



2021 Leadership in Higher Education Advisory Board

We are grateful for the board's guidance as we put together Magna Publications' sixth annual conference for academic leaders. The advisory board assisted with the structure of the conference including track topics, conducted a blind review of all session proposals to create the conference content, and

advised on many other aspects of the program. We are especially looking forward to the group conversation about *Academic Leadership: Future Trends and Issues* on Saturday afternoon. We thank them for their contributions.

Advisory Board Members:



Edna B. Chun
chief learning officer, HigherEd Talent



Donna Qualters
director and associate professor, Tufts University



Stephanie Delaney
vice president of instruction, Renton Technical College



Tanjula Petty
assistant provost of academic affairs, Alabama State University



Oliver Dreon
professor, educational foundations, Millersville University



Jennifer Lorenzetti
managing editor, *Academic Leader* and owner, Hilltop Communications



Alvin Evans
higher education practice leader, HigherEd Talent



Conference Advisor: Robert Cipriano, professor emeritus and former department chair, Southern Connecticut State University

Welcome to the 2021 Leadership in Higher Education Conference. We are happy you are here with us in Baltimore. On behalf of all our presenters, hotel staff, and planners, let's work together to navigate the ever-changing safety guidelines, be aware and respectful of others' distancing preferences, and make the most of this opportunity to gather in person to pursue our mutual passion for leadership in higher education.

GENERAL CONFERENCE INFORMATION

Networking Opportunities

- Attend the opening plenary and reception
- Attend as many sessions as possible
- Use the breaks between sessions to continue conversations
- Share a meal with someone you don't know
- Use the networking portion of the conference App to plan social time or connect with other attendees beyond the conference
- Tweet #LHE21

Conference App: Download the conference mobile app from your app store or access the web version for many features including networking, scheduling sessions, speaker handouts, and alerts about changes or updates to the program schedule.

1. Search for: "Magna Publications Conferences" in your app store or use this link: <https://bit.ly/LHEconference21>
2. After the app is installed, please "Sign Up" and setup your attendee profile.
3. Under Current & Upcoming Events tap "Leadership in Higher Education Conference: 2021"
4. Tap "Join" and use the access code: **LHE21**

For the web version of the conference app:

- Use this link—<https://bit.ly/LHE21-web-app> and enter the same email you registered with.

Wi-Fi: Enjoy complimentary Wi-Fi in the meeting rooms using the password **LHE21**

Face masks: Face masks or covering are mandated in the city of Baltimore.

Contact Comfort level: Express your social distance preference by wearing a colored wristband located near conference registration.

- Red: No Contact – No Exceptions
- Yellow: Talking not Touching – I'm Cautious
- Green: Handshakes & High Fives – Frequent hand washer

Name badges: Name badges are required for all sessions, meals, and plenary presentations. Please wear your name badge at all times. If you lose your name badge, please see a conference staff member at the registration desk for a replacement.

Photos: Magna Publications may be photographing or videotaping during the conference. Please let us know if you would not like to be photographed or videotaped.

Evaluation: You will receive an electronic survey shortly after the conference via email. Please complete it! Your feedback will help us improve future programs.

Note: Please keep in mind that sessions are available on a first-come basis and seating will be limited due to social distancing. Please be prompt; some sessions will fill early. Please have your second and third choices ready. If you attend a session and realize it's not for you, please feel free to leave and join another session.

Stay Connected...



**Conference
hashtag #LHE21**

SCHEDULE-AT-A-GLANCE

THURSDAY, OCTOBER 7

1:00–4:30 pm	<p>Preconference Workshops: Developing and Evaluating Teaching Effectiveness <i>(Registration and Fee Required)</i> Baltimore, 2nd Floor The Inclusion Habit® <i>(Registration and Fee Required)</i> Annapolis, 2nd Floor Fostering a Collegial Department: Strategies for Success <i>(Registration and Fee Required)</i> Columbia, 2nd Floor</p>
5:00–6:00 pm	<p>Conference Welcome Constellation DEF, 2nd Floor</p> <p>Opening Plenary Session: Pursuing Quality, Access, and Affordability: What Leaders Need to Know, Constellation DEF, 2nd Floor</p>
6:00–7:30 pm	<p>Reception Harborview Room, 2nd Floor</p>
8:00 pm	<p>Dinner and Evening on Your Own</p>

