ACAD
FOR ACADEMIC LEADERS

INCLUSIVE
LEADERSHIP
IN THE
NEW NORMAL

78th Annual Meeting
February 23–25, 2022
St. Petersburg, FL

ACAD Welcomes you to our 78th Annual Meeting!

We are very excited to be providing our members and others in the Academy with a unique programming opportunity that will provide the tools and resources you are looking for to enhance your skills as an academic leader.

For nearly 80 years, ACAD has been a place for academic leaders to connect and engage in conversations about their work in the Academy. ACAD is about building relationships and encouraging colleagues to support one another in their work. Our 78th Annual Meeting reflects these values, and we are confident you will gain new knowledge and new colleagues during our meeting.

ACAD prides itself on providing sessions and programming that is interactive and engaging as well as offering networking opportunities with colleagues new and old. For the first time in our nearly 80-year history we are offering the full Annual Meeting program on our own. We have built this program from the format of our very successful Deans' Institute, and we know you will enjoy the same level of quality, diversity in programming, and level of engagement that we are known for.

In these times connecting with colleagues, peers, and friends is so very important and we are looking forward to our in-person meeting in sunny St. Petersburg, FL. We hope to see you there!

For more information about ACAD, please visit us at www.acad.org.

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Day One: Wednesday, February 23

7:30 AM – 8:30 AM

Continental Breakfast

8:45 AM

Welcome Remarks
ACAD Executive Director, *Laura Matthias,* welcomes attendees on behalf of ACAD

9:00 AM – 10:15 AM

Opening General Session

Rising to the Challenge of Inclusive Leadership

A Conversation with Beverly Daniel Tatum, President Emerita, Spelman College

Facilitated by *Kendrick Brown,* Provost and Senior Vice President for Academic Affairs, Morehouse College

Throughout her career, and as president emerita of Spelman College, Dr. Beverly Daniel Tatum has exemplified inclusive leadership with deep expertise in race relations and respected experience in higher education administration. Her books, *Why Are All the Black Kids Sitting Together in the Cafeteria? and Other Conversations About Race* (2017) and *Can We Talk About Race? and Other Conversations in an Era of School Resegregation* (2007), and accomplishments, including the Brock International Prize in Education and American Psychological Association Award for Outstanding Lifetime Contributions to Psychology, make her a highly sought-after speaker.

Beverly Daniel Tatum

Dr. Tatum will share her thoughts and insights into the challenges that academic leaders face at a time when changing demographics, global pandemic, and longstanding inequalities are affecting higher education and society. In a conversation format, this opening plenary will facilitate dialog with Dr. Tatum and encourage participants to continue discussion afterward.

Dr. Tatum holds a B.A. degree in psychology from Wesleyan University, and M.A. and Ph.D. in clinical psychology from the University of Michigan as well as an M.A. in Religious Studies from Hartford Seminary (now known as Hartford International University for Religion and Peace). Over the course of her career, she has served as a faculty member at the University of California, Santa Barbara, Westfield State University, and Mount Holyoke College. Prior to her 2002 appointment as president of Spelman, she served as dean and acting president at Mount Holyoke College.

10:15 AM — 10:30 AM

Morning Break

10:30 AM — 11:30 AM

First Set of Roundtables *(for descriptions, see page 7)*

Roundtables—reports, recommendations, and new directions in higher education

Participants will be asked prior to attending to select their preference for three roundtable discussions they wish to participate in and they will be notified in advance of the assignments.

11:45 AM — 12:45 PM

Second Set of Roundtables *(for descriptions, see page 7)*

Roundtables—reports, recommendations, and new directions in higher education

Participants will be asked prior to attending to select their preference for three roundtable discussions they wish to participate in and they will be notified in advance of the assignments.

1:00 PM — 2:00 PM

Networking Lunch

2:15 PM — 3:15 PM

Final Set of Roundtables *(for descriptions, see page 7)*

Roundtables—reports, recommendations, and new directions in higher education

Participants will be asked prior to attending to select their preference for three roundtable discussions they wish to participate in and they will be notified in advance of the assignments.

Wednesday Roundtable Descriptions

1. Issues Regarding Mental Health Needs of Faculty and Staff: COVID 19 and Beyond

Abigail Tilton, Dean, College of Arts and Sciences, Texas Woman's University

This roundtable strives to explore strategies of meeting the mental health needs of faculty and staff. As many of academia's frontline workers are addressing the mental health needs of our students, their mental health may go unaddressed. This, often, invisible work of women and BIPOC faculty and staff is especially noteworthy. Let's come together and share our experiences and best practices.

2. Rewarding and Retaining your In-House Superstars

Mark Brodl, Provost and Dean of Faculty, Illinois Wesleyan University

Superstar faculty (and staff members) often contribute the secret sauce that makes the difference between a good program and an outstanding program -- one that not only attracts interest but can have highly positive ripple effects for other programs as well. Yet there can be challenges in working with superstars. This roundtable conversation will explore how to balance recognizing superstars for their talents while at the same time not making the supporting cast feel devalued. Losing a superstar to another institution can be a serious blow. What are best approaches for recognizing the talents of superstars so that they feel valued and want to stay? If they get an offer to go elsewhere, what counteroffer approaches beyond salary matches can be deployed that are sustainable and don't make other valued faculty feel underappreciated? We ask participants to share what has worked for them and collaborate in brain-storming new approaches.

3. The Role of Academic Advising in Faculty Work

Julie Nash, Vice Provost for Academic Affairs, University of Massachusetts Lowell

Academic Advising plays an important role in students' success and persistence, but the role of the faculty advisor is often unclear and variable from both the faculty and student perspectives. At this roundtable, we will discuss institutional supports for faculty advising: highlighting its value; assessing the quality; sharing successful strategies.

