

The American Conference of Academic Deans The Phi Beta Kappa Society

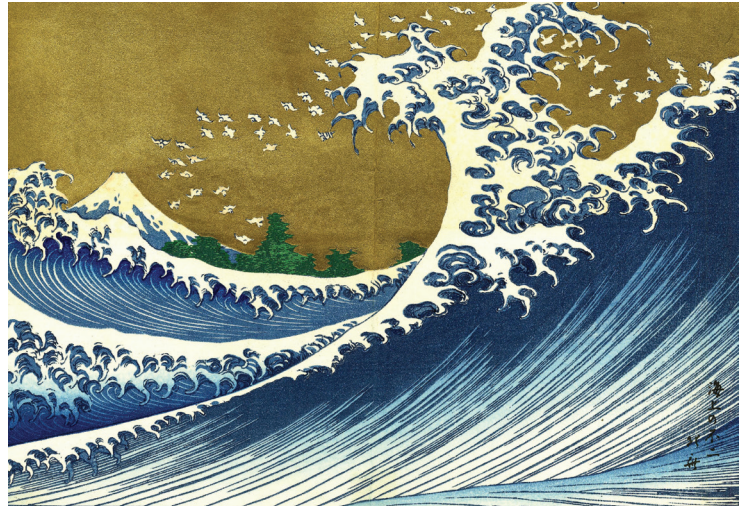
SIXTH BIENNIAL CONFERENCE

INTERCONTINENTAL HOTEL

MILWAUKEE, WI & JUNE 23–25, 2016

Catching the Wave

*Energy and Renewal in
Liberal Arts Education*



CONFERENCE PROGRAM

Thursday, June 23

5:00 PM

Registration Opens

Foyer–2nd Floor

5:30–6:45 PM

Opening Reception

Lobby Salon

All welcome; hors d'oeuvres/open bar

7:00–8:30 PM

Opening Plenary

Grand Salon 2

Framing the Grand Challenges: Designing Research
Questions for the 21st Century

DR. EARL LEWIS, President,
The Andrew W. Mellon Foundation

The world begs for thoughtful analysis, informed scholarship, and balanced perspectives. The world also needs

teams of researchers from across the disciplines to work together as never before. How those teams are assembled and what they work on will be determined, in part, by the questions they are asked to tackle. More than ever before, they must come together to confront the so-called grand challenges—those gnarly issues that confound, confuse and bemuse.

EARL LEWIS became the sixth President of The Andrew W. Mellon Foundation in March 2013. Under his guidance, the Foundation has reaffirmed its commitment to the humanities, the arts, and higher education by emphasizing the importance of continuity and change.

A noted social historian, Mr. Lewis has held faculty appointments at the University of California at Berkeley (1984–89), and the University of Michigan (1989–2004). He has championed the importance of diversifying the academy, enhancing graduate education, re-visioning the liberal arts, exploring the role of digital tools for learning, and connecting universities to their communities.

Prior to joining The Andrew W. Mellon Foundation, Mr. Lewis served as Provost and Executive Vice President for Academic Affairs and the Asa Griggs Candler Professor of History and African American Studies at Emory University. As Provost, Lewis led academic affairs and academic priority setting for the university.

Friday, June 24

8:00 AM–12:00 PM

Registration Opens

Foyer–2nd Floor

8:00–9:00 AM

Continental Breakfast

Foyer–2nd Floor

9:00–10:15 AM

Block One Concurrent Sessions (5)

The first block of concurrent sessions are designed to encourage participants to consider addressing the motivations that drew us to work in the academy. Selected sessions for this block will consider questions such as: Why do we do what we do? What is the inner landscape of a faculty member or academic leader, and what happens there that has the potential to sustain us? How shall we think about our identities as active, inquisitive practitioners of the liberal arts, especially in the context of institutional bureaucracy?