Registration Hours— Thursday, October 7

Noon–5:00 pm
 Registration Open
 Constellation DEF Foyer, 2nd Floor

Registration Hours— Friday, October 8

7:30 am–5:00 pm
 Registration Open
 Constellation DEF Foyer, 2nd Floor

Registration Hours— Saturday, October 9

7:30 am–9:30 am
 Registration Open
 Maryland Suites Foyer, 2nd Floor

FRIDAY, OCTOBER 8

6:00–7:00 am	<p>Yoga Douglass, 3rd Floor</p>
7:30 am–8:30 am	<p>Continental Breakfast Constellation DEF, 2nd Floor</p>
8:45–9:45 am	<p>Concurrent Sessions</p>
10:00–11:00 am	<p>Concurrent Sessions</p>
11:15 am–12:15 pm	<p>Concurrent Sessions</p>
12:30–1:30 pm	<p>Lunch Constellation DEF, 2nd Floor</p>
1:45–2:45 pm	<p>Concurrent Sessions</p>
3:00–4:00 pm	<p>Concurrent Sessions</p>
4:30–6:30 pm	<p>Plenary and Dinner: A Renaissance Vision to Preempt the Enrollment Cliff: Becoming an Agile Institution for Future Generations Constellation DEF, 2nd Floor</p>

SATURDAY, OCTOBER 9

7:30–8:30 am	<p>Continental Breakfast Pisces, 15th Floor</p>
8:45–9:45 am	<p>Concurrent Sessions</p>
10:00–11:00 am	<p>Concurrent Sessions</p>
11:00–11:30 am	<p>Break</p>
11:30 am–2:00 pm	<p>Advisory Board Panel Discussion: Academic Leadership: Future Trends and Issues Pisces, 15th Floor</p>
12:15–1:15 pm	<p>Lunch Pisces, 15th Floor</p>
2:00 pm	<p>Conference Adjourns</p>

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.

THURSDAY, OCTOBER 7

Noon–5:00 pm

Registration Open
Constellation DEF Foyer, 2nd Floor

1:00–4:30 pm

**Preconference Workshops:
Registration and Fee Required**

Developing and Evaluating Teaching Effectiveness
Jennifer Todd and Tonya Buchan, Colorado State University
Baltimore, 2nd Floor

Teaching is a multi-faceted, complex endeavor no two instructors approach in the same manner, making the evaluation process for administrators a challenging, often daunting task. Colorado State University (CSU) faced this challenge head-on through changing the Faculty Manual code, requiring departments to: define effective teaching; describe the process and criteria for evaluating teaching effectiveness; promote development of teaching through reflective practice; and evaluate teaching using multiple forms of evidence.

To support departments, our team at The Institute for Learning and Teaching (TILT) constructed a definition of effective teaching, which led to the creation of the Teaching Effectiveness Framework and a recommended process for developing and evaluating teaching effectiveness.

During this session, we examine seven essential, interrelated domains of effective teaching practices, each grounded in the scholarship of teaching and learning. We offer a customizable Framework as a foundation for developing and evaluating teaching excellence at any institution. Participants will leave the workshop with a draft of a plan to develop and evaluate teaching effectiveness at their institution.

Following this preconference workshop participants will be able to:

- Use key factors to assess their institutional/college/department readiness.
- Discuss the connection between the TEF, professional development, and evaluation.
- Apply the TEF goal setting process to their institutional context.
- Recognize the impact of a holistic approach to evaluating teaching and the tools available to them.
- Identify possible assessment criteria for the various pieces of the TEF.

The Inclusion Habit®

Amanda J. Felkey, Lake Forest College
Annapolis, 2nd Floor

The Inclusion Habit® is an evidence-based solution transfers inclusion work to the individual and is designed to make behavior more inclusive through six habit-building phases—embracing inclusion matters, understanding biases and sources, dispersing with the negativity surrounding unconscious biases, practicing thinking deliberately, reprogramming incorrect intuitions, and becoming more empathetic. Without behavior change, the effects of DEIB programming and policy are limited. Topics in this workshop include: the overconfidence bias can create a negative effect of DEIB programming; behavior change can take us beyond the current frontiers of DEIB; and how daily activities, commitment devices and social accountability can create habits of understanding, empathy and inclusion.

