



OCTOBER 11–DECEMBER 31, 2021

The Leadership in Higher Education Conference provides insights to help academic leaders set direction, solve problems, and make a positive imprint on their campus. Sessions engage and inform attendees in 7 topical areas, designated at the beginning of each session listing.

TOPIC 1: LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Sessions in this track focus on building and refining innovative approaches to academic leadership in support of student success; building faculty collaboration; addressing conflict resolution; promoting innovation through research; fostering needed curricular change; mentoring junior faculty; establishing equitable promotion and tenure processes; and building a positive working and learning environment. Some sessions will also address new trends or developments in higher education, such as the changes in enrollment and the switch to remote instruction due to the COVID-19 pandemic that affect academic leadership.

TOPIC 2: DIVERSITY, EQUITY, AND INCLUSION

Higher education administrators are working to implement holistic programs to accommodate today's diverse students, faculty, and staff. Sessions in this track focus on how higher-education professionals are responding to campus issues, such as structural diversity, change management, transformation of institutional culture, and diversity skills and competency training programs; and student needs, such as housing and food insecurities, mental health concerns, neurodiversity, sexual identity, disabilities, immigration concerns, and racism. Sessions may also address how colleges are supporting diverse staff and faculty or making institutions places that can retain diverse employees.

TOPIC 3: INSTITUTIONAL EVALUATION AND ASSESSMENT

Evaluation and assessment are important issues for academic leaders, as states, accrediting bodies, students, and parents all look for evidence of quality. Academic leaders must understand how to work with accreditors, identify trends in state assessment and compliance, and carry out strategic planning for evaluation and assessment. It is of great importance for departments to constantly and consistently evaluate and assess their programs. This track will include best practices, proven strategies, and models for designing and executing an evaluation plan.

TOPIC 4: HIRING, DEVELOPMENT, AND RETENTION

How do we recruit and support administrators, staff, and faculty throughout their careers? This track considers the tools, resources, programs, behaviors, and leadership skills needed to hire, promote and sustain vibrant and engaged administrators, staff, and faculty across ranks, disciplines, and institutional settings. Sessions in this track will address issues related to faculty development, assessment, mentoring, promotion and tenure, annual reviews, coaching, or other topics related to academic personnel and their concerns.

TOPIC 5: INSTITUTIONAL CULTURE AND CLIMATE

The culture of a university consists of the set of values that helps the university's faculty, staff, students, and administrators understand which actions are considered acceptable and which actions are considered unacceptable. Climate looks at the present moment: what is the atmosphere like for members of the faculty, staff, students, and administrators? Culture has an historical basis: who are we and what are our values on the basis of where we have been?

Academic leaders must foster a known set of values indicating their importance to key stakeholders in order to facilitate the operational efficiency of the university. Sessions in this track will include managing and improving institutional culture and climate and dealing with the problems that arise at the department and college level.

TOPIC 6: STUDENT RECRUITMENT, RETENTION, AND SUCCESS

Student success is a gauge of institutional success, and—as such—for accrediting agencies, the public, contributing alumni, and students and their families, it is an indicator of the institution's overall product. Sessions in this track will focus on overcoming challenges to recruitment and retention, such as escalating costs, declining state support, and a shrinking student population; creating successful recruitment and retention programs through student-focused efforts in admissions, financial aid, academic advising, course management, or residential living; and promoting student success by supporting

high-risk students, adult learners, academic assistance, health and wellness counseling, and more.

TOPIC 7: SPECIAL TOPICS IN ACADEMIC LEADERSHIP

With the complexity of leadership roles and responsibilities at different institutions, sometimes our work doesn't fit neatly into a single category. Sessions in this track

bridge multiple other topical areas or represent a topic not clearly defined in another track, such as implications of technology, effective budgeting, fundraising and development, legal and regulatory issues, curriculum planning and development, or the future of higher education.

