



Agile Academic Leadership

Revitalizing Community &
Responding to Challenges

79th Annual Meeting

February 22–24, 2023

Tampa, FL

ACAD welcomes you to our 79th Annual Meeting, *Agile Academic Leadership: Revitalizing Community and Responding to Challenges*

Academic leaders must promote agility in their institutions to address ongoing COVID-19 pandemic, unrest and calls for change due to racial inequality and bias, legislative efforts to dictate how academics function, and demographic shifts in college-going students. Agile leadership focuses on present issues, such as re-establishing a vital sense of community, engagement, and collegiality among faculty and staff who may be exhausted after years of adapting to pandemic conditions. Agility also is necessary to address ongoing and future contexts like focusing on effective implementation/ planning of budgets and resources to meet the needs of students choosing to attend academic institutions. Agile leadership can mean focusing on external and internal matters, promoting innovation, following through on institutional commitments, and responding to student as well as faculty/staff needs.

ACAD prides itself on providing sessions and programming that is interactive and engaging as well as offering networking opportunities with colleagues new and old. Networking is key to our programming and we know you will find as much value in the hallway connections as you will during the program sessions. We look forward to seeing you in sunny Tampa, FL!

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

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Laura A. Best
Executive Director and Secretary to the Board of Directors

Agenda: Day One: Wednesday

Day One: Wednesday, February 22

7:30 AM – 8:30 AM

Continental Breakfast

8:45 AM

Welcome Remarks

ACAD Executive Director, *Laura Best*, welcomes attendees on behalf of ACAD

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Fourth Edition!**

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FOURTH EDITION
edited by ANDREW ADAMS

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COLLEGE AND UNIVERSITY LEADERS

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Agenda: Day One: Wednesday

9:00 AM – 10:00 AM

Opening General Session

Agile, Hopefully

Kevin Gannon, Director of the Center for Advancement of Faculty Excellence and Professor of History at Queens University of Charlotte (NC)

This keynote will examine the principles and techniques of agile academic leadership through the lens of what we might call “critical hope.” What—and whose—interests does “agility” serve, and why? How do we respond nimbly to both rapid changes and uncertain futures while maintaining a sense of hope? And how do we make that hope meaningful, instead of allowing the word to become an empty catchphrase? The session will help us consider strategies that get us closer to answering these questions, and provide food for thought as we tackle the rest of the conference and its discussions of agile leadership in higher education.



Kevin Gannon

Kevin Gannon is Director of the Center for the Advancement of Faculty Excellence (CAFÉ) and Professor of History at Queens University of Charlotte, in North Carolina. He is the author of *Radical Hope: A Teaching Manifesto* (WVU Press, 2020), writes regularly for the Chronicle of Higher Education, and his work on higher education-related issues has also appeared in outlets such as Vox, CNN, and the Washington Post. In 2016, Gannon appeared in the Oscar-nominated documentary 13th, directed by Ava DuVernay. You can find Kevin on Twitter: @TheTattooedProf.

Agenda: Day One: Wednesday

10:00 AM – 10:30 AM

Morning Break

10:30 AM – 11:30 AM

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

Round tables: Intimate engaged facilitated discussions on topics relevant to Higher Education

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

11:45 AM – 12:45 PM

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

Round tables: Intimate engaged facilitated discussions on topics relevant to Higher Education

Participants will be asked prior to attending to select their preference for three round table discussions they wish to participate in and they will be notified in advance of the conference 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*)

Round tables: Intimate engaged facilitated discussions on topics relevant to Higher Education

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

3:15 PM – 3:30 PM

Afternoon Break

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Wednesday Roundtable Descriptions

Roundtables take place on day one of the conference (Wednesday, February 22). There are three sets of roundtables—facilitators stay at the table while registrants move from one session to another throughout the day. The roundtables occur between the opening and closing plenary and there is a lunch break mid-day. Registrants will be asked to preselect their roundtable choices to ensure that tables are not overfull.

1. 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.

2. Best Practices in Creating Community in Honors: Students, Staff, and Faculty in Publics and Privates

J.D. Bowers, Dean of the Honors College, Rutgers, The State University of New Jersey

Honors colleges in larger public universities often include in their mission statement that they provide the feel/benefits of a small college with the resources of a large university. This is an opportunity for those from smaller colleges and honors colleges to discuss similarities and differences, learning from each other and identifying ways to collaborate, to capitalize on the strategic advantages of each in order to further the goals of both.