4. Pragmatism or Cynicism? Hard Questions and Answers for Experienced Academic Leaders

Frank Boyd, Senior Research Associate, Higher Education Data Sharing Consortium (HEDS), Former Provost, Guilford College

Academic leaders are expected to be advocates for the academic program and for their faculty colleagues, even as they manage the implications of budgets challenges and enrollment shifts. How can administrators effectively lead campus discussions on the hard questions that institutions must address, while also discussing some of the avoidable pitfalls of this difficult work. Pragmatism is required, but how can leaders avoid the psychic slide into cynicism? Participants in this roundtable will share their wisdom with each other on how to succeed at this essential work.

5. Managing Your Supervisor: Working with Senior Leadership

Sheila Adamus Liotta, Dean, School of Arts and Sciences, Providence College

While deans may have considerable autonomy as leaders within our academic units, the dean's role also entails working closely with a supervisor, such as a provost, chief academic officer, chancellor, or president, depending on the institutional structure. For many deans, this may be the most formal supervisor/employee relationship we have experienced in our academic careers. This roundtable discussion will center on helping deans manage this relationship effectively while maintaining our positions as leaders advocating for our own colleges or schools. As we explore strategies for nurturing successful partnerships with our supervisors, participants will have the opportunity to share their experiences with the rewards and challenges of "managing up" as academic leaders.

6. Visualizing a Budget During and After COVID

Elaine Carey, Dean of the College of Arts and Sciences, Oakland University

Most academic leaders frame a vision with specific goals and benchmarks. For those efforts to be successful, academic leaders must rely on available resources or major fundraising campaigns. The roundtable will focus on series of questions that deans and academic leaders might consider as they begin to understand the impacts of COVID on budgets. Who are your students; what is their socio–economic background; and what has been the impact of COVID on them and the broader communities that the university serves? How will fundraising for scholarships impact overall student financial aid in the aftermath of federal funds? What is the budget approach for the university? Are there plans to shift budget models, and how will those plans be implemented? What are the costs associated with a budget shift? What has been the impact of COVID on the university and college budget? Lastly, is the budget sufficient to support the mission, vision, and/or strategic plan?

7. Academic Program Prioritization

Jon K. Dalager, System Director for Academic Programs and Quality Assurance, Minnesota State Colleges and Universities; Interim Dean, School of Urban Education, Metropolitan State University

Budgets are shrinking and it becomes more difficult to offer the same number academic programs each year and maintain program quality. Academic deans and provosts will need to make difficult decisions on program prioritization – what can stay and what must go, as they adjust to shrinking budgets and shrinking enrollment. This roundtable will review the criteria for evaluating programs, processes involved in reviewing programs, and how to compare disparate programs. Attendees are asked to bring their own examples for discussion.

8. Developing Programs to Mentor and Engage Faculty

Wendy Hilton Morrow, Vice President of Academic Affairs, Provost and Dean of the College, Augustana College

As many campuses face budget cuts, program prioritization, and increased faculty workload, we should not be surprised when faculty become disheartened and disengaged at best and combative and obstructionist at worst. How can we prevent

this from happening, or turn things around on our campuses if it already has? This tabletop discussion will explore how to design faculty development programs that succeed in building engaged faculty leaders empowered to enact positive change in their classrooms, departments, and shared governance structures.

9. Survive and Advance Through the Administrative Job Search

Brian Madison Jones, Dean of the School of Humanities and Social Sciences, The Citadel

Your upcoming administrative job search will likely be a more stressful experience than the job you hope to land. Institutions employ a variety of services and strategies to land the right candidate, all of which put you, the candidate, in the hot seat for an extended period with numerous contact points, talks, interviews, and checks, some through search firms, some directly through the institution's personnel office. If you make the final cut, your reward is an on-campus visit which can last up to three days. If you don't, you may not hear anything at all. Surviving the search is itself a victory, and finally hearing that you did or did not get the job is often a needed release from a stressful time in your professional life. How do you survive and advance in this challenging job search paradigm? Let's talk, share, boast, commiserate, build a network, and find support as we engage this lengthy, exhausting, often disappointing, and largely private process.

10. Data and Analytics: Applying Business Models in Higher Education

Peter Skoner, Dean of the School of STEAM, Saint Francis University

The movie Moneyball showed how analytical, evidence-based decisions have transformed baseball; online companies use our consumer behaviors to customize advertising for us; and sets of "big data" are analyzed by government and industry to uncover hidden patterns, unknown correlations, and build predictive models. How is higher education leveraging large data sets or data analytics to recruit and retain students, improve learning, highlight high-impact practices, advance operations, or enhance reputations? What data are being requested, compiled, analyzed, and shared in college rankings, government databases, and accreditation agencies about colleges and universities? The discussion in this session will share relevant examples and experiences about how data and information are currently being used in the academy, and what the future uses of data and analytics in higher education may bring.

11. Strategic Planning from the Bottom Up: Promoting Faculty Ownership

Jennifer Dugan, Dean, College of Arts and Sciences, University of Pikeville

We all want to get strategic planning & implementation right, but experience shows how difficult that goal can be. Unexpected obstacles, ongoing resistance, resource shortages, a pandemic… there are many variables at play that test even the strongest leaders. Please join, share your stories, ask questions, and learn about how at least one college is getting it right (or at least "so far, so good").

12. Navigating Presidential Change and Changing Institutional Policies

Jackie Clark, Assistant Professor, Program Director for Higher Education/Student Affairs and Leadership Studies, College Chair, St. Martin's University

Leadership change is on the rise with dozens of open searches for college and university presidents. Change at this level impacts the entire community and we must be prepared to lead–from the search process to the onboarding of a new president. How will this change impact your campus and what can we do as collaborative academic leaders to ensure success and stability through the process.

13. Navigating Decision Fatigue Together

Eric Boynton, Provost and Dean of the College, Beloit College

In the midst of profound challenges that certainly will stretch into the coming academic year and the continued requirement to be flexible in planning and programming, Senior leadership will continue to experience the debilitating effects of "decision fatigue." In an open discussion, let's consider how best to utilize the significant resource Associate Deans provide in the decision–making process, as well as existing governance structures that help to promote speed and thoughtfulness in support of the overall health of the institution. Let's explore how the granting of institutional responsibility and autonomy to key individuals, committees, and teams can help to bear the weight of decision–making and execution.

