



**LEADERSHIP**  
**IN HIGHER EDUCATION**  
**CONFERENCE**

**OCTOBER 12-14, 2023 • ORLANDO, FL**

# 2023 Leadership in Higher Education Conference Advisory Board

We are grateful for the board's guidance as we put together Magna Publications' eighth 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 concurrent sessions presented by advisory board members.



**Russell Carpenter, PhD**  
*Assistant Provost*  
Eastern Kentucky University



**Stephanie Delaney, PhD**  
*Vice President of Instruction*  
Renton Technical College



**Craig Hlavac, EdD**  
*Department Chairperson*  
Southern Connecticut State University



**Edna B. Chun, DM**  
*Chief Learning Officer*  
HigherEd Talent



**Oliver Dreon, PhD**  
*Professor*  
Millersville University



**Lolita Paff, PhD**  
*Associate Professor*  
Penn State Berks



**Robert Cipriano, EdD**  
*Professor Emeritus*  
Southern Connecticut State University



**Alvin Evans**  
*Higher Education Practice Leader*  
HigherEd Talent



**Tanjula Petty, PhD**  
*Assistant Provost*  
Alabama State University

## MAGNA STAFF

The Magna onsite team is here to assist you throughout the conference. Please see us if we can be of service.



**Deepti Bansal**  
*Editorial Department Coordinator*  
Not onsite, but available via email



**Mark Beyer**  
*Customer Service Manager*



**David Burns**  
*Vice President*



**Jon Crylen**  
*Editor, Online Publications*



**Laura Czerwinski**  
*Conference & Meeting Planner*



**Karin Van Vorhees**  
*Editorial Director*

## GENERAL INFORMATION

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We eagerly look forward to our higher-education conferences because of the cordial, talented, and dedicated people we meet. We are especially excited to welcome you to the Leadership in Higher Education Conference, and look forward to seeing you at many more. We have confidence you will return to your campus with new ideas, new enthusiasm, and new professional colleagues. Let us know if there's anything we can do to improve your experience.

### Networking Opportunities

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- Attend the reception
- Attend as many sessions as possible
- Use the breaks between sessions to continue conversations
- Share a meal with someone you don't know
- Attend the coffee conver-stations session
- Use the community portion of the conference App to plan social time or connect with other attendees beyond the conference
- Tweet #LHE23

### Wi-Fi

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Enjoy complimentary Wi-Fi in the meeting rooms using the password: **Magna@LHE** (*case sensitive*)

### Name Badges

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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.

### Evaluation

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You will receive an electronic survey after the conference via email. Please take note of the sessions you attend and complete the survey! Your feedback helps us improve future programs.

### Sessions

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Please keep in mind that sessions are available on a first-come basis and seating may be limited. 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.

### Conference App

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Download the conference app from your app store for many features including networking, scheduling sessions, speaker handouts, and alerts about changes or updates to the program schedule.

- Search and download "Bizzabo" in your app store
- Enter the email address you registered with
- Click the Leadership in Higher Education Conference

### Meals

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Your registration includes a reception on Thursday, a continental breakfast and plated lunch on Friday, and a continental breakfast and box lunch on Saturday. If you selected any dietary restrictions on your registration, you will be provided with special meal tickets. Present these tickets to the hotel banquets staff at lunch.

### Stay Connected

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Connect with other attendees using the conference hashtag #LHE23, and stay connected with us all year by following us on social media.



[facebook.com/MagnaPubs](https://facebook.com/MagnaPubs)



[LinkedIn.com/company/604209/](https://LinkedIn.com/company/604209/)



[@Magnapubs](https://twitter.com/Magnapubs)

## GENERAL INFORMATION

### Registration /Check-In

Be sure to check-in at the conference registration desk when you first arrive to pick up your name badge, meal tickets, etc.

#### REGISTRATION HOURS

##### THURSDAY

12:00–5:00 PM

##### FRIDAY

7:30 AM–4:00 PM

##### SATURDAY

7:30–10:30 AM

### Exhibitors/Sponsors

Visit the exhibitor displays around the Florida Foyer to learn about products and services for your campus.

#### EXHIBITOR HOURS

##### THURSDAY

1:00–7:30 PM

##### FRIDAY

8:00 AM–4:00 PM

##### SATURDAY

8:00 AM–2:30 PM

## SESSION TRACKS

The Leadership in Higher Education Conference focuses on both academic and administrative leadership with six tracks. Our interactive 60-minute sessions engage and inform attendees in these six unique topical areas, designated at the beginning of each session listing.

### DIVERSITY, EQUITY, AND INCLUSION

This track shares ways to respond to campus issues, such as structural diversity, change management, transformation of institutional culture, and diversity skills and competency training programs; and supporting and retaining diverse staff and faculty.

### 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? This track includes presentations on managing and improving institutional culture and climate and dealing with the problems that arise at the department and college level.

### LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Sessions in this track focus on building and refining innovative approaches to higher-education leadership in support of student success; building faculty collaboration; addressing conflict resolution; promoting innovation through research; fostering needed curricular change; mentoring faculty; establishing equitable promotion and tenure processes; and building a positive working and learning environment. Sessions in this track may also address new trends or developments in higher education.

### SPECIAL TOPICS IN HIGHER-EDUCATION 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 represent topics not clearly defined in another track.

### STUDENT RETENTION AND SUCCESS

Student success is a gauge of institutional success, and—as such—it is an indicator of the institution's overall product. Presentations in this track focus on overcoming challenges to retention, such as escalating costs, declining state support, and a shrinking student population; creating successful retention strategies 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.

### WHAT NEW LEADERS NEED TO KNOW

This track is a boot camp for new leaders. Sessions within the track are specific to the main skills required for successful leadership at a higher-education institution, including hiring; development and retention; budgeting and finance; academic policymaking; program development, evaluation, and assessment; mediation and problem solving; fundraising and development; communication; and mentoring.

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**THURSDAY, OCTOBER 12**

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## PRE-CONFERENCE WORKSHOPS *Separate registration and fee required*

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1:00–4:00 PM

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### **Building (or Reviving) a Faculty Mentoring Program**

Jennifer Potter and Cynthia Cooper, *Towson University*

This pre-conference session focuses on the nuts and bolts of building a faculty mentoring program. We will discuss the steps required to launch a program, things to consider about the structure of a new faculty mentoring program, how to get buy-in from faculty and administrators, and best practices in assessing faculty mentoring programs. We bring our expertise in building department, college, and university faculty mentoring programs, building faculty mentor training programs, and supporting and assessing faculty mentoring broadly.

*Room: Key West A*

### **Leading through Higher Education's Uncertain Future**

Hilary L. Link, *Drew University*

Will higher education as we know it survive? Only if it is willing to be disrupted and transformed, to fully embrace the uncertainty ahead, and learn to navigate constant flux and change. For most institutions today, hoping that things will “go back to normal” and denying the accelerating change impacting higher education are no longer sufficient. Higher education leaders must be willing to let go of the way things have been done, to envision entirely fresh approaches, new students, innovative programs, and extraordinary missions in order to transform and create a long-term trajectory of success. And while it is tempting to look only toward future-oriented solutions, the reality is that we have a historical model for this re-shaping of education and our world: the Renaissance, which similarly embodied a new way of seeing, a new way of speaking about education and an embrace of uncertainty, even though it was de-stabilizing and frightening. This workshop will lead participants through a deep-dive into successful historical models of education for earlier societies, design-thinking exercises to free us from traditional education structures, and the implementation of entrepreneurial business tools that provide roadmaps that allow us to re-envision how our institutions affect change. Together, we will reimagine what higher education's future could be.

*Room: Key West B-C*

### **Moving Large-Scale Campus Initiatives Forward from Anywhere in the Institution**

Patrick V. Farrell, *Lehigh University* and Katherine Sanders, *Sanders Consulting*

Large-scale campus initiatives (e.g., developing a more diverse faculty or reimagining the undergraduate experience) are often broadly supported efforts but they can seem overwhelming to implement at the college, department, or unit level. Further, engaging faculty and staff in these initiatives is challenging because they feel removed from the process and struggle with seeing the relevance to their daily work. However, integrating campus initiatives into on-going campus work structures (e.g., hiring committees, annual review processes, curriculum committees) can create sustainable progress. It's a strategic process that uses work structures as effective levers for change. A successful outcome will move the specific campus change initiative forward and change the ways you and the faculty and staff you support conduct your daily work. We'll explain how to identify the processes that can be levers, how to choose the levers that you can influence from your position in the institution, and how you can integrate the process and product elements of the campus initiative into your existing work structure.

*Room: Key Largo A-B*

### **Leadership Bootcamp: Developing Academic Leadership Skills**

Sara Zeigler and Russell Carpenter, *Eastern Kentucky University*

“This pre-conference workshop focuses on developing academic leadership skills. Academic leaders are often asked to take on roles, tasks, or projects with little or no formal (or even informal) training in this area. Being a new academic leader can be challenging without intentional approaches, skill development, periodic assessment, self-assessment, and intentional reflection. Many new academic leaders are expected to lead, guide, and mentor full-time staff members, tenure-track faculty, tenured faculty, or committees of a variety of configurations. Based on years of higher education academic experience as faculty members and university leaders, the facilitators will guide participants through a multi-step process of leadership skill development and strategies that prioritize practical approaches participants can readily apply and transfer to their own contexts.

*Room: Key Largo C-D*

# CONFERENCE PROGRAM

2:30–3:30 PM

## EXHIBITOR SPOTLIGHT

### Magna Quest: A Pathway to Transformative Teaching

Karin Van Voorhees, *Magna Publications*

For 50 years, professional development programs from Magna Publications have helped faculty become better teachers. Today, our faculty professional development is a dynamic, engaging, and meaningful learning experience that directs thinking, behavior, and action toward transformative teaching. In this session, Magna’s editorial director will present a new way of learning with our products—a guided development plan for classroom teaching, active learning, online teaching, inclusive teaching, and career development. After the presentation, there will be time for conversation and feedback. This session is for anyone responsible for faculty education and development.