Learning goals:

- Pre-workshop survey to assess organizational DEIB status to inform analysis of current workplace and organizational DEIB culture.
- Pre-workshop analysis will inform development of strategies for higher education executives and leaders to implement DEIB best practices within

their organizations.

- Establish an understanding of how to tailor The Inclusion Habit[®] to an organization for maximum DEIB impact, including best practices for implementing these efforts in an organization.
- Takeaway technology that helps implement and reward inclusive behavior change, facilitating positive DEIB changes in an organization.

Fostering a Collegial Department: Strategies for Success

Robert Cipriano, ATLAS Consulting and Conference Advisory Board member

Columbia, 2nd floor

Leaders in higher education must have a clear sense of iThis informative, practical, and interactive workshop is designed to aid academic leaders in fostering a collegial department and university. Data from a 14-year study will be shared illuminating the deleterious effects of toxic, mean-spirited faculty members, and the terrible consequences of their behavior.

Specific strategies of successful ways of dealing with an uncivil faculty member will be explored. Case study scenarios will provide workshop participants with the growing problem of uncivility, bullying, and abuse of authority among colleges and universities. Case law in the United States will be explored as to the use of collegiality as a factor in tenure and other personnel decisions. An instrument, the Collegiality Assessment Matrix, will be discussed as a means of assessing a faculty member's collegial behavior in an objective way. This workshop will provide a means to address collegiality in a constructive manner, one that protects the vulnerable from abusive behavior but does not simultaneously give administrators a weapon to use against faculty members they do not like.

Learning goals:

At the conclusion of this interactive workshop, attendees will be able to:

- Operationally define collegiality.
- Describe what constitutes collegial and non-collegial behavior.
- Identify what the US courts have ruled regarding collegiality.
- Learn proven strategies for dealing with uncivil faculty.
- Identify proactive strategies to use to develop collegiality within a university.
- Describe hiring practices to use in selecting a collegial person.

- Determine the roles and responsibilities of academic leaders in facilitating a collegial department and university.
- Identify specific strategies to use to develop, promote and sustain collegiality within a university.

5:00–5:15 pm

Conference Welcome

Bill Haight, President, Magna Publications
Constellation DEF, 2nd Floor

5:15–6:00 pm

Opening Plenary Session

Pursuing Quality, Access, and Affordability: What Leaders Need to Know

Stephen C. Ehrmann, PhD

Constellation DEF, 2nd Floor

Steve Ehrmann has studied six institutions, all of which have been simultaneously improving their quality of learning, equitable access, and affordability. His questions: How is that possible? And how can an institution develop the capacity to pursue such -three-fold gains?

While the six institutions were quite different from one another, each had developed a constellation of mutually supportive institutional features and initiatives. Each institution's constellation included some teaching and learning initiatives (e.g., high-impact practices), some changes in organizational practices (e.g., reward systems), and some alterations in how the institution interacted with its wider world (e.g., recruiting new students). And, before they began, those institutions were probably not very different from yours. Learn about the cross-silo collaboration that helped these case-study institutions succeed. Imagine the results other institutions—including yours—could achieve if more up-and-coming leaders had a broader awareness of how to contribute to their institution's pursuit of 3fold gains.

6:00–7:30 pm

Reception

Harborview Room, 2nd Floor

Enjoy hors d'oeuvres while meeting presenters, speakers, and other attendees.

8:00 pm

Dinner and evening on your own.

FRIDAY, OCTOBER 8

6:00–7:00 am

Yoga for Wellbeing

Seena L. Haines, The University of Mississippi School of Pharmacy

Douglass, 3rd Floor

The Leadership in Higher Education conference is pleased to include a morning yoga session led by presenter Dr. Seena L. Haines, a certified yoga instructor. She will guide you in an all-levels yoga practice to help promote wellbeing and resiliency. Yoga is an ancient practice that synergizes mind and body. The integration of breath, meditation and asanas (poses) encourages relaxation and stress reduction. The practice of yoga can also reduce levels of anxiety, depression, inflammatory markers, and can impact risk factors for heart disease. Practicing yoga can also improve sleep quality and duration. Many people practice yoga to improve flexibility, balance, and strength-building benefits.