SESSIONS

LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Cultivating Leadership Skills in Early-Career Faculty

Russell Carpenter and Sara Zeigler, Eastern Kentucky University

This session focuses on strategies for developing leadership skills in early-career faculty. Academic administrators at a variety of levels are often in a position to support, mentor, and guide early-career faculty as they prepare for various levels of responsibility within and across the institution. Many administrators are expected to lead, mentor, or assess early-career faculty as they acclimate to the expectations of the promotion and tenure process, including establishing a research agenda, teaching, and service. Success in these areas of the professoriate often takes priority; however, faculty are also being asked to lead from the early years they arrive on campus. Their new institutions expect them to bring or possess the skills they need not only to navigate complicated academic terrain but also serve as productive members of departmental, college, and institution-wide initiatives. In many cases, early-career faculty are asked to lead with minimal or no related leadership development. Based on years of higher education academic administrative experience as a faculty member and university leader, the facilitator will guide participants through a multi-step process of skill development and strategies that prioritize practical approaches for cultivating leadership in early-career faculty that participants can readily apply and transfer to their own contexts.

LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Building a Comprehensive Faculty Mentoring from Scratch: Lessons Learned

Leslie Gates and Oliver Dreon, Millersville University

In this session, we will discuss our process developing

a faculty mentoring program on our campus, and the scholarship and evidence that have informed our work. While the development continues, we will outline the steps we've taken to foster a campus culture which recognizes and supports the need for faculty mentoring across one's career span. We will also discuss the lessons we've learned along the way and our anticipated next steps. This session will include opportunities for attendees to examine and discuss mentoring needs on their own campuses.

LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Servant Leadership During Times of Uncertainty

Stephanie Hinshaw, American College of Education
Audience has some experience with this topic

Being an effective and positive leader is challenging, even when times are certain. Leading in a time of uncertainty can be downright scary. This presentation explores how seven key components of servant leadership can assist leaders in leading during times of uncertainty. Robert Greenleaf, the creator of the servant leadership philosophy, shared the best test of servant leadership is if people grow as a result of their leader (Keith, 2016). Servant leaders accomplish this tall order of helping others grow by engaging in several vital behaviors. Specifically, Sipe and Fick (2015) identified seven key components servant leaders possess to help others grow. These components include: Person of Character: Is honest, trustworthy, authentic, and humble; Puts People First: Expresses genuine care and concern for others, aids in a way that promotes growth; Skilled Communicator: Listens to understand and communicates with influence, not authority; Compassionate Collaborator: Strives to build a caring, collaborative community to improve the quality of life; Has Foresight: Effectively creates and articulates a shared vision and anticipates potential consequences of decisions; Systems Thinker: Connects systems thinking with decisions and ethical issues; Leads with Moral

Authority: Empowers others and creates systems to support quality. These behaviors can, and many would argue, should be used by leaders in times of uncertainty to aid in providing stability to their teams. The presenter will discuss these seven components and how they aid leaders during uncertain times in times.

LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Succession Planning: Why the Future Needs Strong Mentorship Today

Julie Piepenbring, College of St. Rose and Todd Rofuth, Southern Connecticut State University

Audience has some experience with this topic

All organizations including higher education experience both anticipated and unanticipated changes in leadership. Proactive mentorship of faculty and staff can be a crucial part of ensuring future success in higher education administration. This presentation is about proactive succession planning through the application of best mentoring practices. Upon completion of this workshop participants will: learn to identify what skills sets are needed for future leaders and develop mentorship plans that will guide a smooth transition; maximize interpersonal skills to effectively and efficiently mentor future leaders to successfully execute succession plans; apply an integrated approach to mentoring with cultural humility that is individually tailored for optimal impact; and employ enhanced skills when engaging and supporting mentees in the moment that increases learning and professional growth, without overextending time commitments.

LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Where Education and Leadership Converge: Leadership Development for the Whole Learner-Leader

Sara Spear, Rutgers University

Audience is new to this topic

Leadership development program participants are learners of leadership and therefore, programs should be grounded in both education and leadership theory. This session will introduce a conceptual model that recognizes participants as both whole learners and whole leaders, moving beyond the traditional individual cognitive approach to consider other domains and dimensions of development. This model has been piloted in the design of a faculty administrator leadership development program, and attendees will learn how such a model can be used to guide the

curriculum, delivery format, and assessment methods.

DIVERSITY, EQUITY, AND INCLUSION

Bridging the Gap Between Classroom and Community

David Rivera and Mary Rose Pedron, Flagler College
Audience has some experience with this topic

Educational institutions often serve as beacons for Diversity, Equity, and Inclusion. It has become increasingly important that conversations be had regarding both the positive and negative results of institution's actions with regard to DEI initiatives and programs. This session provides an opportunity for evaluation of programs implemented by a small liberal arts college located in the northeastern part of Florida. At the conclusion of this presentation attendees should be able to evaluate their levels of perspective-taking, communication and collaboration among stakeholders, and cultural knowledge and self-awareness.