Room: Florida 4

4:00–4:30 PM

## New Attendee Orientation

Karin Van Voorhees, *Magna Publications*

New attendees are encouraged to attend our brief orientation about navigating the conference, expectations, and making the most out of your experience.

Room: Florida 4

5:00–6:00 PM

## Conference Welcome

Karin Van Voorhees, *Magna Publications*

## Resilience and Vitality in Today’s Higher Ed Context

Rebecca Pope-Ruark, *Georgia Institute of Technology*

The world of higher education has changed dramatically since 2020, with pandemic, social and political unrest, and ongoing trauma part of our daily context. Many faculty and academic leaders were on the edge of burnout before 2020, and the coping skills of the strongest among us have been tested since. How do we thrive in our current climate? Or better yet, how do we reclaim our academic context as a place where thriving, vitality, and excellence are not only manageable but joyful? In this keynote, we’ll explore the roles of resilience and vitality in faculty and academic leadership careers and identify ways institutions of higher education can come together to effect change that enhances well-being and satisfaction on our campuses.

Room: Florida 4

6:00–7:30 PM

## Reception and Exhibitor Mingle

Enjoy hors d’oeuvres, beer, wine, and soda networking with other attendees. This is also a good opportunity to visit the exhibitors who have products and services that support teaching and learning

Room: Florida 1-3

# THANK YOU TO OUR EXHIBITORS



## FRIDAY, OCTOBER 13

7:30–8:30 AM

### Breakfast

Continental breakfast: breakfast sandwiches, breakfast breads and bagels, assorted yogurts, homemade granola, hard boiled eggs, fruit, milk, coffee, tea, and coffee.

Room: Florida 1-4

8:30–9:30 AM

### Coffee Conver-Stations

Start your day with a morning mingle. Select a topic station and join a focused chat around critical issues for today's educators.

Room: Florida 1-4

8:30–9:30 AM

## EXHIBITOR SPOTLIGHT SESSIONS

### Conflicts on Campus: The Leader's Roles, Responsibilities and Opportunities

Richard Birke, *JAMS*

When conflict arises on campus—be it among or between faculty, students, staff and the community—all eyes are on the leaders. At a minimum, leaders must be well-versed in the prevention, management, and resolution of conflict, and to succeed more fully, they must be skilled in deploying a wide array of tools and approaches—mostly in a public or semi-public environment. In this session, a 25-year veteran of the classroom with 35 years of conflict resolution experience will share key insights into the most effective approaches to leading from conflict to consensus.

Room: Florida 5

### The Future of Digital Assessment: Interactive Examinations, Assessment Equity and Originality Checking

Roe McFarlane, *Inspera*

“In a digital learning environment where the majority of course materials are digital, progressing to a digital assessment environment seems like a natural transition. However, the explosion of digital content for learning has not necessarily resulted in digital innovation for examinations. Learn how to leverage interactive assessment elements to measure a student's knowledge, how one can provide an exam experience that eliminates grading bias, while ensuring exam integrity and how to address academic integrity through originality checking tools.

Room: Florida 6-7

### Smart Partnerships: How to Navigate Vendor Collaborations for Academic Success

Stephen Green, *Noodle*

Skeptical about external vendor partnerships? You're not alone. While the benefits of collaboration are undeniable, navigating these waters requires a discerning approach. In an era where collaboration is pivotal, it's not just about forming partnerships—it's about forming the right ones. Join Noodle's Chief Partnership Officer, as he dives deep into the essentials of risk mitigation, ensuring you're armed with the knowledge to identify potential pitfalls and avoid costly mistakes. Attendees will uncover key strategies to ensure collaborations amplify institutional goals, rather than compromise them. Walk away with a pragmatic roadmap, designed to help academic leaders critically evaluate, kick-start, and nurture vendor partnerships into successful long term alliances that elevate both the institutions and its educational goals.

Room: Key West B-C

### Pie-in-the-Sky or Pie-on-your-Plate: Effective Master Planning for Your Campus

Mike Garvey, *BDHP*

To examine the state of campus master planning as a key component of an institution's mission, BHDP Architecture recently surveyed more than 100 college and university presidents and CFOs around the United States. Their feedback on campus master planning – what works, what doesn't, how it's changed, and much more – was captured and analyzed. In an overarching sense, the research begins to address the tension between “pie in the sky” ideas and planning, versus bite-size strategies that are realistic and achievable. The analysis of this research will be shared with the audience in a way that yields actionable steps and helpful insight for them to take away as they address opportunities and challenges present in strategic and master planning at their own campuses.