7:30–8:30 am

Continental Breakfast

Constellation DEF, 2nd Floor

7:30 am–5:00 pm

Registration Open

Constellation DEF Foyer, 2nd Floor

8:45–9:45 am

INSTITUTIONAL CULTURE AND CLIMATE



Preparing Faculty for 21st Century Classroom Teaching: A Faculty-Driven Initiative

Julie Ashlock and Susan Nusser, Milwaukee Area Technical College

Audience has some experience with this topic

Frederick, 2nd Floor

Launched in May 2020, the 21st Century Classroom work team at Milwaukee Area Technical College

responded to an institution-wide shift to online teaching by creating a growth mindset self-assessment tool for faculty who need to both evaluate and demonstrate their online teaching skills. This rapid transition to online was prompted by the COVID-19 pandemic and required 1300 faculty at MATC, teaching everything from truck driving to English literature, to meet the same set of online teaching standards so that they could continue their teaching in online, face-to-face, and hybrid environments. Working under pressure from the global pandemic, and during the college's structural reorganization to the Guided Pathways framework, the work team used Collaborative Decision Making (CDM) to create buy-in across the institution. Committing to the process enabled the work team to overcome resistance and develop a single set of flexible and inclusive standards for all instructors, prompting a shift in the institutional culture towards a more supportive teaching environment that empowers faculty to direct their own professional development.

STUDENT RECRUITMENT, RETENTION, AND SUCCESS



International Studies In Post-Pandemic Times: How Do We Move Forward?

Jacqueline Leary-Warsaw, Benjamin T. Rome School of Music, Drama, and Art and Duilia de Mello, The Catholic University of America

Audience has some experience with this topic

President, 1st Floor

Effective program/departmental assessment anHigher education leaders must re-envision and redevelop post-COVID plans for global study programs, student/faculty exchanges, and recruitment of international students. Throughout the pandemic, international studies programs have been significantly impacted as students were forced to return to the United States and their home countries, and study abroad plans were indefinitely put on hold. The need to rebuild global programs for students will now require a lengthy period of reconstruction. What are the steps to begin a sustainable process that supports international study and cross-cultural experiences in a post-COVID world? This session will explore this important question, and seek

to present practices for reengaging international study, student/faculty exchanges, and other global initiatives.

LEADERSHIP AND PROFESSIONAL DEVELOPMENT



Cultivating Leadership Skills in Early-Career Faculty

Russell Carpenter and Sara Zeigler, Eastern Kentucky University

Annapolis & Baltimore, 2nd Floor

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.

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

Columbia, 2nd Floor

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.

SPECIAL TOPICS IN ACADEMIC LEADERSHIP



Community Collaborations: Reimagining and Rebuilding

Brad Williams, Dallas College - El Centro

Campus

Constellation C, 2nd Floor

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.

10:00–11:00 am

SPECIAL TOPICS IN ACADEMIC LEADERSHIP



College and University Leadership is a System not a Person

Kimberly Paddock-O’Reilly and Lee Van Dusen, Logan University

Audience has some experience with this topic

Constellation C, 2nd Floor

We often think about leadership from the perspective of the traits, qualities, or abilities that are possessed by well-known leaders. In higher education, it may be beneficial to think about leadership as system rather than what is accomplished by an individual. This presentation will explore the complexity of higher education leadership and provide insight into using formal and informal leadership throughout your organization to make decisions, communicate, engage your workforce, and move forward. Qualities and benefits of a leadership system in higher education will be identified with the goal of applying these to your institution.

INSTITUTIONAL CULTURE AND CLIMATE

 **Effect of a Shared-Governance Organizational Structure on Organizational Culture**

Rod Jonas, Carmelita Lamb, Brenda Tuft, Kim Marman, Becky Meidinger and Heidi Nieuwsma
University of Mary

Audience has some experience with this topic

Frederick, 2nd Floor

The administrative team at the University of Mary has developed a shared governance organizational structure that gives faculty the administrative authority to lead their respective academic programs. As a result, our faculty actively collaborate to achieve program and school initiatives and we have been able to develop the trusting relationships needed to make shared governance work. This session will help higher education leaders learn how to restructure academic units for the purpose of developing a shared governance structure and positive collaborative culture, and to learn how to develop holistic faculty workloads that include administrative responsibilities.