14. Advancing Diversity, Equity, and Inclusion (DEI) Initiatives by Contextualizing Institutional–wide Metrics

Maria Garriga, Professor of Spanish, Thomas More University

This presentation relates a case study of a DEI task force whose charge was to investigate ways to enhance campus culture to sustain an inclusive educational experience. Another important concern was to recommend ways to contribute to both personal and professional development for each member of the university community as it relates to DEI issues. This presentation will follow the formation, charge, and implementation of this group and participants will work on sketching analogous steps for a similar endeavor at their institutions.

15. Leading for Equitable Student Success Outcomes

Victoria Mondelli, Founding Director, Teaching for Learning Center, University of Missouri

Join the conversation on how one university is enacting new processes to foster inclusion and equity in the learning environment. Through new definitions of what effective teaching is, we cultivate more equitable learning experiences and outcomes.

How are we doing it? We are doing it with evidence-based practices and shared governance—where Scholar-Leaders engage the academic community to socialize change.

16. Learning to Thrive as an Academic Leader in a New Institution

Andra Basu, Provost, Keystone College and *Craig Koller,* Dean of Health Care Sciences, Lehigh Carbon Community College

The focus of this roundtable discussion session is on learning to thrive as an academic leader in a new institution. Participants will hear from two academic deans at four-year and two-year institutions and learn about their experiences. Areas described will include learning the culture of your institution and working with faculty in both unionized and non-unionized environments. Participants will be asked to consider and discuss case studies prepared by the presenters.

17. 4 Habits of Inclusive Leaders: From Self Reflection to Improvement

Evan Ortlieb, Dean, Zucker Family School of Education, The Citadel

With Issues of diversity and equity promulgating academic circles, we must not forget about becoming more inclusive leaders ourselves. This discussion focuses on four tangible takeaways that all of us can embody and implement to become more inclusive in our approaches to transforming our teams. Lived examples and scenarios will be examined so as to see the applicability of these four habits across diverse school contexts and academic in general.

18. Moving the Needle: Making Concrete Progress on Faculty Diversity in Times of Crisis

Brian Norman, Dean, The Gwen Ifill College of Media, Arts, and Humanities, Simmons University

This roundtable session focuses on strategics and opportunities for Deans and other academic leaders with hiring responsibility to make concrete progress on faculty diversity goals, even in times of institutional crisis, budget austerity, and competitive recruitment. Inclusive leadership entails responding to calls from students and faculty to go beyond institutional statements toward demonstrable results. This is an opportunity for academic leaders to share strategies, opportunities, and lessons learned.

20. Forging a Path to Promotion for Faculty Engage in Diversity, Equity, and Inclusion

Margaret Ferguson, Senior Associate Vice Chancellor for Academic Affairs

Academia is deeply committed to the idea that it works as a meritocracy, especially within the arena of promotion and tenure. The status quo is powerfully embedded in the idea that merit is objectively definable and that the measures we currently employ are the correct and exclusive way to define scholarly contributions and impact. Those who lead promotion and tenure processes have, by definition, succeeded under the current system and therefore believe that the current system is working just fine or that it can't be changed without compromising standards. There is often a false narrative that diversity and excellence are somehow incongruent. At the same time, ample research indicates that there are deep biases built into our processes. In this presentation we will discuss the context and conditions that motivated our creation of a DEI integrative pathway to promotion, the foundation that was in place to enable us to move forward and the challenges we faced (and overcame) in the process.

21. When it's Not About Tenure: Supporting Non-Tenure Track Faculty Development at Liberal Arts Colleges

Eriberto P. Lozada, Associate Dean, Davidson College

While the majority of faculty positions are now non-tenure track, faculty development programs are typically structured around the tenure-track lifecycle. In our discussion we will explore how COACHE data may be used to improve support for non-tenure track faculty. If developing faculty is our best asset, institutions must consider how to extend the opportunities available to tenure-track faculty to all.

22) Belongingness and Student Success

Feng-Ling Margaret Johnson, Dean of University College, Associate VP for Student Success, St. Cloud State University

Research on student success in higher education has shown that social and academic belongingness plays a crucial role in student success, persistence, and retention. In this roundtable discussion, the presenter will share their university-wide initiatives on student belongingness and wellness coaching and engage the audience in discussion of the following questions: a) What do research and data say about the role of students' sense of belonging in student success? b) What are examples of programs related to student belongingness and wellbeing that your campus has implemented and how well have they worked? c) What are some key barriers that your campus has encountered and how have them been addressed? and d) What are some success stories that you'd like to share?

23) Leadership Derailment and How to Avoid It

Gregor Thuswaldner, Provost and Executive Vice President, Whitworth University.

Often times, leadership advice solely addresses positive characteristics and skills one should master in order to become a better leader. However, there are a number of potential pitfalls one needs to be aware of as a leader. What can one do to avoid leadership derailment? What are some of the leadership failures that are fully preventable? What lessons can one learn from derailed leaders in academia? This roundtable compares and contrasts effective and ineffective leaders and provides guidance on how to avoid leadership failures.

24) Career Goal-setting for Academic Leaders

Michelle Mattson, Provost, Wittenberg University

This roundtable will provide participants with the opportunity to think strategically about goal-setting. Discussion will be structured in a way that allows for topics related both to agenda-setting for one's current position and current institution and longer-term career goals. Participants will be encouraged to bring their own experiences to the table to share with others, but information will also be presented to spark the conversation.

25) Working with Academic Leadership

Marcy Brown Marsden, Dean, McCoy College of Science, Mathematics, and Engineering, Midwestern State University

This session will explore effective engagement and collaboration with academic leaders across campus. Topics will include peers, president, provost, associate/assistant deans, and individual roles in determining leadership climate. This session will also describe/assess leadership styles and the particular challenges of new or interim leadership.

