



Call for Proposals: Guidelines for Submission

The Leadership in Higher Education Conference | October 1—3, 2020

Baltimore, Md.

Thank you for your interest in being a part of the **Leadership in Higher Education Conference**. This conference provides an opportunity for academic leaders to learn innovative strategies, trends, and best practices for effective management in a climate of learning and collaboration.

We invite you to submit a proposal for the **Leadership in Higher Education Conference** and share your expertise at a conference of your peers. This document offers some guidelines that will help you submit a strong proposal.

Submissions should relate to one of the following topical areas:

- **Academic Leadership and Professional Development**
- **Administrative Leadership and Professional Development**
- **Diversity, Inclusion, and Compliance**
- **Institutional Evaluation and Assessment**
- **Hiring, Development, and Retention**
- **Institutional Culture and Climate**
- **Special Topics in Academic Leadership**

Writing your proposal

We're looking for engaging and informative proposals on academic and administrative leadership in higher education. Conference sessions provide attendees with real-world solutions grounded in sound academic research and practice. Sessions will be available in two formats: 60-minute concurrent sessions and 90-minute poster sessions.

- 60-minute concurrent sessions provide a highly focused how-to demonstration on a specific best practice or approach to leadership topics based on the tracks below. Submissions should focus on research-based, actionable strategies; case studies are permitted but should focus on lessons that are applicable to other institutions.

- 90-minute poster sessions are visual presentations of research that stimulate discussion. Posters are presented during an informal reception at the beginning of the conference.

If selected, your abstract will become the basis for the session description in the conference program; therefore, we recommend that you use a direct and active writing style that explains clearly what participants will learn during your session.

Each proposal will go through a blind review by three members of our advisory board, who will use the rubric found on our [Call for Proposals](#) page. Winning proposals will address important aspects of leadership that are relevant beyond a single department or institution. Proposals may target those with beginning, intermediate, or advanced understanding of the topic.

Attendees at the **Leadership in Higher Education Conference** want to be engaged and involved in the sessions they attend. They value discussion and the opportunity to exchange new ideas with others. Activities that demonstrate or otherwise support the topic should be a part of every session design. In addition to the relevance of the topic, reviewers will be looking for evidence that the session will be interactive and achieve specific learning goals. The objective is to use these sessions to model the kind of skills you are committed to using every day.

Please keep in mind that all presenters are required to submit an electronic version of their presentation slides and accompanying handouts one month in advance of the conference. Presenters also are responsible for the printing of the handouts distributed during their presentation, as well as their own conference registration fee, hotel, and travel expenses.

The deadline is March 2, 2020. Notifications of acceptance will be sent by June 5, 2020.

Questions regarding the submission process should be directed to MaryAnn Mlekush, CMP, Conference Manager, via email mmlekush@magnapubs.com.

Topic 1: Academic Leadership and Professional Development

Provosts, academic deans, and department chairs are institutional leaders who promote student success and learning outcomes by fostering the highest educational quality in academic programs and research. In their leadership roles, they serve as advocates for their schools and departments; engage in strategic planning; coordinate recruitment and hiring processes to identify faculty talent; and facilitate equitable process-based decision-making including promotion and tenure and compensation. They collaborate with faculty in developing innovative approaches to student learning, identifying needed curricular change, and promoting a positive working and learning environment. They ensure the mentoring of new faculty, facilitate conflict resolution, and provide opportunities for faculty professional development in support of educational goals. In addition, their managerial responsibilities involve oversight of budgets, human resource issues, facilities, and fundraising.

New academic leaders may not have had professional development on specific aspects of their roles and experienced academic leaders will benefit from best practices that enable them to advance student learning and academic excellence. Submissions to this track should 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. Submissions to this track can also address new

trends or developments in higher education that affect academic leadership. Please designate if your session is for new or mid-career leaders.

Topic 2: Administrative Leadership and Professional Development

Administrative leaders play an essential role in fostering the success of the institution as a whole by serving as a strategic partner and developing systems, programs, processes, and policies that strengthen the working environment, support student success, optimize resources, and enhance organizational effectiveness. In this capacity, they have broad responsibility for ensuring equitable processes and outcomes across the administrative continuum. Their leadership role includes planning and directing complex administrative functions; advising on legal, financial, capital improvement, and human resource matters; recruiting and hiring talented administrators and staff; negotiating contractual agreements; and implementing solutions to a wide range of issues. Among their responsibilities are the development of institution-wide programs that address the skills and competencies needed for a competitive twenty-first century workforce. As change agents, they foster systematic organizational learning through professional development in support of the institution's academic mission. Depending on organizational structure, typical areas of responsibility include student affairs, information technology, legal services, human resources, financial services, facilities management, fundraising and development, and auxiliary services. Please designate if your session is for new or mid-career leaders.

Topic 3: Diversity, Inclusion, and Compliance

Higher education administrators are working to implement holistic programs to accommodate today's diverse students, faculty, and staff. This track will allow higher-education professionals to present and share the ways they are responding 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. Presentations may also address how colleges are supporting diverse staff and faculty, making institutions places that can retain diverse employees, or Title IX compliance.

Topic 4: 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 5: 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. Submissions to this track should 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 6: 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 we are 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. This track will include presentations on managing and improving institutional culture and climate and dealing with the problems that arise at the department and college level.

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. This track examines implications of technology, effective budgeting, fundraising and development, legal and regulatory issues, pedagogy, or the future of higher education. Submissions for this track can bridge multiple other topical areas or represent a topic not clearly defined in another track, such as implications of technology, recruitment and retention, effective budgeting, fundraising and development, legal and regulatory issues, pedagogy, or the future of higher education. Submissions for this track must make distinct connection to the roles of higher-education leaders.