1A. Currents: How a Magazine Reignited Passion for the Liberal Arts

Salon A

We will talk about the birth of *Currents* magazine, and how it sparks conversations about how to effectively demonstrate the liberal arts in action while engaging alumni, students, faculty, and the general public as we deepen understanding and encourage advocacy for overlapping ways of seeing the world and ourselves.

ELIZABETH E. DUNN, Dean of the College of Liberal Arts and Sciences and KEN SMITH, Associate Professor of English and Executive Editor, Wolfson Press both from Indiana University–South Bend

1B. Finding Purpose, Developing Personhood: The Value and Practice of Discernment in Liberal Arts Learning

Grand Salon 3

In “Cultivating Discernment,” Gosselin writes (2012, p. 20) that “discernment is basically an activity of soul-searching.” A recursive process, it’s about paying attention to self and one’s environment; reflecting on what one knows, feels, and believes; and taking action. Ideally, the practice of discernment moves beyond discreet moments of reflection and becomes habituated as a way of understanding oneself and how one proceeds in the world—as a

mindset, a tool, a life skill. The purpose of this discussion-based session will be to address the relevancy and realization of discernment in liberal-arts learning. Participants are encouraged to read Gosselin’s (2012) essay in advance <http://epublications.regis.edu/jhe/vol1/iss1/5/>.

CATHERINE SHERMAN, Assistant Dean, Office of Academic Advising and PAM MASON, Associate Dean for Social Science, Education, and Global Studies, College of Arts and Sciences, both from John Carroll University

1C. Linking Liberal Education and Teacher Education in the 21st Century

Salon D

This session explores the liberal-arts related motivations that brought many academics into the academy, and how those motivations might help us envision how k-12 teacher education programs can be shifted from a narrow focus on “content delivery” to a model that is explicitly tied to the power, insight, and utility of liberal learning. Presenters will outline their own personal narratives related to liberal arts learning, and will ask session attendees to do the same. Presenters and session attendees will then collectively reflect on these liberal arts motivations to consider how they might become more explicit elements of k-12 teacher education.

FLETCHER LINDER, Interim Associate Vice Provost for University Programs; CHRIS ARNDT, Associate Dean, College of Arts and Letters; and SCOTT PAULSON, Science and Math Cluster Coordinator, General Education, all from James Madison University

1D. The Joy Project: A Multidisciplinary Seminar on Restoring Contentment in Academia

Salon E

The University of Redlands supports Multidisciplinary Seminars involving faculty from across campus to work together on questions of mutual interest. Our seminar, the Joy Project, considered faculty motivation, engagement, and burnout. Faculty from across campus met together during 2015-2016 to discuss causes and solutions for increasing workload demands and declining morale, read relevant scholarly work, and make recommendations to colleagues and administrative leaders. In our session, we will discuss recommendations we made to our University, ask our participants to discuss them in small groups, and report back to the large group about commonalities and differences between our observations and their home institutions.

STEVEN MORICS, Professor, Department of Mathematics, and JANE BOTH GRAGG, Associate Professor, School of Education, both from University of Redlands

1E. Nurturing Renewal:

What Makes It All Worthwhile

Grand Salon 4

Referring to academia's "endless slog," Deresiewicz asserts, "what makes it all worthwhile...is the vigorous intellectual dialogue...with vibrant young minds." Our panel invites vibrant minds of all ages to engage in vigorous intellectual dialogue, using Brookfield and Preskill's "Circle of Voices" discussion mode, about how to infuse what drew us into academia into our present work.