LEADERSHIP AND PROFESSIONAL DEVELOPMENT

 **Building a Comprehensive Faculty Mentoring from Scratch: Lessons Learned**

Leslie Gates and Oliver Dreon, Millersville University
Annapolis & Baltimore, 2nd Floor

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.

INSTITUTIONAL EVALUATION AND ASSESSMENT

 **Strategic Planning During a Constantly Changing Environment**

Kelly Gillerlain, Tidewater Community College

Audience has some experience with this topic

Columbia, 2nd Floor

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.

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

President, 1st Floor

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.

11:15 am-12:15pm

LEADERSHIP AND PROFESSIONAL DEVELOPMENT

 **Emotionally Intelligent Leadership that Empowers, Moves Culture, and Creates Engagement**

David Katz, Mohawk Valley Community College
Audience is new to this topic

Annapolis & Baltimore, 2nd Floor

In this multi-dimensional, interactive, experiential, and fun presentation we will learn: leadership is about empowering others, and empowering others requires positive, safe, connected, and affirming relationships;

as leaders we have a profound impact upon the emotional state of the people we engage with each day; and the neuroscience confirms that the affective domain powerfully impacts cognition, persistence, motivation, self-efficacy, and performance. We will then practice skills and model behavior that creates positive, motivated, engaged collaboration. The primary objective is to empower leaders by wrapping skills around these concepts in order to become even more transformational leaders. *(This session will be repeated on Saturday at 10:00 am)*

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
Columbia, 2nd Floor

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.

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

Conway, 1st Floor

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.

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

President, 1st Floor

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.

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

Constellation C, 2nd Floor

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.

12:30-1:30 pm

Lunch

Constellation DEF, 2nd Floor

1:45–2:45 pm

SPECIAL TOPICS IN ACADEMIC LEADERSHIP



Faculty Insight on Impact of COVID-19 for Existing Online Course(s)

Cheryl Holden and Susie Wynn, University of Arkansas-Fort Smith

Audience has some experience with this topic

Constellation C, 2nd Floor

In March 2020, the World Health Organization (WHO) declared the coronavirus, also known as COVID-19, a pandemic. The rapid onset of COVID-19 resulted in a disturbance for every facet of human life, including higher education across the world. The study was conducted at a 4-year university, offering graduate and undergraduate degrees, certificates, and training programs. The target population includes faculty and others teaching an online course(s) when the pandemic was announced. The study aimed to answer two research questions related to the impact of COVID-19 on faculty teaching online. Data analysis confirms that COVID-19 directly impacted faculty teaching online course(s). Concluding this presentation, participants will have the ability to: understand the impact on faculty as a result of COVID-19; describe various types of self-care and coping strategies for faculty teaching online course(s); and implement faculty insights to prepare future online course(s).

LEADERSHIP AND PROFESSIONAL DEVELOPMENT



Leadership Development in Higher Education...a Way Forward

Alan Sebel, Laurie Bobley, and Sabra Brock, Touro College

Audience is new to this topic

Annapolis & Baltimore, 2nd Floor

Institutions, regardless of their primary educational/professional focus, must maintain and develop the leadership capacity of competent faculty who have the potential to lead the institution in turbulent times. We will present outcome evidence to support the success of our initiative in assisting our institution to accomplish this through an innovative faculty development project: the Touro College Academy of Leadership and Management (TCALM). TCALM supports the college's efforts to prepare candidates for professional advancement and addresses succession planning. This interactive session will discuss how we brought TCALM to fruition. Participants will have the opportunity to explore if such a program is relevant to

their own institution and how to begin to develop it.

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

Columbia, 2nd Floor

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.

HIRING, DEVELOPMENT, AND RETENTION



Models for Successful Mission Integration of Adjunct Faculty

Christine Knaggs, Adrian College

Audience has some experience with this topic

Conway, 1st Floor

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.

INSTITUTIONAL CULTURE AND CLIMATE



Ready to Rumble: Conflict Management for University Leaders

Jill Parrott, Eastern Kentucky University

Audience has some experience with this topic

Frederick, 2nd Floor

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.

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

President, 1st Floor

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.