Room: Key Largo A-B

### Why Holistic Student Services is Key to Retaining More Students

Manuela Ambrosino, *Upswing*

Imagine a higher education landscape where students have access to holistic student services designed to address their academic and personal needs. Now imagine all of these holistic services can be accessed in one single platform. In this presentation, we'll explore how Upswing, an online, wraparound student services platform, provides a suite of services that nurture every aspect of a student's journey. Upswing offers 24/7 academic help, mental wellness support, SMS-based engagement, and so much more, ultimately reducing the barriers to graduation. Join us to learn how Upswing is shaping the future of higher education support.

Room: Key Largo C-D

10:00–11:00 AM

### INSTITUTIONAL CULTURE AND CLIMATE

#### Ubuntu: Building Communities of Belonging inside Academic and Student Affairs

Heather Moore Roberson, *Allegheny College*

Scholarly discourse about diversity, equity and inclusion (DEI) has become commonplace in higher education since the rise of contemporary social movements and the creation of the chief diversity officer role at the end of the 20th century. Yet, treating DEI as a separate, stand-alone initiative is completely unsustainable. To transform larger institutional cultures and climates, predominately white campuses must make explicit commitments to DEI that are part of the fabric of a college or universities' mission, values, and strategic plans. This presentation includes recommendations that can be applied to academic affairs, student and residential life, service learning, and community engagement.

Room: Key Largo C-D | For attendees new to this topic

### INSTITUTIONAL CULTURE AND CLIMATE

#### Using Systems Thinking to Increase Campus Innovation

Katherine Sanders, *Sanders Consulting* and Patrick V. Farrell, *Lehigh University*

Hiring a diverse, multi-talented staff is just the first step in evolving our institutions. A necessary next step is for the institution to evolve in response to the needs and visions of that diverse talent. To do this, we need to rethink many of the structures and processes that have supported the past but may not support the future. We'll use real-life examples of incremental change to common academic structures (e.g., hiring committees, faculty development, and the creation of a new college) to show how systems thinking can increase campus innovation and improve campus culture.

Room: Key Largo A-B | For attendees with some experience

### LEADERSHIP AND PROFESSIONAL DEVELOPMENT

#### Providing Meaningful Professional Development for Emerging Leaders

Melissa Knight, *Lynn University*

Professional development is becoming a necessary component in supporting higher education administrators as leadership roles continue to evolve since the pandemic. Employees desire more from their leaders than direction. They want a leader who is empathetic and who creates collaboration in a more inclusive and trusting environment while supporting their wellbeing. This session provides an overview of how training on the Core Competencies of Coaching can support leaders in developing the skills necessary for creating a positive working environment. Topics for higher education administrators include creating trust, understanding Emotional Intelligence, effective communication and enhancing student engagement.

Room: Florida 6-7 | For attendees new to this topic

### SPECIAL TOPICS IN HIGHER-EDUCATION LEADERSHIP

#### Ethical Leadership in Higher Education 101

Clotilde Dudley-Smith, *Quinnipiac University*

Great leaders know there is always room for improvement. Ethical leaders are necessary drivers for success in their organization. Every team member has an ethical responsibility to take their duties seriously, hence, the job of the leader is to promote ethical accountability. Higher education involves a well-composed curriculum, with ethical leaders, and participants who cooperate with the leader to achieve the desired goal. We will explore the principles and elements of ethical leadership to achieve this goal. Participants will learn how to improve ethical skills through discussion and small group activities.

Room: Key West B-C | For attendees with some experience

### STUDENT RETENTION AND SUCCESS

#### Rising Behavioral Health Problems among College Students

Anita Hazelwood, *University of Louisiana at Lafayette*

This presentation will help the audience to identify the various causes and the major types of mental/behavioral issues among college students, including how certain populations are more vulnerable than others. The presenter will give examples of ways that colleges are combating mental health/behavioral health issues in their student population. Attendees will: be able to identify risk factors for behavioral/mental health issues; review types of behavioral/mental health issues; examine vulnerable populations; and consider ways to combat behavioral/mental health issues among college students.

Room: Key West A | For attendees with some experience

### WHAT NEW LEADERS NEED TO KNOW

#### Effective Unit Advocacy: Making Compelling Arguments for Resources

Craig Hlavac, *Southern Connecticut State University*

Academic leaders are tasked with representing their department or division within the institution, a role that requires being an effective advocate. Acquiring and maintaining resources and support is a complicated feat, and one that requires data-informed arguments, political acumen, and creativity. This session will provide academic leaders with specific, data-informed strategies for advocating on behalf of your division. Enrollment data, common academic metrics, and budget data will be discussed. Participants will be encouraged to share with one another successful advocacy efforts and begin to develop a plan for acquiring new resources for their academic unit.

Room: Florida 5 | For all attendees

11:15 AM–12:15 PM

## INSTITUTIONAL CULTURE AND CLIMATE

### **Burnout Is a Culture Problem: A Primer for Leaders**

Rebecca Pope-Ruark, *Georgia Institute of Technology*

Faculty and staff burnout, a problem long before the pandemic, is now rampant, playing a key role in the Great Disengagement and The Big Quit. Manifesting as exhaustion, cynicism, and feelings of reduced professional efficacy in individuals, burnout is a problem created by cultures of overwhelming stress, and therefore, one that must be addressed at organizational and personal levels. In this session, we will examine what burnout is, how higher ed culture fosters burnout in faculty and staff, and in what ways leaders—both positional and grassroots—can encourage cultural change for the well-being of the institution and its people.