WENDY A. WEAVER, Dean for Academic Affairs; CHERYL BAILEY, Dean for the School of Natural and Health Sciences; KATHLEEN POORMAN DOUGHERTY, Dean for the School of Humanities, Social Sciences and Education; and KAREN FRIEDLEN, Vice President for Academic and Student Affairs, all from Mount Mary University

10:15–10:45 AM

Beverage Break

Foyer–2nd Floor

10:45 AM–12:00 PM

Block Two Concurrent Sessions (5)

The second block of concurrent sessions are designed to encourage participants to consider where we are now as a bridge that connects our motivations with the future of liberal arts education and consider questions like these: What is the role of faculty members as public intellectuals who engage the public in discourse about or inspired by the liberal arts? How shall we shift the balance of public discourse more towards the public good of the liberal arts? How can we realign our motivations, rooted in our love of the liberal arts, with the management imperatives of modern institutions?

2A. Between Scylla and Charibdis: The Governance

Challenges Facing Liberal Arts Institutions *Salon A*

Many academic leaders must simultaneously promote the liberal arts curricula of their institutions while also integrating new programs in response to market demand. By necessity, these strategic decisions proceed through systems of shared governance. This session provides academic leaders with the chance to reflect on and develop strategies for addressing this challenge in the context of their own institution's governance system.

FRANK BOYD, Associate Provost, Illinois Wesleyan University, and EMILY CHAMLEE-WRIGHT, Provost and Dean of the College, Washington College

2B. Outcomes Assessment and the Public Trust:

A Cure for No Known Disease

Grand Salon 3

Its advocates argue that program assessment is essential to public trust in academia, yet our experience is that the public is largely uninterested in it. Is assessment thus only for internal self-improvement? Or can assessment address external concerns? If so, how? Are the goals of institutional self-improvement and building public trust mutually incompatible? Can such tensions be resolved? This session will engage participants in these and similar questions through discussion of their own experiences with assessment and institutional image, and through small-group brainstorming about how assessment might support image-building or why it cannot.

DOUGLAS BALDWIN, Department of Mathematics, and THOMAS GREENFIELD, Professor of English and former Dean of the College, both from State University of New York College at Geneseo

2C. Avoiding the Pernicious Dichotomy: Moving

Beyond Liberal Arts vs. Applied Learning *Salon D*

In our session, we will address a pernicious dichotomy between job training and ideas for their own sake. We will describe efforts at Beloit College to recognize and forge synergies between career preparation and liberal learning, what we call the liberal arts in practice.

CHARLES WESTERBERG, Associate Dean and Director of the Liberal Arts in Practice Center; ANN DAVIES, Provost and Dean of the College; and CAROL WICKERSHAM, Director of Community-Based Learning and the Duffy Community Partnerships Program, all from Beloit College

2D. Supporting Students with Learning Disabilities

and the Faculty who Teach Them *Salon E*

We must set in motion the advice to "teach the students you have." Increasingly, LD student *are* the students we have, and the students at all of our institutions together represent a slice of our society at large. How can we better support students with disabilities (learning/developmental/cognitive) and the faculty who teach them? The focus of this session is to workshop these challenges in a collaborative environment. After a brief introduction of the panelists, we will work in small groups using case studies to share best practices, strategize, and generate innovative ideas.

PATRICIA PRICE, Dean of Academic Affairs, Guttman Community College, CUNY; CHERYL ASHCROFT, Assistant Dean, Academic Support Services, Lehigh University; and JACK TRAMMELL, Director of Disability Support Services, Randolph-Macon College

2E. The Liberal Arts Under Siege

Grand Salon 4

Why do liberal arts programs and liberal arts colleges feel so threatened today—from politicians, parents, the public and sometimes from their own leaders? This session will explore the trends—and also discuss the way defenders of the liberal arts try to fight back, and why their success has been mixed.