3:30 PM – 4:45 PM

Closing Plenary

Leadership Pathways

Discerning New Directions in the New Normal

Facilitator: *Michael K. Wanous,* ACAD Chair and Provost and Vice President for Academic Affairs, Northern State University

Panelists: *Catharine (Cappy) Bond Hill,* Managing Director, ITHAKA S+R and President Emerita, Vassar College; *O. John Maduko,* Vice President of Academic and Student Affairs, Minnesota State Community and Technical College; *Sonya Malunda,* President, Associated Colleges of the Midwest

With change comes new challenges and new opportunities for leaders and the institutions they serve. Leaders in different roles come together to discuss emerging changes and opportunities— changes in how and where we work; in what students need and the strengths they bring with them; how pressing social issues and political discourse affect all parts of the educational enterprise; how the experience of the past two years has shaped higher education—and what all this means for academic leaders.
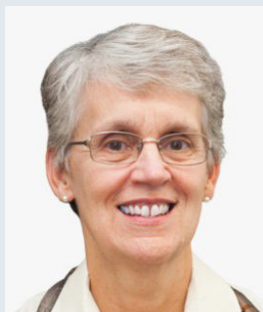
Catharine (Cappy) Bond Hill

O. John Maduko

Sonya Malunda

Michael K. Wanous

4:45 PM – 5:00 PM

Closing Remarks

ACAD Board Chair, *Michael K. Wanous*, thanks attendees for participation

5:30 PM – 7:00 PM

Opening Reception

Day Two: Thursday, February 24

7:30 AM — 8:45 AM

Continental breakfast

9:00 AM — 12:00 PM

First set of workshops *(beverage break 10:15 AM — 10:45 AM)*
Registrants will be asked in advance of the meeting to select the workshops they wish to attend (one in each time period). Seating is limited for each workshop.

Advancing Your Academic Leadership Career
Academic leaders are accustomed to administrative responsibilities at all levels: faculty management, curriculum decisions, budget discussions, and enrollment numbers comprise their daily workload. Yet, this experience can be difficult to translate into career advancement. In this session, learn how to leverage your accomplishments to advance your career—whether that's to an academic leadership role at another institution, to a provost position, or to another leadership position.

Join us to understand:

· What institutions are looking for in senior leaders today

· How to stand out to a search firm

· Ways to demonstrate readiness for the next step in your career

· How COVID-19 and recent efforts towards inclusive leadership have affected the search process

The presenters will review trends they observe in the industry, best practices in applying to positions, and methods to position yourself for advancement. Based on their combined experience in higher education and in executive search with dozens of hiring committees, they will also cover common missteps to avoid and areas where academic leaders undersell their experience.

The session will be interactive, with group learning sessions, and an environment open to questions throughout. A broader Q&A period will be included later in the session.

Rod McDavis, Managing Principal, and *Melissa Trotta,* Associate Managing Principal, both from AGB Search

The Resilient Leader: Surviving, Coping, and Thriving in Difficult Times
This workshop is designed to provide attendees with experience in utilizing models of resilience in their leadership practice. It features leadership case studies, application exercises, and small group discussion on resilience in leadership. Participants will gain an understanding of the concept of psychological resilience, evaluate their own dimensions of resilience, and learn how to move from a place of just surviving to an environment of thriving. The last several years have been difficult for most leaders of higher education institutions and many have felt

like they have just been trying to survive. This interactive workshop will help participants build resilient strategies into their leadership practice so that they can manage crisis situations better and help their direct reports develop a resilient mindset. Methods will be outlined for how to incorporate this content into supervision and accountability with direct reports. Participants will discuss with others in a dyad how their understanding of psychological resilience applies to their experience of leadership and challenges that they have encountered. This workshop will provide participants with practical skills, techniques, and strategies that help leaders and their direct reports to manage stressful situations better. Participants will have the opportunity to apply what they have learned to their own leadership experience and case study scenarios and share their insight in small groups and get feedback. Using a resiliency minded framework, participants will finish the workshop with an analysis of their own area of responsibility and how they could create structures that foster more resiliency.

Tanner Babb, Associate Academic Dean, Huntington University; *Michael K. Wanous*, Provost and Vice President for Academic Affairs, Northern State University

Assistant/Associate Deans—Thriving as "In-Between" Leaders in the New Normal

Assistant/Associate Deans are often caught "in-between": in-between the faculty and the administration, in-between different departments and/or faculty, in-between Academic Affairs and other offices at the institution, and even in-between career steps. While this "in-betweenness" creates challenges (mistrust, lack of power, lack of clarity), it also opens opportunities for critical forms of leadership. "In-between" leaders can build bridges, cultivate trust, and find creative solutions in the process of designing and inhabiting our new normal.

 Associate deans serve as critical translators between faculty experiences and institutional needs throughout the stages of the pandemic. Not all that has been lost during the pandemic should be restored; not all that has been added during the pandemic should be retained. In making these operational decisions, the institution is well served by associate deans who both translate the lived experiences of faculty to senior administrators and then help faculty to understand the potentially-invisible challenges facing the institution. Along the way, associate deans build the bridges that can lead to institutional transformation and professional growth.

In this interactive session, participants will consider many elements of associate deaning—such as entering administrative work, providing leadership in the midst of transition, advancing inclusion from an in-between position, and preparing for future career transitions. Using case studies and shared insights, the group will explore the challenges of this work and develop practical strategies that can apply to a variety of institutional settings. This is a valuable development and networking opportunity for both new and not-as-new Assistant/Associate Deans.

Jim Sloat, Associate Provost and Associate Dean of Faculty, Colby College; *Cindy Hauser*, Assistant Dean for Educational Policy, Davidson College; *Steven M. Malinak*, Associate Dean for Academic Affairs, Washington & Jefferson College; *S. Brooke Vick*, Associate Provost for Faculty and Diversity Initiatives, Muhlenberg College

Shared Governance and Creative Destruction:
Academic Program Prioritization in the New Normal

Over the last few years, higher education has experienced a perfect storm of changing student demographics, society's questioning of the value of a college degree, and the COVID-19 pandemic. These created financial troubles and enrollment challenges in colleges and universities around the country, causing them to rethink the academic programs they offer, and the number of faculty and staff employed to teach those courses.

