, regional, and national audiences? In this session, representatives from three special centers for liberal education will talk about their work and address these questions. Attendees will be invited to participate actively in the discussion.  
 Moderator: **Stephen C. Ainlay**, Vice President for Academic Affairs and Dean of the College, College of the Holy Cross
- Room 224B**      **From the Field: Is "Intellectual Leadership" a Major Criterion in Academic Searches?**  
**Ann H. Die**, Managing Director, Academic Search Consultation Service  
**Patricia T. (Tobie) van der Vorm**, Senior Consultant, Academic Search Consultation Service  
**O. Jon McRae**, President, Jon McRae and Associates, Inc.  
 This conference seeks to explore the meaning of "intellectual leadership" in the service of a liberal arts education. How is intellectual leadership understood in the context of an academic search? How can candidates and institutions communicate clearly what they each understand intellectual leadership to entail? How can candidates best demonstrate their intellectual leadership, and how can search committees best evaluate it? To what degree are a job candidate's qualifications in this area truly a factor in the academic search process?  
 Moderator: **Howard Erlich**, Dean, School of Humanities and Sciences, Ithaca College
- Room 220**      **Living the Liberal Arts Mission: A Cross-Disciplinary Initiative**  
**Peggy Pittas**, Assistant Dean Senior Symposium and Senior Symposium Readings Program; Associate Professor, School of Sciences  
**Terese Hartman**, Professor of English and Assistant Director, Senior Symposium and LCSR Programs  
**Maria Nathan**, Associate Professor of Business Administration and Management; Program Coordinator, Business Administration Program  
 All of Lynchburg College  
 This session will focus on two innovative approaches to integrating the liberal arts into coursework across the curriculum at Lynchburg College. Both approaches incorporate readings of classical and modern significance from the ten-volume, thematically based Lynchburg College Symposium Readings (LCSR), and both approaches emphasize critical thinking, writing, and speaking pedagogies. Attendees are invited to participate in a demonstration of a classroom exercise involving the reading of Gandhi's "Satyagraha," which is used in part to reflect on the concept of leadership. Syllabi and program assessment data will also be shared.  
 Moderator: **Esther Merves**, Director for Membership, Association of American Colleges and Universities

Room 217

**Roundtable on the Role of the Disciplinary Associations in Sustaining Intellectual Quality**

**Carla B. Howery**, Deputy Executive Officer, American Sociological Association

**Linda Lopez**, Director of Education and Professional Development, American Political Science Association

**Michael Kelly**, Executive Director, American Philosophical Association

This roundtable addresses the history and future of the disciplines in providing the leadership necessary to define, sustain, and promote the intellectual quality of the liberal arts, particularly in the face of increasing pressures around professionalization, assessment, and challenges to the very role and nature of disciplinary. After some opening comments addressing the session theme, the panel will invite questions from and discussion with attendees.

Moderator: **Eliza J. Reilly**, Visiting Assistant Professor of History, Franklin and Marshall College

10:00– 10:30 am

**BREAK**

10:30 am  
Room 228

**Closing Plenary:**

"Truth and Friendship: Reflections on the Complexities of Academic Community"

**Philip Glotzbach**, President, Skidmore College

2:00 – 4:00 pm  
Room 224

**POST CONFERENCE EVENT OPEN TO ALL ATTENDEES:**

**SENCER SYMPOSIUM IV**

SENCER, Science Education for New Civic Engagements and Responsibilities, is a multi-year, national dissemination project of the Association of American Colleges and Universities (AAC&U) that connects science and civic engagement by teaching "through" complex, capacious and unsolved public issues, such as natural catastrophes, water quality, HIV disease, the Human Genome Project, energy alternatives, nuclear disarmament, and weapons of mass destruction. Funded by the National Science Foundation, SENCER is a strategic initiative to promote and sustain large-scale, institutionalized science education reform. This symposium will feature presentations about SENCER ideals and practices, models of course and cross-curriculum development, resources available to support these efforts, and innovative assessment and evaluation strategies. Discussion will focus on the SENCER approach to connecting science learning with wider issues of civic and global importance.

Presentations by **Wm. David Burns**, **Karen Kashmanian Oates**, and **Eliza Jane Reilly**  
(SENCER alumni are welcome to participate in this discussion.)

*followed by*

**SENCER Information and Networking Reception**

SENCER welcomes all participants at the ACAD-PBK meeting to join us for an information-sharing and networking reception following the SENCER session in the Lightsey Center. Please join us to learn more about SENCER innovations and how your campus can join this comprehensive and incisive national project.

Acknowledgments

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