*Room: Key Largo A-B | For all attendees*

## LEADERSHIP AND PROFESSIONAL DEVELOPMENT

### **Managing Conflict: A Leader's Guide to Handling Challenging Situations**

Sara Melita, *George Washington University*

Managing conflict well is essential. When overlooked, it can reduce productivity, damage trust, and slow down progress. This session will explore strategies for engaging in healthy productive conflict. We'll compare various styles to help you become aware of the choices you and others make in conflict situations. You will also gain access to tools and techniques you can use in the most challenging situations. Join us to transform potential disputes into opportunities for collaboration and growth within our institutions.

*Room: Florida 6-7 | For all attendees*

## SPECIAL TOPICS IN HIGHER-EDUCATION LEADERSHIP

### **Internship Programs as a Path to Faculty Leadership Development**

Sara Zeigler, Russell Carpenter, et al., *Eastern Kentucky University*

This session focuses on strategies for developing individualized leadership skills in faculty. Academic administrators at a variety of levels are often in a position to support, mentor, and guide faculty as they prepare for various levels of responsibility within and across the institution. Success in priority areas of teaching, research, and service often takes precedence. The importance of faculty leadership skill development, however, is among the greatest needs moving forward, especially at the associate professor and professor levels. Through this session, participants will: reflect on the leadership needs of faculty; explore approaches for expanding leadership skills for faculty through individualized programming; discuss valuable resources and tools for developing individualized leadership skills; and examine the experiences of faculty internship participants and applications for use in a variety of institutional

contexts. Participants will leave this session with an understanding of internship program design and a toolkit of concepts for implementation at their own institutions.

*Room: Key West B-C | For attendees new to this topic*

## SPECIAL TOPICS IN HIGHER-EDUCATION LEADERSHIP

### **Leveraging Artificial Intelligence for Transforming Higher Education**

Kathy Burlingame, *Galen College of Nursing*

The rapid advancements in Artificial Intelligence (AI) have unleashed a multitude of possibilities and some challenges for higher education. This session aims to bring together stakeholders to explore the transformative potential of AI in teaching and learning. By responsibly leveraging AI technology, educators can impact students' learning as technology continues to evolve. In the realm of higher education, AI is revolutionizing pedagogical approaches, students' experiences, and administrative processes. Students need to be able to navigate the professional environment where AI is being used. Educators must adapt their teaching and assessment methods to students' competencies by leveraging technology while not compromising ethical and academic standards. This session will give the audience some strategies to navigate this new paradigm.

*Room: Key Largo C-D | For all attendees*

## STUDENT RETENTION AND SUCCESS

### **What Counts: Retention Work's Multiple Methods**

Gill Hunter, *Eastern Kentucky University*

Retention rates are about numbers; institutions report them as a percentage, disaggregating data to track various populations of students. Behind each data point is a person. Influencing retention rates requires multiple methods: initiatives with a wide reach and individualized, comparatively inefficient, interventions supporting single students. Institutional efforts overlook realities of students' situations, presuming barriers or viewing student survey information in the aggregate, without a plan for using what students report to shape their experience and outcomes. In this session, participants will identify quantitative and qualitative methods that influence retention for all students and form plans for responding to student needs.

*Room: Key West A | For attendees with some experience*

12:30 –1:30 PM

## Lunch

A plated lunch will be served in the ballroom. Nametags required.

*Room: Florida 1-4*

1:45–2:45 PM

## DIVERSITY, EQUITY, AND INCLUSION

### Productivity for People Doing Equity Work

Stephanie Delaney, *Renton Technical College*

Equity work can be exhausting, and it can be difficult to see the progress you are making on multigenerational work like eliminating poverty or racial injustice. When added to the daily work of meetings and email, it can be easy to lose focus and energy. Learn about and explore a productivity framework that will enable you to make progress on your big equity work while balancing the day to day.

*Room: Key Largo C-D | For all attendees*

## INSTITUTIONAL CULTURE AND CLIMATE

### Dialogic Approaches to Cultivating Positive Climate, Relationships, Communication, and Meaning

Grant Jackson, *Texas Tech University*

Grounded in the scholarship and practices of positive and purpose-driven leadership, this session provides participants opportunities to learn practical, proactive, dialogic approaches to creating and maintaining positive climates, relationships, communication, and meaning, thus helping to cultivate the kind of organizational “soil” that can help leaders and followers in any area of higher education navigate the challenges of our times together. Attendees will be invited to engage in activities that will help them (a) identify and analyze aspects of their leadership and organizations that are easy to overlook and (b) reflect on what they feel are the most important goals, resolutions, and tangible “next steps” going forward.