Program prioritization is not something that should occur in a crisis. Instead, it should be part of an intentional, ongoing process to review and evaluate how well individual programs meet an institution's mission, student needs, and market demands. While many institutions have a process for program review, this process is typically conducted periodically, done in isolation with little comparison across departments, and may not answer the question of whether a program should continue.

How does a faculty body, in collaboration with administration, develop and commit to an ongoing evaluation of academic program sustainability, without tension, without a rush to completion, with adherence to principles of shared governance, and with concern about the continued employment of peer faculty and staff members?

During this workshop we will explore academic prioritization, engage participants in a hands-on approach to establishing an initial and ongoing process for program prioritization and evaluation. Participants will consider case studies and work in small groups to discuss the process as it may have occurred (or will occur) on their campuses. Larger group conversation will focus on lessons learned. At the end of this workshop, participants will:

- Develop a better understanding of best practices used and lessons learned during the process of academic program prioritization; and
- Develop a set of guiding principles that fits their own institution's process of ongoing academic programmatic assessment and supports their model of shared governance.

Brian Peterson, Associate Dean of Curriculum and Faculty Development, Central College; *Matt Draud,* Vice President for Academic Affairs and Dean of the Faculty, McMurry University; *Jodi Eastberg,* Dean of Professional and Graduate Studies, Alverno College; *Barbara J. May,* Academic Dean, College of St. Benedict/St. John's University

Hiring for Mission in 2022

Institutional mission is the foundation for strategic decision making and resource allocation. Hiring for mission in our current moment of significant social change has become even more complex as leaders work to balance competing goals. Academic leaders can be challenged to represent the institution's historical mission authentically while addressing present needs of emerging academic programs or the shifts of student and faculty demographics. Drawing upon the presenters' experiences at mission-focused institutions of various types, including church-affiliated, HBCU and first-generation serving, as well as institutional size and type (undergraduate

or professional focus, public or private) the workshop will engage participants in addressing challenges and developing strategies for mission-focused hiring.

 Participants in this session will identify obstacles, share resources, and create implementation plans to bring back to their campuses. Working with partners and in facilitated small groups, the workshop will allow attendees to work with leaders from similar institutions and with similar challenges. The workshop will begin with focused small group discussion about what it means to hire for mission. Consideration will be given to questions such as the discipline or area of a search, the role of shared governance, as well as budgetary contexts. Workshop leaders will then provide presentations and discussion of key issues and models for mission-based hiring. Finally, participants will create and get feedback from peers and the workshop leaders on actionable plans to improve hiring for mission at their home campuses.

Bridget Keegan, Dean of Arts and Sciences, Creighton University; *Sheila Adamus Liotta,* Dean of Arts and Sciences, Providence College; *Marshá T. Horton,* Special Assistant to Chief Administrator of DSU Downtown Campus and Vice President for Strategic Initiatives, Delaware State University; *Jeffrey M. Osborn,* Provost and Vice President for Academic Affairs, The College of New Jersey

Sharing the Reigns: The Role of Administrative Inclusive Leadership in Supporting Faculty-led DEIB Initiatives

The last few years academic institutions have experienced greater pressure to examine how their institutions advance or hinder diversity, equity, inclusion, and belonging (DEIB) on their college campuses. And while advancing DEIB initiatives may be a strategic priority at many institutions, the challenge of how to engage a broader group of stakeholders remains. Faculty are an important factor in creating a space where underrepresented student groups feel a sense of inclusion and belonging. In this faculty-led session, participants will have an opportunity to learn how administration can better encourage and support DEIB initiatives.

During this workshop we will discuss the importance of administration in creating a constructive climate for DEIB. Participants will reflect on their institution's greatest challenges for DEIB work and set out goals for the session. Next participants will be encouraged to examine DEIB initiatives within their own institutional contexts and will consider questions such as:

· Develop a set of guiding principles that fits their own institution's process of ongoing academic programmatic assessment and supports their model of shared governance.

· What is the role of faculty in DEIB initiatives at your institution?

· What is the process of proposing DEIB initiatives?

· How does the campus community respond to various initiatives?

· How can campus leadership better support these initiatives?

We will present different Eckerd College faculty-led DEIB initiatives, including lessons learned and successes and challenges, followed by a large group sharing of other initiatives at participants' respective institutions. Finally, participants will develop their own request for proposals for DEIB programming from faculty and staff and formulate strategies for engaging stakeholders across the institution. Our goal for this session is for academic leaders to broaden their understanding of DEIB related opportunities across the college from a faculty perspective.

Alexis Ramsey, Associate Professor of Rhetoric; *Jennifer Knippen,* Associate Professor of Management and *Suzan Harrison,* Dean of Faculty all from Eckerd College

This event sponsored by

Knack

12:30 PM – 1:45 PM

Keynote Luncheon and Award Presentation

Leading With Creativity, Vision, and Joy

Marjorie Hass, President, Council of Independent Colleges (CIC)

In times of crisis and challenge it can be hard to stay in touch with the deeper calling that undergirds the ability to lead well. In this presentation I develop a theory of academic leadership that supports effective leadership through and beyond crisis. I also offer practical guidance for re-igniting your creativity and enhancing the joy of your work.

Marjorie Hass

Marjorie Hass became president of the Council of Independent Colleges in July 2021, after years of strengthening independent higher education in various leadership roles. From 2017 until her appointment to the CIC presidency, Hass served as president of Rhodes College. During that time, she expanded the college's engagement with the city of Memphis, enhanced inclusive excellence, and led a comprehensive and inclusive strategic planning process, positioning the college for success in the next decade. Previously, Hass served for eight years as president of Austin College and earlier, she spent more than 16 years as a member of the philosophy faculty and subsequently as provost at Muhlenberg College.