DIVERSITY, EQUITY, AND INCLUSION

“What Could I Possibly Say?” Addressing Racist Dialogue in the Classroom

Lauren Cardon and Cassander Smith, University of Alabama

Audience has some experience with this topic

Attitudes about race, impacted by our current political environment, have produced pedagogical challenges for professors who teach subjects that involve discussions of racial difference. In this session, we will lead a workshop on navigating our most challenging moments in the classroom. We provide a community-sourced “starter’s” guide designed to help teacher-scholars discuss race in the college classroom. The guide consists of how-to prompts that provide specific language to foster productive conversation around issues of race, including how to prime students for difficult topics; how to address a harmful comment when the student does not intend harm; how to open up discussion when students want to shut it down; and what to say when you don’t know what to say.

DIVERSITY, EQUITY, AND INCLUSION

Policy to Action: Learners Learning With, From, and About Anti-Racism

Moni Fricke, Laura MacDonald, Camisha Mayes, and Lori Davis, University of Manitoba

Audience has some experience with this topic

As part of a longitudinal interprofessional collaboration (IPC) curriculum for healthcare students, IPC faculty partnered with Indigenous educators to

deliver an IPC session on the role of collaboration for anti-racism in healthcare. Building on anti-racism policy, multiple simultaneous virtual platforms facilitated discussion on anti-racism and population health for 650 health professional students. Private breakout rooms with an Indigenous mentor offered learners psychological safety, while faculty guided learners through a series of discussions. By the end of this session, participants will explore the role of IPC curriculum for facilitating collective action against racism while considering learner safety in this context.

INSTITUTIONAL EVALUATION AND ASSESSMENT

Strategic Planning During a Constantly Changing Environment

Kelly Gillerlain, Tidewater Community College
Audience has some experience with this topic

Creating a strategic plan during a pandemic while incorporating all stakeholders, new institutional leadership, and a changing higher educational landscape is a daunting process. This session will give an overview of the two-year intensive process, as well as hurdles faced while writing the plan. Some changes the committee faced included: the hiring of a new president, a President's Cabinet restructure, the integration of our Quality Enhancement Plan for our SACSCOC mid-year report, and a steep enrollment decline. Methods used to engage the college community will be previewed and a demonstration on the importance of "following the data" will be presented.

HIRING, DEVELOPMENT, AND RETENTION

Courageous Conversations in Higher Education

Seena Haines, University of Mississippi and Jenny Van Amburgh and Sue Stein, Northeastern University
Audience is experienced in this topic and is ready to learn more

We all encounter conflict in our responsibilities in academics. This session will aid attendees in applying effective techniques associated with conflict resolution and negotiation. Participants will complete inventories that help frame the way they approach conflict and speakers will offer strategies rooted in positive psychology that can foster relationship strengthening and organizational health through times of disagreement.

HIRING, DEVELOPMENT, AND RETENTION

Models for Successful Mission Integration of

Adjunct Faculty

Christine Knaggs, Adrian College

Audience has some experience with this topic

The reliance on adjunct faculty at four-year institutions necessitates study into the quality of institutional integration efforts. This study uses the "Essential Elements of Faculty Work" framework (Gappa and Austin, 2010), survey data from adjunct faculty, and existing effective integration models at institutions to make recommendations for mission integration efforts of adjunct faculty within higher education.

HIRING, DEVELOPMENT, AND RETENTION

Revitalizing Faculty Development Events through Collaborative Efforts

Latisha Haag and Cyndi Landis, Fort Hays State University

Audience has some experience with this topic

Faculty development events support professional growth covering a variety of topics that meet the ever-changing demands of teaching students. However, campuses are often plagued by too many faculty development events that are poorly attended. Developers quickly tire from planning events to see the same few familiar faces. By examining case studies and learning strategies that combine university forces to create events that better meet the needs of the university community, attendees will examine internal department strengths and goals to identify collaborative opportunities across campus; define elements of collaborative faculty development planning; and discuss application strategies for planning collaborative events.