SCOTT JASCHIK, Editor, *Inside Higher Ed*

12:00–3:00 PM

Lunch On Your Own

3:00–5:00 PM

Plenary Panel Discussion

Grand Salons 1 & 2

Pronouns, Mascots, and Hashtags: Navigating and Owning Histories and the Liberal Arts Mission

PAREENA G. LAWRENCE, Provost, Augustana College; PAULA O'LOUGHLIN, Provost, Coe College; JANET SCHRUNK ERICKSON, Director of the Honors Program, University of Minnesota–Morris; and ERIC ELIASON, Dean of the College, Concordia College, Moorhead

Where do institutional history and legacy and connecting to new populations of students conflict? When is our primary obligation to a marketplace of ideas, and when is our primary obligation to safe spaces? What is the balance between owning our sometimes inglorious pasts and celebrating them? Does it matter if the flashpoint of tension is a mascot, a building name or an iconic statue? Are these obligations different in this era of social media and very real structural (financial) constraints than they were at other moments of social unrest like the 60s? How do we negotiate this space as Deans and faculty, if, in fact, we at liberal arts colleges should actually be engaging in this kind of debate? This panel considers whether or not, and how, this might be the moment where we can reframe our narrative from a return on investment to a return on education. Perhaps in embracing such things as debates on #BlacklivesMatter or #Election2016, we can actually get closer to the ideals of *artes liberales*.

5:00 –7:00 PM

Reception

Zen Den

All welcome; hors d'oeuvres/open bar

Saturday, June 25

8:00–9:00 AM

Continental Breakfast

Foyer–2nd Floor

9:00 AM–10:15 AM

Block Three Concurrent Sessions (5)

The third block of concurrent sessions are designed to have participants look to the future of the liberal arts and liberal arts education and, especially, the role of faculty members and academic leaders in inventing the future of liberal arts education. To what extent can we shape what liberal arts education will look like in the future? How can our faculty development programs build processes for curricular and pedagogic change to support the students of the future (e.g., changing demographics, underserved populations entering the academy, quality of student preparation for college)? How can faculty leadership consider what counts or matters in faculty evaluation and advance the faculty role in marketing liberal arts education to a public that doesn't understand the liberal arts? What does the future hold for institutional leadership and shared governance?

3A. Naming the Elephants in the Room:

Crafting a Shared Vision of the Liberal Arts through Collaborative Conversations

Salon A

In response to the challenges facing higher education, Birmingham-Southern College initiated a yearlong conversation between the academic affairs administration and faculty that sought to examine, define, and articulate a vision of the College's future as a liberal arts institution. Our presentation will discuss the structure, strategy, and logic behind our discussions. In the presentation, we will also facilitate and model a typical discussion session, reflect on the lessons learned about guiding in-depth yearlong conversations, consider our next steps, and pro-

vide participants with recommendations for adapting this process to their institutions.

KENT ANDERSEN, Director, Hess Center for Leadership and Service & Chair of Engaged Learning Programs, Instructor, Department of English; MICHELLE BEHR, Provost and Vice President for Academic Affairs; MEGAN GIBBONS, Professor of Biology & Chair of Wightman Academic Area; and RANDALL LAW, Associate Professor of History & Chair of Lupton Academic Area all from Birmingham-Southern College

3B. Organizing for Liberal Arts

Education in 2030: Simulation

Grand Salon 3

The foundations of liberal learning are the gateway to what employers want in creativity, writing, collaboration, and critical thinking. Are we organized to carry out the gospel of the liberal arts in the twenty-first century? Are we organized to help students make sense of their world and their ability to make changes? Does it take more than a major, departmental and disciplinary silos, and current administrative structure to educate for the future? Through a simulation (case provided), participants take on different institutional roles in higher education. The simulation moves from crafting a vision and mission for the next decade to organizing the liberal arts education of 2030.

KAREN ERICKSON, Dean, School of Arts and Sciences; SHAWN POWERS, Assistant Dean, School of Arts and Sciences; JUSTINA OLIVEIRA, Assistant Professor of Psychology; and FRANK CATANO, Chair, Department of Social Sciences, all from Southern New Hampshire University

3C. The 21st Century Liberal Arts Education: Transforming Practice for Inclusive Excellence

Grand Salon 4

Undergraduate institutions are responding to changes in student demographics and globalization; Generation Z will be even more culturally different from faculty than the Millennial Generation was. To best serve these young adults and prepare them for an ever-changing and hyper-connected world, higher education must re-imagine learner-centered education. This interactive and collaborative session will present a case study of a campus that is increasing its racial, socioeconomic, and geographical diversity. Participants will explore how these institutional changes impact faculty development, curriculum, tenure and promotion processes, and assessment of learning and reflect on appropriate steps for their home campus.