3. Purpose-Driven Leadership: The Value in “Finding Your Why”

Courtney B. Smith, Dean, School of Diplomacy, Vice Dean, School of Law, Seton Hall University

This session will explore the relevance of Simon Sinek’s advice to “start with why” to the challenges facing rising higher education leaders. After providing an overview of what “finding your why” entails and sharing a concrete example, participants will reflect on this approach to purpose-driven leadership and discuss how it might contribute to their future success and well-being in their own leadership role.

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4. Development for Deans

Del Doughty, Dean of the College of Liberal Arts, University of Southern Indiana

In this roundtable, we will share best practices for identifying fundraising opportunities, collaborating with faculty and other institutional partners to pursue them, and implementing and/or developing interpersonal skills to leverage strong professional relationships.

5. Enhancing the Workplace Environment: Strategies for Faculty Wellness and Positive Morale

Kianga Thomas, Associate Professor and *Angel Dowden*, Professor both from Norfolk State University

This session will focus on six (6) strategies towards recruiting, assimilating, and retaining quality faculty and staff in higher education organizations. The presenters will highlight six strategies that will enhance the wellness and morale of faculty and staff to include: transparency, expertise appreciation, diversity/inclusion, professional identity development, macro management, and celebrating. Emphasis will be placed on implementation of these strategies.

6. Demystifying Executive Coaching for Academic Leaders

Gypsy Denzine, Professor of Educational Leadership, Virginia Commonwealth University

Increasingly, academic leaders are working with an executive coach. Yet, what coaching is and how one selects a coach remains a mystery for many academic leaders. This roundtable discussion will address your questions and demystify the unknowns related to coaching for academic leaders. We will also discuss whether this is a leadership fad or the future for academic leaders.

7. We are ONE: Infusing a Cultural of Care into the Academic Unit

Denelle Wallace-Alexander, Dean, School of Education and *Cynthia Nicholson*, Graduate Program Coordinator, both from Norfolk State University

The stressors of the global pandemic, issues of social injustice, and concerns of growing uncertainties continue to impact the mental and physical wellness of our faculty and staff. As compassionate leaders, infusing a culture of care into your unit's strategic plan and daily activities is vital to promoting wellness and boosting morale.

8. Creating a Culture Where First-Generation, Racialized minorities and Low-income Students Succeed

Sarah Edwards, Assistant Vice Chancellor for Curriculum and Programs, University of Nebraska at Omaha

This session highlights a case study for supporting racialized minority, low income, and first-generation college students through curricular renovations that include entry-level math and students with undecided majors. The session includes a presentation of research findings, a description of curricular change processes that occurred over the past three years, and an analysis of impact on student college transition and success.

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9. “I’d love to do that if I only had...”—A Dean’s Guide to Supporting Faculty Innovation with Limited Resources

Alicia Slater, Dean, School of Science, Marist College

As academic leaders, deans help articulate and realize a vision for their respective units. While many find administrators find this work invigorating, faculty, who are essential partners, are especially exhausted after the last two years. In this session, the presenter will encourage participants to consider a variety of approaches to re-engage faculty, including some that do not require new resources.

10. What Works: Academic Operations and Faculty Leadership—Combined Efforts for Teaching Innovation

Elizabeth Mosser Knight, Associate Dean for Academic Operations and Jeff Ball, Director for the Center for Excellence in Teaching and Learning, both from Harford Community College

In this open conversation we will exchange ideas on proven methods for administrative and faculty collaboration in support of teaching innovation. Discussions will center on ensuring shared decision making, facilitating productive information sharing, and examples of connecting the needs of faculty with institutional goals. We will share examples of innovations in professional development and assessment and ancillaries used.

11. From First-Gen Students to Campus Leaders: Connecting Early College and Scholarship Programming

Russ Olwell, Associate Dean, and Mayreni Villegas, Engagement Specialist, Pioneer Scholars, both from Merrimack College

Early college programs give students, particularly first-generation students, a leg up on college success. Building on an early college program, Merrimack College's Pioneer scholars offers scholarships and programming to support academics and build campus engagement/leadership. This session will present the program design, show preliminary data, and help participants map out ways to connect programs on their campus to improve outcomes.