HIRING, DEVELOPMENT, AND RETENTION

The Care & Feeding of Mid-Career Faculty: Professional Development Across the Career Life Cycle

Lynne Texter, La Salle University and Jenepher Lennox Terrion, University of Ottawa

Audience is experienced in this topic and is ready to learn more

To build and sustain faculty vitality and engagement, leaders must find ways to support and encourage faculty at all stages of the career life cycle. There are many formal and informal development opportunities for assistant professors on the tenure track, but once tenure has been achieved, faculty may be exhausted, disillusioned, or unclear about how to continue their development. This necessitates programs for continued professional development. This panel will explore the

challenges for mid-career faculty; propose programs and activities for continued professional development; enable participant reflection; and share best practices for institutions, chairs, and mid-career faculty.

INSTITUTIONAL CULTURE AND CLIMATE

Ready to Rumble: Conflict Management for University Leaders

Jill Parrott, Eastern Kentucky University

Audience has some experience with this topic

While not all conflict is bad, problems arise when conflict is actively ignored, leading to decreases in clarity, trust, and engagement with simultaneous increases in problematic behavior. In academia, conflict is exacerbated if we misinterpret collegiality to mean “I cannot confront any conflict.” When university leaders are not prepared to address incompatible interests or goals, institutional climate is negatively affected, leading to dysfunctional work environments and low faculty/staff retention. This session asks participants to reflect on their reactions to conflict; to identify multiple approaches to resolution; and to apply conflict management tools to their home contexts.

INSTITUTIONAL CULTURE AND CLIMATE

Servant Leadership: A Contemporary Leadership Model for Colleges & Universities

Steven Bloomberg, Southeast Arkansas College

Audience is new to this topic

Servant leadership represents a compelling philosophy framed by the self-sacrificing leader who places the needs of followers first and cultivates an altruistic culture inside the organization. The trait of serving first differentiates servant leaders from other styles of leadership. Learn how Southeast Arkansas (SEARK) College transformed its culture from a decades-long authoritative leadership style to one of servant leadership. The infusion of a new, inclusive culture has resulted in programmatic and enrollment growth. A significant factor in these successes was the integration of the ten essential traits associated with servant leadership.

INSTITUTIONAL CULTURE AND CLIMATE

The Power of a Project: Creating Impactful Student Experiences

Amanda Langendoerfer and Janet Gooch, Truman State University

Audience is new to this topic

Acknowledging the benefits of experiential and project-based learning to student support, retention and

ultimate graduation, Truman State University set out to create a unique, hands-on experience which brought collaboration, problem-solving, and interdisciplinary thinking to the fore-front of a new student experience. The Truman Symposium offers students opportunities to consider local and global challenges while building and understanding the concept of community.

This session will provide an analysis of this new program; participants will learn practical strategies for implementing curricular change (including adjustments for COVID), building faculty collaboration, developing institutional leadership, scaffolding student learning experiences, and ensuring sustainability of design.

STUDENT RECRUITMENT, RETENTION, AND SUCCESS

Peer Mentoring Program Improves Academic Success through Proactive Partnerships

Amber Miller, Shivas Amin and Michalina Mrugala, University of St. Thomas, Houston

Audience has some experience with this topic

At the University of St. Thomas, a small, liberal arts, Hispanic Serving Institution, a peer mentoring program (PMP) changed the perspective of academic support services. Our PMP is based on a partnership between faculty teaching freshman and sophomore level STEM courses and a qualified student (peer mentor). This partnership fosters a proactive attitude on utilizing academic support services and creates inclusive learning environments. Participation in the PMP increased first-year retention rates from 71.3% to 95.5% and increased cumulative GPAs from 3.18 to 2.65 for students attending sessions across the academic year. Additionally, online peer mentoring resulted in record high usage.

STUDENT RECRUITMENT, RETENTION, AND SUCCESS

Supporting First-Year and Transfer Students Using Campus-Wide Resources

Jennifer Schum and Lisa Copenhaver, Hood College
Audience is experienced in this topic and is ready to learn more

Student success and persistence to graduation is a topic relevant to all institutions, and discussing the strengths and weaknesses of this model will support further development and discussion of first-year student support for each institution. Participants will leave with an understanding of the holistic approach Hood College is using to support first-year and transfer student success. Participants will become familiar with

the model including the alert system, academic success course, and the need for academic advisors to be a part of this model. We will review the strengths and weaknesses while discussing the need for awareness, active outreach, and academic support to help improve student success.