She is the author of *A Leadership Guide for Women in Higher Education* (Johns Hopkins University Press, forthcoming August 2021). A philosopher by training, Hass earned bachelor's, master's, and doctoral degrees in philosophy from the University of Illinois at Urbana-Champaign. She has published widely on the philosophy of language, logic, and feminist philosophy and is an award-winning teacher.

Ross Peterson-Veatch

Award for Excellence in Academic Leadership

The ACAD Board of Directors is proud to announce the recipient of the fifth annual Award for Excellence in Academic Leadership: Ross Peterson-Veatch, Vice President for Academic Affairs and Dean of the College, Southwestern College. The award was established by ACAD to recognize individuals who exemplify excellence in academic leadership through shaping and supporting positive change on their campuses and in their communities. **Join us in celebrating the work of Dr. Peterson-Veatch—presentation of the Award will precede the Keynote speaker address.**

2:00 PM – 5:00 PM

Second set of workshops *(beverage break 3:15 PM – 3:45 PM)*

Advancing Your Academic Leadership Career (repeating)

Academic leaders are accustomed to administrative responsibilities at all levels: faculty management, curriculum decisions, budget discussions, and enrollment numbers comprise their daily workload. Yet, this experience can be difficult to translate into career advancement. In this session, learn how to leverage your accomplishments to advance your career—whether that's to an academic leadership role at another institution, to a provost position, or to another leadership position.

Join us to understand:

· What institutions are looking for in senior leaders today

· How to stand out to a search firm

· Ways to demonstrate readiness for the next step in your career

· How COVID-19 and recent efforts towards inclusive leadership have affected the search process

The presenters will review trends they observe in the industry, best practices in applying to positions, and methods to position yourself for advancement. Based on their combined experience in higher education and in executive search with dozens of hiring committees, they will also cover common missteps to avoid and areas where academic leaders undersell their experience.

The session will be interactive, with group learning sessions, and an environment open to questions throughout. A broader Q&A period will be included later in the session.

Rod McDavis, Managing Principal, and *Melissa Trotta*, Associate Managing Principal, both from AGB Search

Effective Collaboration with Advancement in the New Normal

It is essential for CAOs to collaborate with their advancement offices in this era of increased financial challenges from the pandemic and recent headlines underlining potential minefields in fundraising related to racism. In this interactive session, academic leaders and VPs of Advancement from three institutions will lead discussion of key components of a successful relationship, lessons learned, and success stories, as follows:

After introductions each presenter will share key components of successful collaboration and lessons learned from their own experience.

- Participants will share at tables one successful interaction and one challenge in working with their advancement office, and strategies that have been effective.
- Tables will report in, creating common flipchart lists of both challenges and strategies. During the second break, participants will indicate the challenge on the list they want work on.
- In new table groups we will dive into the major challenges selected, brainstorming possible solutions to them as a case study.
- We will share our solutions to add further to our list of strategies, which will be made available to all participants after the workshop.

Main take-aways for registrants:

1. Many best practice strategies for effective collaboration with advancement colleagues, including for communication, trust-building, establishing priorities, and identifying and pursuing fundraising opportunities.
2. Awareness of some potential minefields to avoid such as distraction from priorities, compromise of the integrity of academic processes, not honoring donor intent, association with entities that are not aligned with institutional values, or alienating donors.

Elaine Meyer-Lee, Provost and Senior VP for Academic Affairs, and *Michele Yapsuga Ewing,* Vice President for Advancement both from Goucher College; *Christopher Morphew,* Dean, Johns Hopkins School of Education; *Robiaun Charles,* Vice President for Advancement, Agnes Scott College

Toward Antiracist Policies and Procedures on Our Campuses

What would it mean for your institution to be antiracist? How can you begin identifying and changing policies and practices on your campus that perpetuate inequities? What data is available or needed to inform these discussions? What type of leadership is needed to create an antiracist institution? Workshop facilitators will introduce definitions of antiracism and student success in order to provide common language for discussions throughout the workshop. Working individually and in breakout groups, participants will reflect on suspected or known inequities on their campuses and attempt to identify who is impacted, what data is needed to determine if there are inequities, who might be their collaborators in this work, and, if a change is needed, who would lead the change. Workshop facilitators will then share information about the types of leaders who are likely to be successful in this antiracism work. Participants will reflect individually and in breakout groups about antiracist leadership strategies before identifying specific individuals on their own campuses who can facilitate antiracism efforts. Finally, participants will set

immediate, short-term, and longer-term plans for how they can help their campuses address inequities and make progress toward becoming an antiracist institution.

Workshop participants will be asked to complete pre-readings from *So You Want to Talk About Race* by Ijeoma Oluo.

Stephanie Gray Wilson, Professor of Psychology, Capital University; *Philip T. Dunwoody,* Associate Provost for Institutional Effectiveness and Professor of Psychology, Juniata College; *Michael Gettings,* Dean of Academic Success and Associate Professor of Philosophy, Hollins University; *Melissa Book McAlexander,* Special Assistant to the President, Notre Dame de Namur University; *David Ribble,* Associate Vice President for Academic Affairs, Budget, and Research, Trinity University; *Tarshia Stanley,* Dean, School of Humanities, Arts, and Sciences, St. Catherine University

Promoting Progress and Anticipating Resistance as an Inclusive Leader in Higher Education

During this workshop on Promoting Progress and Anticipating Resistance as Inclusive Leaders, participants will join a team of facilitators from the Liberal Arts Diversity Officers (LADO) consortium to develop strategies for successfully advancing institutional diversity, equity, and inclusion (DEI) goals as an academic leader. Effective leadership of DEI initiatives requires thoughtful attention to strategy, including mechanisms to build consensus, generate enthusiasm and support; anticipating and engaging resistance when it occurs; modeling best practices throughout the process; and developing pathways for accountability along the way. After brief introductory remarks by the facilitators to provide some structure and foundational ideas, participants will engage a realistic scenario in which academic leaders are responsible for advancing an institutional DEI initiative. Using a case study approach, participants will work together to develop strategies to utilize at each major stage of the DEI initiative they have been assigned. As participants work through each stage of the process, from building consensus to engaging resistance to measuring and communicating outcomes, we will collectively discuss and share strategies generated, advantages and disadvantages of different approaches, and information on promising practices. Participants in this session should expect to takeaway concrete strategies for advancing DEI progress in their institutions as well as an understanding of how they can model inclusive leadership in the process.