*Room: Key Largo A-B | For attendees with some experience*

## LEADERSHIP AND PROFESSIONAL DEVELOPMENT

### Significance Over Success: How to Develop Your Leadership Influence

Karie Solembrino, *Wor-Wic Community College* and George Ojje-Ahamiojie, *University of Maryland Eastern Shore*

Whether you are new to a leadership position or retain years of experience leading a team, you are faced with the challenges of creating significance over success. Leaders are pressured to deliver results, but this is not possible without first developing, supporting, and valuing your team. Expanding your leadership influence occurs when you prioritize bringing significance to others over personnel success. In this interactive session, we will discuss strategies to instill value and build team relationships while avoiding pitfalls that can sabotage your leadership efforts. We will explore methods to create positive influence within your organization.

*Room: Florida 6-7 | For attendees new to this topic*

## LEADERSHIP AND PROFESSIONAL DEVELOPMENT

### The Teaching Effectiveness Framework: A Toolkit to Align Professional Development, Goal Setting and Annual Review of Teaching

Jennifer Todd and Tonya Buchan, *Colorado State University*

Developed at our teaching and learning center, the Teaching Effectiveness Framework informs all decisions around faculty professional development, including a new badging system, and our recommended process for annual review of teaching. During this workshop we will present the Teaching Effectiveness Framework Toolkit which includes documents for department chairs and evaluation committees to use for the annual review of teaching process. We will share the progress we’ve made at our institution, where we started, and recommendations for adopting a similar process at your institution. Participants will leave with an action plan for first steps at their institution.

*Room: Key West B-C | For attendees new to this topic*

## STUDENT RETENTION AND SUCCESS

### Mentoring with Accountable Grace

Ashanti Bryant-Foster, *Prince George’s Community College*

Students are responsible for completing assignments and requesting support when needed, however, all students aren’t accessing the available resources. Now that many campuses are returning to new-normal conditions, Accountable Grace (AG) is necessary. Accountable Grace is the delicate balance of grace and accountability for self and others. Ag, or silver, shares characteristics that faculty, staff members, and students need to fully support student success. In this workshop, participants will explore The Silver AG Effect, reflect on current practices, and practice mentoring conversations with real-time feedback.

*Room: Key West A | For all attendees*

## WHAT NEW LEADERS NEED TO KNOW

### Leading Diverse Teams

Marcine Pickron-Davis, *Philadelphia College of Osteopathic Medicine*

Managers, department heads, and administrators in leadership positions will gain practical tools to help them lead diverse, equitable, and inclusive teams. This interactive workshop is specifically designed to accommodate learners from diverse backgrounds as well as learners from different starting knowledge points (new to the topic or social justice warriors). We will explore social identity in the workplace, examine inclusive leadership, and develop a toolkit to implement change management strategies. We will explore best practices for equitable organizational processes and norms and inclusive behavioral practices in teams.

*Room: Florida 5 | For attendees new to this topic*

3:00–4:00 PM

## DIVERSITY, EQUITY, AND INCLUSION

### Women in Leadership in Higher Education

Alyson Eagle, *Gannon University*

Women are forced to navigate many barriers while pursuing a leadership position. Eagly and Carli (2007) introduced the metaphor ‘labyrinth of leadership,’ a well-rounded image that represents the complex journey women face while working towards leadership opportunities. This session will highlight a phenomenological study of 20 women who currently hold a Provost position at a very high (R1) or high (R2) research and public higher education institution. This session will review the four emerged themes from the study and provide future implications to improve higher education’s inclusion of women in leadership positions.

*Room: Florida 5 | For attendees with some experience*

## LEADERSHIP AND PROFESSIONAL DEVELOPMENT

### Reflective Dialogue: Enhancing Engagement for Campus Leaders

Jonathan Kroll, *Leadership Trainer*

As institutional leaders, when we utilize a core practice from experiential learning—reflective dialogue—we can enhance our operations and optimize engagement with colleagues. This session is designed to provide a hands-on opportunity to explore reflective dialogue. Specifically, we will come to understand (a) what reflective dialogue is, (b) the power and importance of reflective dialogue as a cornerstone for our meetings and supervisory experiences, and then (c) craft opportunities to practice hosting reflective dialogue.

*Room: Key Largo A-B | For all attendees*

## LEADERSHIP AND PROFESSIONAL DEVELOPMENT

### Stressed vs. Stretched: What’s the Difference and Why Does it Matter for Leaders?

Sarah Holtan, *High-level Leadership, LLC*

Stress that leads to burnout is a major concern for employees in higher ed. This session explores the causes of high rates of stress and burnout in employees and how leaders can navigate workplace stressors. By the end, participants in this session will be able to: differentiate between good stress (stretch) and bad stress (stress); identify personal triggers for stress and how stress leads to irrational thinking; appreciate the level and type of stress to maximize our outputs and performance; recognize the signs of burnout in ourselves and our team members; and design tactics to alleviate stress and burnout, and/or help us stretch.