12. Networks are Your Safety Net

Jennifer Malat, Associate Vice President for Development, Virginia Commonwealth University

Successful deans must build and nurture relationships across the institution. At this roundtable we will discuss strategies for building a strong team, strengthening relationships in one's college and across the institution with other deans and senior leaders. In addition, we will discuss benefits and strategies for engaging with one's network during a significant challenge.

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13. Why Career Outcomes Matter: Building a Model for the Liberal Arts and Sciences

Jennifer Dugan, Dean, College of Arts and Sciences, and *Ella Smith-Justice*, Assistant Dean, College of Arts and Sciences, both from University of Pikeville

Liberal education has an opportunity to articulate and demonstrate outcomes designed to prepare students for meaningful lives and rewarding careers. The session focuses on honoring historic mission while pivoting to career-oriented planning using institutional mission, faculty talents, and occupational forecasting data. A highly collaborative model developed at the University of Pikeville will serve as the starting point for our discussion.

14. Transforming Your Leadership Approach

Evan Ortlieb, Dean, The Citadel

This presentation will provide information and interactive opportunities related to thinking about your leadership style, learning a new model and language of leadership, and shifting your approaches to leadership for change that is required today of successful academic administrators.

15. Student Success Strategies for First Generation College Students

Andra Basu, Provost and Vice President for Academic Affairs, Keystone College

This roundtable session will focus on understanding student success strategies for first generation college students in institutions with limited resources and budgets. Participants will learn about retention programs that can be utilized in many different types of institutions. More specifically, early alert programs, mentoring and advising programs, and intentional first-generation college student and faculty programs will be discussed.

16. New Approaches to Student Orientation

Beth Birky, Associate Academic Dean, Goshen College

For fall 2021, Goshen College extended its new student orientation program from two days to a full week to assist first-year students with their transition to college following two pandemic-disrupted high school years. Goshen's Associate Academic Dean will discuss her institution's new approach, revisions made for fall 2022, and initial assessment results for both student engagement, academic success, and retention. Participants are invited to share new orientation designs and effective practices from their campuses.

17. Using Servant Leadership to Motivate Disengaged Employees

Cassandra Conner, Vice President of the Tradition Campus, William Carey University

Motivating a disengaged employee can be a challenging and complex problem for the academic leader. An effective management style that can build employee engagement in multiple ways is servant leadership. This presentation will highlight how the principles of servant leadership can have a positive effect on the disengaged worker.

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18. Managing Accreditation from the Middle

Tanner Babb, Associate Academic Dean, Huntington University

Many administrators find themselves managing accreditation from the middle of the university. This session will help participants gain some insight on helpful strategies to manage accreditation successfully. Participants will be introduced to document management strategies, teamwork strategies, budget saving strategies, and university wide ways to implement assessment and strategic planning.

19. Utilizing Resources Effectively Through Agile Workload Management

Monica Shukla-Belmontes, Associate Dean, Curriculum, Assurance of Learning, and Competency-Based Education, University of Massachusetts Global

The landscape of higher education continues to shift as economic pressures and challenges such as the Covid-19 pandemic continue to impact opportunities for both students and institutions. However, through more agile workload management structures, there are strategies that can be employed to more fully and effectively utilize campus resources to create sustainable growth initiatives.

20. Survive and Advance through the Administrative Job Search

Brian Norman, Vice President for Academic Affairs, Antioch College

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. Let's also acknowledge failures and near misses — it's part of the process!

21. Issues Regarding Mental (Emotional) Health for Students and Faculty

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

This session will discuss how deans and other academic leaders can incorporate an understanding of psychological safety and psychological availability as they relate to mental and emotional health. We will discuss how full demonstration of personal competence that leads to professional and academic success depends on leaders giving space for safety and availability. This panel will also discuss current issues and case studies from higher education.

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22. Managing Your Supervisor: Working with Senior Leadership

Sheila Liotta, Vice President for Academic Affairs, Saint Anselm College

While academic leaders may have considerable autonomy, our roles also entail working closely with a supervisor, such as a provost, chief academic officer, chancellor, or president, depending on the institutional structure. For many in academia, this may be the most formal supervisor/employee relationship we have experienced in our careers. This roundtable discussion will center on helping academic leaders manage this relationship effectively. 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.