S. Brooke Vick, Associate Provost for Faculty and Diversity Initiatives, Muhlenberg College; *Fuji Lozada,* Associate Dean of Faculty & Chief Diversity Officer, Davidson College; *Theodore Mason,* Associate Provost for Diversity, Equity and Inclusion and Special Advisor to the President, Kenyon College; *Alison Williams,* Vice President for Equity and Inclusion, Wesleyan University

Shaping the Future of Your Institution Post-Pandemic

Leaders must manage navigate a rapidly changing landscape with their teams while creating the future, addressing challenges, and harnessing opportunities. The current academic year presents a key moment across college campuses to reimagine our future. However, it has taken time for our faculty, staff and students to acclimate to the new normal. Post-pandemic burn-out and on-going struggles related to institutional and state responses to the pandemic continue to present a challenge for college leaders. With rampant exhaustion and a focus on day-to-day operations, how

can leaders focus on what they learned during the pandemic and use those lessons to help improve and prepare for the future? How can they plan those futures with diversity, equity, inclusion, and intercultural engagement at the core? As leaders we must find the capacity and energy to do the long-play work. This workshop is an opportunity to consider purpose, people, policies and practices as we face the future of education, work and our institutions as we continue to acclimate to a new normal relative to our institutional and personal contexts.

For this three-hour workshop we will begin with a whole group session with some pair-and-share peppered throughout the presentation and then move into three rotating break-out sessions and then full group questions and a closing.

Brooke Barnett, Interim Provost and VPAA, Butler University; *Lenore Rodicio,* Senior Fellow, Aspen Institute, College of Excellence Program; *Mary Ann Villarreal,* Vice President for Equity, Diversity, & Inclusion, University of Utah

5:00 PM

Dinner/Evening on own

5:00 PM – 7:00 PM

ACAD Board meeting

Day Three: Friday, February 25

7:30 AM — 8:45 AM

Continental breakfast

7:30 AM — 8:45 AM

ACAD members business meeting and breakfast

9:00 AM — 10:30 AM

First set of six concurrent sessions

Putting the Values Back in Faculty Evaluation: Inclusion, Equity, and Meaningful Reflection

In this presentation, representatives of three liberal arts institutions will explore how they are working to incorporate recognition for diversity work and meaningful reflection into the evaluation process. If evaluation says something about what we value, we aim to demonstrate how the evaluation process can help illuminate what matters.

Meredith Goldsmith, Associate Dean of Academic Affairs, Ursinus College; *Megan Drinkwater,* Professor of Classics and Director, Center for Teaching and Learning, Agnes Scott College; *Brooke Vick,* Associate Provost for Faculty and Diversity Initiatives, Muhlenberg College

International Education, Equity 2030, and the Pandemic

The 37 colleges and universities of Minnesota State have confronted barriers to internationalization of their campuses and curricula caused by systemic inequities and the recent pandemic. This presentation will describe the innovative efforts of campus and system leadership to provide global education opportunities to students and faculty and welcome students from abroad.

Jon Dalager, System Director for Academic Programs and Quality Assurance, Minnesota State Colleges and Universities; Interim Dean, School of Urban Education, Metropolitan State University

Crafting 4-Year, 2-Step Liberal Arts Journeys

Private four-year colleges and universities increasingly are partnering with their public community college counterparts to build pathways to the liberal arts. Wherever academic deans may be in this process at their own institutions, this

session will offer the opportunity to ask questions, share experiences, and get ideas for partnerships that are shaping the present and future of the liberal arts.

Wendy Hilton-Morrow, VPAA, Provost, Dean of the College, Augustana College; *Mark Brodl,* Provost and Dean of the Faculty, Illinois Wesleyan University; *Jennifer Miller,* Dean of Continuing, Graduate and Online Education, Simpson College

Reframing Burnout to Bandwidth Recovery: Crisis Reflection to Support Leadership Development

Leaders often define success in terms of others' accomplishments; yet to sustain vibrancy we must make space for our own career dreams. Leadership development in this moment requires factoring in the pandemic's impact on professional identities and growth. In this workshop participants will explore leadership threshold concepts, formula for bandwidth recovery, identify "COVID capacities" and sketch out authentic professional development plans.

Diane Boyd, Mary Seawell Metz Executive Director, Faculty Development Center, Associate Dean Faculty Development, Furman University

From Surviving to Thriving: A Holistic Approach to Mentoring Department Chairs

To navigate the "new normal" of higher education, academic leaders must take a holistic approach to mentoring department chairs. Facilitators in different types of leadership positions at two different institutions will explore the complexity of the chair role, highlighting themes of liminality, emotional labor, and communication strategies. This interactive session will stock the academic leader's toolkit for supporting chair work.

Elaine Meyer-Lee, Provost and Senior Vice President for Academic Affairs and *Jamie Mullaney,* Associate Provost for Faculty Affairs, both from Goucher College; *Jennifer Keys,* Director of the Searle Center for Advancing Learning and Teaching, Northwestern University; *Kristin Geraty,* Dean of Engaged Learning & Honors Programs, North Central College

Supporting Student Success: Understanding Collaboration between Faculty and Advancement

Deans, provosts, and other academic leaders are increasingly expected to partner with their colleagues in advancement. How can institutions help promote collaboration between the academic leaders who are most responsible for student learning and their colleagues who are charged with securing support for that work? What do we know about how to improve this crucial relationship? This session presents the findings of a national study of advancement/academic affairs collaboration in HEDS institutions, followed by a discussion of how these findings might inform practice at our home institutions.