AMY MULNIX, Director of the Faculty Center, and DONNELL BUTLER, Senior Associate Dean for Planning and Analysis of Student Outcomes, both from Franklin and Marshall College

3D. Bringing the Promise of Liberal Education to the Students of Today and Tomorrow: Theory and Practice

Salon D

While liberal arts inquiry began with wealthy and free pupils, today inaccessibility may remove students of tomorrow from the liberal arts classroom. Administrators seem to want to broaden access; the question remains how to pay for it amid an uncertain economic landscape. This session will be led by two administrators from institutions that serve underserved, underprepared, and academically hungry students. They will speak directly to opportunities and challenges as we prepare for the future of liberal arts education. Finally, the presenters hope that a rich discussion can inform and inspire all participants as they seek to be more inclusive and responsive to educational stratification in the United States.

CHAD BERRY, Academic Vice President and Dean of the Faculty, Berea College, and LOREN J. BLANCHARD, Executive Vice Chancellor Academic and Student Affairs, The California State University

3E. Riding the Wave: Nurturing Renewal through

Connections with Liberal Education Abroad

Salon E

This century has seen a spike in liberal education initiatives outside the US. Nearly 100 new programs were founded since 1995. This session explores how this international phenomenon can energize US liberal arts by (1) empirically describing the global trends; (2) offering a case study of Duke Kunshan University's Global Learning Semester program, its impact on the 4-year curriculum being developed for Duke Kunshan in China, and the potential impact on Duke's US curriculum; (3) inviting participants to analyze challenges faced by their colleagues abroad; and (4) exploring how constructive and culturally-sensitive connections abroad can re-invigorate U.S.-based faculty and administrators.

MARY-ELLEN BOYLE, Former Associate Provost and Dean of the College, Clark University; KARA GODWIN, Research Fellow, Center for International Higher Education, Boston College; ANDREW FIELD, Associate Dean of Undergraduate Programs, Duke Kunshan University; HAIYAN GAO, Vice Chancellor for Academic Affairs, Duke Kunshan University, China; and HENRY NEWSON, Professor of Physics, Duke University

10:15–10:30 AM

Beverage Break

Foyer–2nd Floor

10:30 AM–12:00 PM

Closing Plenary

Grand Salon 2

The Future of Liberal Arts Education

DR. S. GEORGIA NUGENT, President Emerita, Kenyon College

Liberal arts education has its roots in Classical Greece, was codified by Martianus Capella in the medieval period, flourished during the Renaissance, and has been particularly influential and prized in the educational traditions of Great Britain and the United States. Is this long tradition approaching the end of its relevance? Certainly, in America we have heard a great deal in recent years about the liberal arts being impractical, or elitist, or out-of-touch with the times. Yet, we also see a strong counter-trend, as more and more nations around the world are eagerly founding new universities specifically based on the model of American, liberal arts education.