23. Change Management for People who Hate Change

Bridget Keegan, Dean of Arts and Sciences, Creighton University

The pandemic has forced change upon all of us in higher education. This has made one of the key challenges faced by academic leaders, namely managing change, even more complex. Faculty and staff burnout, “quiet quitting” and the “the great resignation” have changed the stakes for leaders who want to implement new initiatives, even when such initiatives promise to benefit those involved. This Roundtable will discuss how to manage change with faculty and staff, particularly in the current context of “enforced change fatigue.” Key strategies for initiating, inspiring, and managing change will be discussed, including how to navigate change through shared governance and bring a trauma-informed approach to leadership and change management.

24. Orienting, Mentoring and Engaging New Faculty

Pamela MacRae, Assistant Provost and Dean of the College of Arts and Sciences, University of Maine Augusta

As faculty come on board a new academic institution there is a significant learning curve, no matter how long they have been in academia and serving at other institutions. The curve is especially steep for faculty coming into academia from the government or private sector. Learning management systems, academic policies, governance structures and institutional organization are just a few of the points they need to learn along this journey. As administrators, how do we work with these new faculty to set them up for success? This tabletop discussion will explore how to design faculty orientation and mentoring programs that build community, explore institutional resources, and strengthen relationships between faculty and administration from the beginning.

25. Allies and Advocates on the Leadership Ladder

Peter Taylor, Executive Associate Dean for Academic and External Affairs, Nova Southeastern University–Florida

As you aspire to climb the leadership ladder take stock of your professional friends, allies, and advocates. Who are they? Your supervisor? Colleagues? Staff? Internal and external mentors? Executive recruiters? Executive leadership programs? Someone you met at a conference? How can you cultivate and leverage each of these relationships? Over what period of time? How can they help you fill holes in your professional portfolio, and how can you be an ally and advocate for those behind you in the leadership pipeline? This session will discuss the variety of ways you can identify and cultivate professional allies and mentors as you plan future steps on the leadership ladder.

Agenda: Day One: Wednesday

3:30 PM – 4:30 PM

Closing Plenary

What Do Provosts Expect from Deans

Gail Baker, Senior Vice President and Provost, University of San Diego

The most common way of answering this question might center upon the expectation for strategic, thought-provoking perspectives, integrated leadership, compromise, and risk management. Still, every provost knows there isn't a singular pathway to galvanize the comprehensive talent and resources needed to create a rich, diverse approach in providing educational opportunity. Thus, opening doors to innovation, inclusion and creating connection across the university might be the antidote to integrate team building, shared governance and accountability in ways that allow provosts and deans to invest in faculty success infused with opportunities that allow students to impact the world beyond the classroom.



Gail Baker

Dr. Gail F. Baker is senior vice president and provost of the University of San Diego (USD). In this role, she is USD's chief academic officer and works closely with President James T. Harris III and the university's academic deans. Prior to joining USD in 2017, Dr. Baker was dean of the College of Communication, Fine Arts and Media at the University of Nebraska Omaha. She also served as executive associate to the chancellor of UNO as well as other university leadership positions. At the University of Florida, she served as chair of the Department of Public Relations in the College of Journalism and Communications. She later served as vice president of public relations and special assistant to the president. At the University of Missouri–Columbia, she was chair of advertising and directed the Minority Recruiting Program of the School of Journalism.

Dr. Baker holds a bachelor of science degree in journalism from the Medill School of Journalism at Northwestern University, a master of science degree in marketing communications from Roosevelt University and a doctorate in journalism from the University of Missouri–Columbia. Her industry experience includes public relations positions with IBM and International Harvester (now Navistar). She was a reporter and editor for the Chicago Daily Defender Newspaper.

She has earned recognition for her work as a teacher, scholar, communications practitioner and writer. She has authored books and articles and is the winner of four Emmy Awards for Excellence in Documentary Writing and Producing.

Agenda: Day One: Wednesday

4:30 PM – 4:45 PM

Closing Remarks

ACAD Board Chair *Marci Sortor* thanks attendees for participation

5:30 PM – 7:00 PM

Opening Reception

ACAD and the University of Tampa are excited to host our opening reception at [the historic Plant Hall on the University of Tampa campus](#). Just a short 7-minute walk from the hotel to this landmark. Did you know Plant Hall was originally the Tampa Bay Hotel? A high-end resort for “snow-birds” from a bygone era. Its esteemed guests included Teddy Roosevelt and the Queen of England. It is also one of the most photographed sights in all of Florida. Wayfinders will “light the path” from the hotel to Plant Hall and back again. We hope you'll join us!