STUDENT RECRUITMENT, RETENTION, AND SUCCESS

Success in College Science Courses Begins with Academic Language

Michalina Mrugala and Amber Miller, University of St. Thomas

Audience has some experience with this topic

This presentation is a collaboration between ESL (English as Second Language) and STEM (Science, Technology, Engineering, Math) professionals at the University of St. Thomas and utilizes data collected from faculty and students about expectations and preparedness for language in STEM. Furthermore, we will outline a model of academic language improvement process, from student identification to academic language application and practice. We will also share our success stories, such as improved global academic performance, student self-awareness, STEM faculty involvement, an increasing number of return visits, and improved scores on the nursing program entry exam.

SPECIAL TOPICS IN ACADEMIC LEADERSHIP

Control Your Attention, Control Your Life!

Seena Haines, The University of Mississippi School of Pharmacy; Jenny Van Amburgh, Northeastern University; and Susan Stein, Sue M. Stein Consulting, LLC

To be consistently productive and manage stress better, we must strengthen our skill in attention management: the practice of controlling distractions, being present in the moment, finding flow, and maximizing focus. Rather than allowing distractions to derail, choose where you direct your attention at any given moment, based on an understanding of your priorities and goals. This session is more than just exercising focus. It's about taking back control over your time and your priorities. After attending, you will be able to identify and discuss sources that of time

wasters, energy drainers and distractions; explore how transparency, identity, mindfulness and energy (TIME) can contribute to better time efficiencies; complete and analyze a time analysis inventory and describe key strategies and evidence-supported solutions to prioritize tasks and recover time; share additional assessment tools and principles to help us be more efficient and productive; and create a two-part action plan for improving time efficiency to foster work life integration.

SPECIAL TOPICS IN ACADEMIC LEADERSHIP

Community Collaborations: Reimagining and Rebuilding

Brad Williams, Dallas College - El Centro Campus

COVID-19 forced higher education and its community partners to abandon time-tested processes in pursuit of flexible workflows responsive to a steady stream of changing information, and each day's new set of insights and challenges. This session presents a series of scenarios and solutions for reengaging community partners to achieve unimaginable outcomes. We're stronger together when we leverage our collective capacity.

SPECIAL TOPICS IN ACADEMIC LEADERSHIP

Decision-Making Approaches in Higher Education

Todd Rofuth, Southern Connecticut State University and Julie Piepenbring, College of Saint Rose
Audience has some experience with this topic

This workshop offers attendees the opportunity to practice skill development and acquisition of various problem-solving and decision-making strategies that can be employed for resolving problems and making decisions that strengthen organizational function and sustainability within the context of the issues facing higher education today. After attending, you will be able to apply the taxonomy of comprehension to assist in leadership problem-solving and decision-making; decide which of the various approaches to decision-making should be used depending on the situation, and then implement the correct approach; and critique the decision-making process you have selected to identify pitfalls of decision-making and employ solutions to overcome them.

POSTER SESSIONS

Advantages and Disadvantages of a Dual Leadership Model in Academia

Alishia Ferguson, University of Arkansas

Imperfect circumstances call for creative solutions. This poster will present a creative leadership solution that was implemented by a small academic unit in a

fairly large university. A literature review of creative models will be presented along with conclusions about alternative leadership models. The poster outlines a case study, introducing the specific dual model implemented. A description of how the two leadership positions were conceptualized, outlining day to day successes and challenges from inside the school and from the broader university. Also discussed—advantages and disadvantages of the arrangement and faculty attitudes toward the model.

Lesson Learned From Developing and Implementing an Online Faculty Orientation Program in the Developing World

Kiran Qasimali, Edward Misava, and Fouzia Nawaz, Aga Khan University

In 2020, the Aga Khan University launched a university-wide online faculty orientation program to introduce new faculty to the academic culture, provide them development opportunities aimed at

promoting academic success and orient them to the support systems available to them to enact their roles effectively. Early evaluations of the orientation program indicate that the initiative to engage faculty through synchronous and asynchronous modalities have acclimated them with the academic culture of AKU, instilled sense of belonging with the institutions, and oriented them to support mechanisms and professional growth opportunities available to improve their teaching practices. The poster will examine the challenges and opportunities experienced in developing a university-wide online orientation program and the lessons learned. In particular, the poster will highlight issues around a) developing one comprehensive orientation program for a multi-site university; b) opportunities and challenges of offering an online orientation program; c) partnering with other academic units to provide a holistic program, and d) creating continuous support mechanisms for faculty to support their transition at AKU.

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