3:00–4:00 pm

INSTITUTIONAL EVALUATION AND ASSESSMENT



Quality Indicators in Online Learning Design: What to Look For

Dan Keast, The University of Texas Permian

Basin

Audience has some experience with this topic

Columbia, 2nd Floor

There are critical elements to indicate quality in every online course. Those indicators will lead to student success and are built in during the design phase. The elements are described in this session around the context of three types of presence: student-instruc-

tor, student-content, and student-student. Along with presence, the policies and procedures need to include certain guarantees to the student for feedback and responses, communication guidelines, and rubrics for equity in graded material.

LEADERSHIP AND PROFESSIONAL DEVELOPMENT



Coaching Conversations for Academic Leaders: Bringing Out the Best in Yourself and Others

Susan Robison, Professor Destressor and Susan Robison Associates

Audience is new to this topic

Annapolis & Baltimore, 2nd Floor

The interpersonal aspects of academic leadership, e.g., annual reviews, performance evaluations, or other difficult conversations with faculty, can be especially challenging to the inexperienced chair/dean. In this interactive workshop, you will practice several powerful brain-based coaching skills drawn from Improv games to increase your skills and confidence for leadership that matters: transformational coaching conversations that build institutional collegiality, civility, and engagement. Participants will apply a structure for shaping such conversations (ASK—assess client motivation, set agenda, keep success continuous) in dyad practice and then to shape a facilitator/volunteer demonstration of these skills.

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

Conway, 1st Floor

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.

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

Constellation C, 2nd Floor

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.

4:30–6:15 pm

Dinner and Plenary Session

A Renaissance Vision to Preempt the Enrollment Cliff: Becoming an Agile Institution for Future Generations

Hilary L. Link, PhD, president, Allegheny College
Constellation DEF, 2nd Floor

The impact of a declining U.S. birthrate will ripple throughout all aspects of higher education, affecting students, faculty, campus finances, and infrastructure—even local communities and industry. This means that colleges will have to work harder and smarter in an ever-leaner era. President Hillary Link is leading Allegheny College's approach, focusing on inclusion and success to innovate, educate and serve Gen Z students while keeping the college financially viable. "We are putting aside the more rigid, discipline-specific and vocational nature of education to meet the self-view of Gen Zers—multidisciplinary learners and people who want to be lots of different things. We are preparing them to make their own futures and solve problems they care about." Listen as she shares how renaissance thinking makes it possible to create big ideas that address intersectional needs of higher education institutions, their faculty, and students; implementing an entrepreneurial management system may seem unorthodox in higher education, but it makes achieving ambitious goals possible; and Gen Z students are looking for a different higher education experience than that of their parents—and even older siblings. This presentation offers some insights on how institutions of higher education can prepare students to succeed, not just for a job, but in life.

SATURDAY, OCTOBER 9

7:30–8:30 am

Continental Breakfast
Pisces, 15th Floor

7:30–9:30 am

Registration Open
Maryland Suites Foyer, 2nd Floor

8:45–9:45 am

LEADERSHIP AND PROFESSIONAL DEVELOPMENT



Emotional Labor: Staying Resilient, Working Well

Susan Robison, Professor Destressor and Susan Robison Associates

Audience is new to this topic

Baltimore & Annapolis, 2nd Floor

Emotional labor is the work that supports colleagues, faculty and students struggling with emotional difficulties that threaten to interfere with work or studies. While it

brings both the satisfaction and challenge of connection, it can also lead to stress and burnout especially since it often falls disproportionately on the shoulders of women and POC. This practical workshop will offer models for understanding the origin and function of emotions and a set of strategies to structure emotional labor and increase your own resilience and resistance to burnout. Participants will be encouraged to adapt the materials for use with your own faculty.

DIVERSITY, EQUITY, AND INCLUSION

Title IX Hearings—Challenges and Best Practices

Dan Schorr and Alyssa-Rae McGinn, Dan Schorr, LLC

Audience has some experience with this topic

President, 1st Floor

The presenters will utilize their extensive hearing and trial experience to instruct how to conduct fair, reliable, and comprehensive proceedings for Title IX and other types of misconduct matters. Title IX hearings under the 2020 Department of Education regulations are complex and high-pressure for all involved. They require a hearing chair who is intimately familiar with relevant Title IX law and campus policy, is an expert in evidentiary rules, and is able to successfully oversee hearings with the appropriate temperament. The presentation will help Title IX professionals serve as single-person decision makers or three-person hearing panels.