Frank Boyd, Senior Research Associate, Higher Education Data Sharing Consortium (HEDS), Former Provost, Guilford College

Agenda: Day Three: Friday

10:30 AM — 11:00 AM

Morning break

11:00 AM — 12:30 PM

Second set of six concurrent sessions

Inclusive Peer Networks for Women Navigating the "New Normal"

How can women cultivate and sustain peer networks to help navigate the "new normal"? Join to discuss peer networks as third spaces where women–identified academic leaders can thrive, consider systemic and structural change, and support BIPOC and LGBTQ+ colleagues. Attendees will learn tangible strategies for how they can develop networks or how to establish networking spaces for others.

Lindsey Templeton, Senior Program Manager, Higher Education Resource Services (HERS); *Ray Burgman,* Vice President Programs and Services, Western Interstate Commission for Higher Education (WICHE); *Deanna Yameen,* Provost/Vice President Academic and Student Affairs, Massasoit Community College.

Commitments to Institutional Equity, Diversity, Inclusion, and Justice in a Turbulent Higher Education Landscape: Diverse Perspectives from the 2020 ACAD Fellows

Navigating through impactful factors such as the institutional history of oppression and banning Critical Race Theory is increasingly becoming challenging for academic leaders. Featuring perspectives from five very different professionals and universities, the 2020 ACAD Fellows (from minoritized backgrounds) will explore findings related to systemic Equity, Diversity, Inclusion, and Justice (EDIJ) efforts and practices.

Hideko Sera, Director of Equity, Inclusion and Belonging, Morehouse College; *Jessica Lavariega Monforti,* Dean, College of Arts and Sciences, California Luthern University; *Rodney Parker,* Acting Chief Equity and Inclusion Officer, Loyola University Maryland; *Orlando Perez,* Dean, School of Liberal Arts and Sciences, University of North Texas at Dallas; *Peter Testori,* Dean, Academic Support System; Assistant Coordinator, Title IX, Bay Path University

Addressing Inequity in Faculty Workplace Relationships and Student Recruiting Pipelines through Systemic Change

How should administrators confront the reality that the academy is a locus of inequity? Two experienced leaders (at a small, private liberal arts college and at a mid–size, public, urban HBCU) discuss guiding systemic change related to gender–based equity among faculty and recruitment of students of color while also leading attendees in discussions about similar opportunities at their home institutions.

Richard Badenhausen, Dean of the Honors College, Westminster College and *Darryl L. Peterkin,* Director of the Clara I. Adams Honors College, Morgan State University

Leadership Development in the Public Liberal Arts: A Collaborative Approach

This panel focuses on the lessons of a year-long liberal arts leadership program for mid-level academic leaders conducted during the 2020-21 academic year. It offers participants a summary of the accomplishments and challenges of the program as well as the opportunity to engage in a case-study activity that mirrors the most successful aspect of this development program.

Janet Gooch, Provost and Vice President for Academic Affairs, Truman State University;
Stacey Robertson, Provost and Vice President for Academic Affairs, SUNY Geneseo;
Katherine Gantz; Interim Dean of Faculty, St. Mary's College of Maryland

What Should Deans Consider as they Manage Change? Five Common Hindrances to Navigating Disruption in Higher Education

Not even the best leaders can outperform their organization's capacity to ensure excellent student outcomes through disruption. Capacity-building connects the institutional ecosystem of people, culture, systems, processes, and resources in ways that rebuild-not-destroy a culture of trust and effectiveness. Practical systematic capacity-building must become standard campus practice because how solutions are formed and implemented matters and deans hold the key. Deans will collaborate to create a strategy for DEI change at a mock college utilizing the higher education change management model that will be introduced.

Donna Buchanan, President, Crucial Shift Consulting

Effectively Using a System Lens to Successfully Lead Organizational Change

This session will explore what drives human responses to both planned organizational change and unanticipated crises. Attendees will learn why systems strive for homeostasis and what strategies can drive change (e.g., trust, sense of purpose, communication). This session will discuss ways to incorporate an equity lens in the planning framework, prepare staff for change in advance, and deal with resistance.

Ani Yazedjian, Associate Provost, Illinois State University

12:30 PM

Meeting ends

Hotel and Registration

Hotel information

The ACAD Annual Meeting will be held in sunny St. Petersburg Florida at the **Hilton St. Petersburg Bayfront** hotel.

Registrants will receive the room block rate of $189 per night (plus taxes/fees) single/double. **Reservations must be made by Friday, January 21, 2022 to receive the rate.** The block room rate is available February 21 through the 27, 2022. We hope you will come early and stay late to enjoy all that St. Petersburg has to offer!

Reservations can be made online:

Conference Hotel
Hilton St. Petersburg Bayfront
333 1st St SE
Saint Petersburg, FL 33701-4342
Phone: 727-894-5000
Rooms at the conference hotel are sold out.

Overflow Hotel
Hotel Alba, Tapestry Collection by Hilton
5303 West Kennedy Blvd
Tampa, FL 33609
813-289-1950 hotel direct
800-HILTONS (445-8667)
Rooms are available Tuesday, February22 through Thursday, February 24. Limited availability for Friday, February 25. **Please use room block code ACAD22 for all reservations.** Book online.

Meeting Registration

Registration opens October 25, 2021 and closes February 18, 2022. Registrants will be asked in January 2022 to preselect roundtables and workshops. Registration includes: Continental breakfast (Wednesday, Thursday and Friday), Lunch (Wednesday and Thursday), beverage breaks and opening reception Wednesday evening.

Register here: https://portal.acad.org/2022-annual-meeting

Cancellation policy: *A $75 processing fee will be deducted from all cancellations. No refunds will be made on any cancellations received after February 1, 2022. Cancellations must be made in writing to info@acad.org. Registrations are transferable within an institution.*

Registration Type	Early Bird Paid by 12/15/21	Second Early Bird Paid by 1/15/22	Last Chance Paid by 2/18/22
Member	$595	$630	$675
Non-member	$695	$730	$775

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