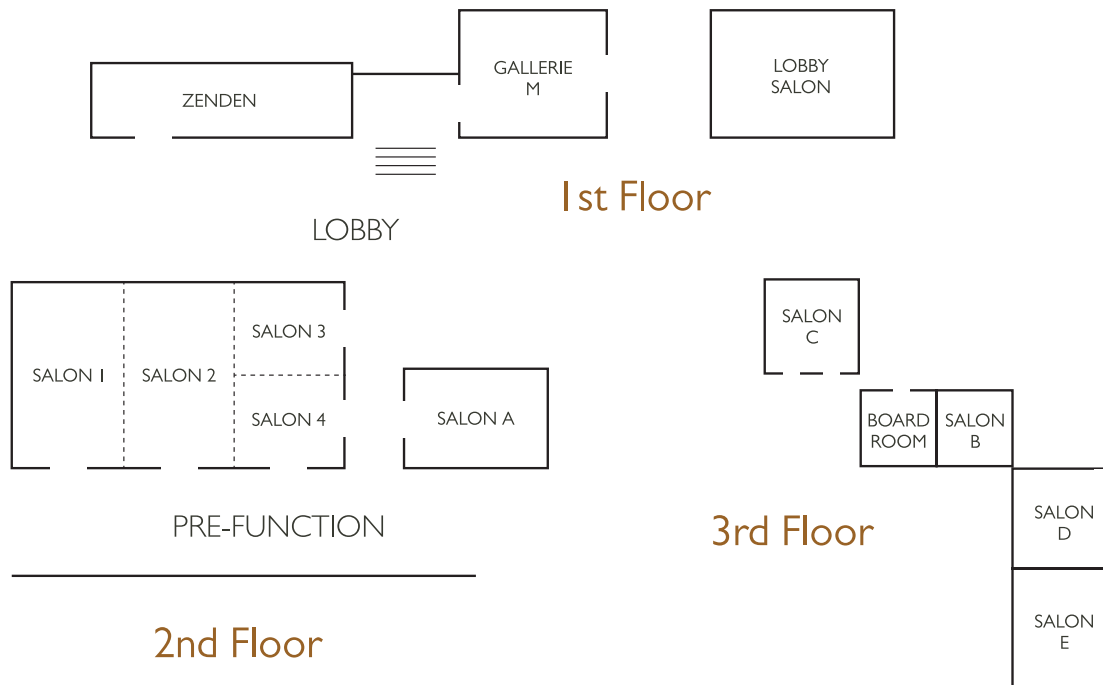
Does liberal arts education have a future? And, if so, what form will it take? The fact is that, although one can trace a line of tradition extending back to classical times, liberal arts education has always evolved, to meet the needs of the cultural environment and the historical moment. This paper seeks to identify the aspects of liberal arts that are timeless and will remain uniquely valuable, as well as those that we may expect to change in a future that is increasingly global, digitally-connected, and entrepreneurial.

DR. S. GEORGIA NUGENT is the interim president of The College of Wooster. She assumed her duties on July 1, 2015, and will guide Wooster through the 2015–16 academic year as the college conducts a search for its next permanent leader.

Nugent comes to Wooster from the Council of Independent Colleges, where she has been a senior fellow since 2013. In that role, she led a public information campaign, “Securing America’s Future: The Power of Liberal Arts Education,” which won national awards for its innovative use of social media, as well as print media. Nugent served as president of Kenyon College from 2003 to 2013.

Prior to her service at Kenyon, Nugent held a series of positions at Princeton University from 1992 to 2003, including assistant to the president, associate provost, and dean of the Harold W. McGraw Jr. Center for Teaching and Learning. She taught classics at Brown University from 1985 to 1992, and at Princeton from 1979 to 1985. Nugent earned her bachelor’s degree from Princeton in 1973 and her doctorate from Cornell University in 1978.

CONFERENCE ROOM INFORMATION



SPECIAL THANKS

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ACAD

AMERICAN CONFERENCE OF ACADEMIC DEANS

The Mission of ACAD is to provide academic leaders who share a commitment to student learning and to the ideals of liberal education with networking and professional development opportunities and to support them in their work as educational leaders.

WWW.ACAD.ORG



Phi Beta Kappa celebrates and advocates excellence in the liberal arts and sciences. Its campus chapters invite for induction the most outstanding arts and sciences students at America's leading colleges and universities. The Society sponsors activities to advance these studies—the humanities, the social sciences, and the natural sciences—in higher education and in society at large.

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