*Room: Key Largo C-D | For all attendees*

## LEADERSHIP AND PROFESSIONAL DEVELOPMENT

### Through Mid-Career and Beyond: Faculty Engagement and Professional Development

Lynne Texter, *La Salle University*

Our faculty need to be engaged, current, and relevant at all stages of their careers to best support teaching and learning. While there are many formal and informal development opportunities for junior faculty, professional development often receives less attention once tenure has been achieved, although faculty may be exhausted, disillusioned, and unclear about their path forward. Leaders must support and encourage engagement and continued professional development. This presentation will: explore the challenges for mid-career faculty; propose ideas for continued engagement and professional development; enable participant reflection; and share best practices for institutions, leaders, and mid-career faculty.

*Room: Florida 6-7 | For attendees with some experience*

## SPECIAL TOPICS IN HIGHER-EDUCATION LEADERSHIP

### Stay or Go? An Honest Conversation about Wellbeing for Campus Leaders

Gretchen Oltman and Vicki Bautista, *Creighton University*

Are you ready to quit your campus leadership role? This session provides a safe space to have an honest conversation about the challenges of being a campus leader. We will identify the causes of stress and burnout on campuses today. Attendees will begin designing a personal plan to support their own well-being and that of those that they lead.

*Room: Key West B-C | For attendees with some experience*

## STUDENT RETENTION AND SUCCESS

### Stuck in the Middle: Uplifting the Anonymous Layer of Learners

Barbara Lesniak and Nick Dominello, *Southern New Hampshire University*

High performing online students get reinforcement through their grades, while low performers typically have access to a wide array of supports. Students in the middle rarely get the same level of attention. This anonymous layer of learners earns Bs and Cs while juggling work and family responsibilities or facing bigger challenges like anxiety, depression, chronic illness, or housing insecurity. In this session, you will learn how to identify these students and provide them with meaningful recognition that helps them feel seen, increases their sense of belonging, and increases their odds of successful class and program completion.

*Room: Key West A | For attendees new to this topic*

## SATURDAY, OCTOBER 14

8:00–9:00 AM

### Breakfast

Continental breakfast: breakfast sandwiches, breakfast breads and bagels, assorted yogurts, homemade granola, hard boiled eggs, fruit, milk, coffee, tea, and coffee.

Room: Florida 1-4

9:15–10:00 AM

### PLENARY PRESENTATION

#### Creating Durable Change: A Guide for Higher-Education Leaders

Stephanie Delaney, *Renton Technical College*

Throughout the conference, you'll have gathered wonderful and actionable ideas for incorporating change at your institution. In this hands-on plenary presentation, you'll learn how to make the time to do the things you learned, successfully incorporating professional learning into your everyday work life.

Room: Florida 1-4 | For all attendees

10:15–11:15 AM

### LEADERSHIP AND PROFESSIONAL DEVELOPMENT

#### Leadership Approaches for Faculty Engagement in Higher Education

Russell Carpenter, *Eastern Kentucky University* and Kevin Dvorak, *Nova Southeastern University*

Higher education institutions have long focused on the three pillars of the academic profession: teaching, learning, and research. However, as higher education institutions continue learning how to operate in a post-pandemic world, more attention has been placed on understanding the current state of faculty engagement. The goal of this session is to apply current research on faculty (dis-) engagement to help academic leaders at all levels better understand the complexities of faculty engagement and develop strategies for improving faculty engagement at their institutions. Facilitators will engage participants in conversations and activities that focus on defining faculty engagement within institutional contexts, identifying barriers, and recognizing what they can (and cannot) control at their institutions. Participants will develop a leadership action plan for engaging faculty based on institutional needs, goals, and contexts.

Room: Key West B-C | For all attendees

### LEADERSHIP AND PROFESSIONAL DEVELOPMENT

#### Utilizing the Boyer Model for an Equitable Tenure Process

Jill Purdy, *Cedar Crest College*

This presentation will focus on the integration of the Boyer Model of Scholarship into the promotion and tenure process. The view of promotion and tenure often remains “publish or perish”. As a small institution that focuses on teaching, scholarship, and service, we found the need for a more inclusive model. Utilizing the Boyer mindset of scholarship of discovery, integration, application, and teaching; we created a more equitable and comprehensive path. The learning goals of this session are to delineate the Boyer Model's types of scholarship; itemize specific examples within this model; and discuss methods to mentor faculty through the process.

Room: Florida 6-7 | For attendees with some experience

### LEADERSHIP AND PROFESSIONAL DEVELOPMENT

#### Women Stepping Up to Lead: Three Different Perspectives

Kimberly Grainger, Maria Gallardo-Williams, and Diane Chapman, *North Carolina State University*

In this session, three women university leaders discuss the transition from faculty to administration. The transition from faculty roles to administrative roles, although common, can be vastly different depending on one's background and disciplines. Presenters in this session will discuss their experiences, challenges, and best practices from the unique lenses of their disciplines (law, education, and science), races, and gender orientation. Attendees will come away with strategies that can help to navigate the administrative landscape, including transferable skills that can be mastered by faculty who are interested in making the change to higher education administration.