SPECIAL TOPICS IN ACADEMIC LEADERSHIP

Leading Change with Courage, Commitment, Grit, and Humility

Bruce Kusch, Ensign College

Audience has some experience with this topic

Conway, 1st Floor

Leading positive and productive change is an essential skill for every academic leader. Some changes are small and easily implemented, others monumental and high-risk. An academic leader may recognize change is necessary but knowing how to lead the change probably isn't something learned in graduate school. This session will dive into the messiness and challenges of just what it takes to courageously lead institutional change—things that work and the pitfalls and mistakes to avoid. Participants will explore a case study to help develop their own practical roadmap, strategies, and courageous commitment so needed in today's challenging environment. Participants will: discuss the importance of leading positive and

productive change; identify why leading change is so challenging; discuss key skills and methods of leading institutional change, while also identifying pitfalls to avoid; develop their own roadmap and strategies for leading change.

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

Columbia & Fredrick, 2nd Floor

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.

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

Camden & Lombard, 3rd Floor

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.

10:00–11:00 am

LEADERSHIP AND PROFESSIONAL DEVELOPMENT

The OODA Loop and Higher Education Decision-Making

— Scott Zimmerman, William Woods University

Audience has some experience with this topic

Baltimore & Annapolis, 2nd Floor

The OODA Loop—(Observe, Orient, Decide, Act) is a little-known quick decision-making tool used by militaries and corporations worldwide. With the myriad of challenges facing higher education today, leaders who can move through their decision-making process the quickest position themselves to survive and thrive. Attendees will learn the OODA Loop components, how to shorten the gap between decision and action, how established mental models support or undermine good decisions, and how the application of OODA Loop concepts enables better decision-making.

INSTITUTIONAL CULTURE AND CLIMATE

Using Departmental Action Teams (DATs) to enact change in higher education

— Courtney Ngai, Colorado State University and Joel Corbo and Sarah Wise, University of Colorado Boulder

Audience is new to this topic

President, 1st Floor

Making positive and sustained change in higher education is challenging. The Departmental Action Team (DAT) Model utilizes facilitated teams to develop departmental culture that supports and sustains change. In this session, participants will: gain a foundational understanding of the DAT model and the types of change it can catalyze; learn best practices for championing DATs at their own institution; and identify potential campus initiatives that the DAT model can support.

LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Emotionally Intelligent Leadership that Empowers, Moves Culture, and Creates Engagement *(Repeated Session)*

— David Katz, Mohawk Valley Community College

Audience is new to this topic

Columbia & Frederick, 2nd Floor

In this multi-dimensional, interactive, experiential,

and fun presentation we will learn: leadership is about empowering others, and empowering others requires positive, safe, connected, and affirming relationships; as leaders we have a profound impact upon the emotional state of the people we engage with each day; and the neuroscience confirms that the affective domain powerfully impacts cognition, persistence, motivation, self-efficacy, and performance. We will then practice skills and model behavior that creates positive, motivated, engaged collaboration. The primary objective is to empower leaders by wrapping skills around these concepts in order to become even more transformational leaders.

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

Camden & Lombard, 3rd Floor

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.

11:00–11:30 am

Break

11:30 am–2:30 pm

Panel Discussion and Lunch

Academic Leadership: Future Trends and Issues

LHE Advisory Board, Oliver Dreon, Stephanie Delaney, Bob Cipriano, and Donna Qualters

Pisces, 15th Floor

The Leadership in Higher Education advisory

board reflects on trends and themes revealed during the conference and participates in a sure-to-be lively discussion about future challenges and opportunities to lead in all institutions of higher education.

Lunch
Pisces, 15th Floor

2:00 pm

Conference Adjourns

Magna Publications and the Leadership in Higher Education Conference thank you for an inspiring and thought-provoking conference. Please take the tools and connections you've made at The Leadership in Higher Education Conference and use them on your campus.

Have a safe trip home and we'll see you next year in Baltimore October 6–8, 2022!



OCTOBER 11- DECEMBER 31, 2021

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

INSTITUTIONAL CULTURE AND CLIMATE

Ready to Rumble: Conflict Management for University Leaders

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HIRING, DEVELOPMENT, AND RETENTION

Revitalizing Faculty Development Events through Collaborative Efforts

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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.

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

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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.

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.

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

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.

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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