Room: Key Largo C-D | For attendees with some experience

### WHAT NEW LEADERS NEED TO KNOW

#### Leadership is About SERVICE!

George Ojje-Ahamiojje, *University of Maryland Eastern Shore* and Karie Solembrino, *Wor-Wic Community College*

Preparing to step into a leadership role can be exciting, daunting, overwhelming, and challenging for a beginner or a seasoned executive. Leadership style and the way situations are handled will determine success or failure. Creating a positive work environment where team spirit is enlivened, can motivate employees to produce in a higher capacity because irrespective of experience, skill, and knowledge, no one can work in separation and silo and meet organizational and institutional goals and objectives. Leadership is about building relationships, identifying and forming alliances, listening and learning, and using different leadership principles in different situations. This session introduces servant leadership and how it can be applied in higher education.

Room: Key Largo A-B | For attendees new to this topic

11:30 AM–12:30 PM

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### DIVERSITY, EQUITY, AND INCLUSION

#### Creating a Student Support Program for Underrepresented Freshmen

Kasey Linde and Edgar Montoya, *University of Nebraska-Lincoln*

Nebraska Business developed a recruitment and retention program for underrepresented first-time freshmen students called the Inclusive Business Leaders (IBL) program. IBL provides students with a scholarship, career development opportunities, academic tutoring, mentorship, and a dedicated course focused on inclusion within the field of business. Concepts covered in class prepare students to become inclusive leaders in their current and future endeavors. Attendees of this session will learn how to: structure a student support program; identify goals and outcomes; create curriculum; and utilize campus resources and private funding to support program initiatives.

*Room: Key Largo C-D | For attendees with some experience*

### DIVERSITY, EQUITY, AND INCLUSION

#### Enhancing Staff Voice and Representation in Campus Decision Making

Christine Moskell and Jasmine Kellogg, *Colgate University*

Many colleges and universities have strong systems of student and faculty governance. Yet, staff members may be looking for increased say in campus decision-making processes. Such was the case at Colgate University, where a new Staff Affairs Council was recently created to enhance staff representation and voice in university affairs. Participants in this session will: learn how to approach the creation and implementation of a representative staff council; understand the ways a council can enhance staff collaboration, satisfaction, and sense of purpose; and consider how they might enhance staff voice and representation at their own institution.

*Room: Key Largo A-B | For attendees new to this topic*

### LEADERSHIP AND PROFESSIONAL DEVELOPMENT

#### Seven Habits of Highly Successful Change Leaders in Higher Education

Stephanie Delaney, *Renton Technical College*

Learn about the seven common traits of successful leaders gleaned from the findings of a five-year NSF funded study examining the impact of executive coaching on change management and leadership in higher education. Using institutional examples and suggestions for implementation, we'll explore how leaders can create their own framework for successful change management that can be applied to implement change initiatives effectively and sustainably at scale.

*Room: Florida 5 | For all attendees*

### SPECIAL TOPICS IN HIGHER-EDUCATION LEADERSHIP

#### How a Fellowship or Leadership Development Program Can be Transformative

Jim Fatzinger, *Vanderbilt University*, Adolfo Santos, *Texas A&M University*, Anne Balazs, *University of Toledo*, and Claudia Petrescu, *Kansas State University*

This workshop hosted by the Co-Chairperson on the American Council on Education (ACE) Council of Fellows Outreach and Engagement Committee and Assistant Provost at Texas A & M University Higher Education Center at McAllen, invites academic and administrative professionals from a variety of higher education institutions, to consider Fellowship opportunities which might support their next steps in leadership development. Specifically, the workshop learning goals include personal reflections and awareness of the American Council on Education (ACE) Fellowship, Fulbright Specialist Program, American Association of State Colleges and Universities Millennium Leadership Initiative, and Harvard Institute for Management and Leadership in Education Program.

*Room: Key West B-C | For all attendees*

### WHAT NEW LEADERS NEED TO KNOW

#### We Have to Talk: Navigating Difficult People & Conversations

Lynne Texter, *La Salle University*

We dread and often avoid the difficult conversations we need to have about the topics, behaviors, and communications that negatively impact our students, our colleagues, and our departments/institutions. Handling these situations can be a particular challenge for new leaders, who may need to address ongoing issues left by previous leaders. We'll discuss how you can improve your ability to engage in productive conversations to strengthen working relationships and yield more positive outcomes. Participants will learn: approaches to different types of difficult people; components of difficult conversations; and how to prepare for, conduct, and follow-up on conversations.

*Room: Florida 6-7 | For all attendees*

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12:45–1:45 PM

#### Lunch

A boxed lunch will be served in the ballroom. Nametags required.

*Room: Florida 1-4*

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1:45–2:30 PM

#### Panel Discussion Academic Leadership

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.

*Room: Florida 1-4*