University of Tampa's Plant Hall/photo by Keir Magoulas via Visit Tampa Bay

Agenda: Day Two: Thursday

Day Two: Thursday, February 23

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 and retention 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 is 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 recent disruptions in higher education 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 for 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 and an environment open to questions throughout. A broader Q&A period will be included later in the session.

Rod McDavis, Managing Principal, *Melissa Trotta*, Associate Managing Principal, and *Laura Woodworth-Ney*, Principal, all from AGB Search

Using Project Management Principles to Create Agile Learning Communities

This workshop will introduce project management principles to attendees to effectively manage their resources, schedules, vision, and scope to guide individuals through the conception, planning, launch, monitoring, and evaluation of a project. These principles are valuable for administrative departments, academic programs, and any other collegiate area that requires meaningful leadership using an agile

Agenda: Day Two: Thursday

framework. Through hands-on application, attendees will develop their cross-disciplinary learning communities based on students' curricular, co-curricular, and social interests. Specific case studies will show improvements in institution-wide recruitment, retention, graduation rates, and positive postgraduate outcomes, thereby establishing the benefits of using project management principles to create agile learning communities.

A.J. Merlino, Associate Vice President of Student Professional Development & Experiential Learning and Associate Professor of Business & Live Entertainment, Harrisburg University

Establishing Community beyond Campus Boundaries: Opportunities & Challenges facing College Advisory Boards

Agile and transformational academic leadership at the decanal level can be greatly enhanced through the engagement of communities and stakeholders outside campus boundaries. College/school advisory boards allow academic leaders to expand their circles of stakeholders supporting student success while also engaging in programmatic innovation, fund development, and change management. But those opportunities also can come with real challenges. Deans with experience leading boards in three different institutional settings will explore considerations for launching or revitalizing a board(s), including purpose, roles and responsibilities, organizational structure, leadership, and giving requirements.

In this interactive conversation, participants can ask questions about the purpose and make-up of an advisory board, explore options around governance, work through scenarios that are likely to surface in the life of an advisory board, and unpack the significant labor involved for deans stewarding boards. We will also explore advisory boards at various stages of their development, as well as how to shut down an ineffective board or revive one that has gone fallow.

Three experienced deans from quite different institutions will offer tips on running an effective advisory board meeting, partnering with the Advancement Office on this work, selecting an effective board chair, and taking advantage of the skills, interests, and passions of your board members.

Richard Badenhausen, Dean of the Honors College, Westminster College;
Orn Bodvarsson, Dean of the Atkinson Graduate School of Management, Willamette University; *Toni Doolen*, Dean of the Honors College, Oregon State University

The Immunity to Change (ITC) Exercise: An Intensive Leadership Development Experience

In this workshop, participants will a) explore obstacles to their leadership development and b) surface assumptions they make about themselves that serve as the root of those obstacles. Developed by Robert Keegan and Lisa Lehey, the ITC exercise will lead you through a series of questions, reflections, and answers to help you see how you, yourself are creating and maintaining obstacles to your growth as a leader. Once these obstacles are visible, the exercise helps you devise ways to examine and overcome them and move toward the changes you to which you are already committed.

The exercise itself involves the facilitator leading participants in short periods of reflective writing, discussion of those reflections with a partner, and then engaging with participants to revise their reflections to dive deeper into what drives them to change and what keeps them from moving forward. In order to make the workshop

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most effective, as a pre-workshop activity, participants should gather answers to the question: “if I could change one thing about myself to make me a better leader, what would that one thing be?” Participants should get these answers from a trusted colleague, a significant other, a person they report to, a person who reports to them, and from themselves. The first period of reflective writing in the workshop uses the answers to that question as the basis for the rest of the activities.

Participants can learn more about the exercise and its benefits from the book *The Immunity To Change*, published by Harvard Business Press.

Ross Peterson-Veach, Vice President of Academic Affairs and Dean of the College, Southwestern College (KS)

Building an In-House Faculty Leadership Development Program: A Case Study at The Claremont Colleges

This interactive workshop will offer the collaborative consortial model of the bi-annual Claremont Faculty Leadership Program (CFLP) at The Claremont Colleges, a consortium of five undergraduate and two graduate institutions, as a case study for building an in-house faculty leadership development program that effectively:

- utilizes institutional resources
- offers institution-focused leadership training and networking
- identifies emerging faculty leaders

The CFLP includes workshops, a book/journal club, and a two-day conference where, through activities and engaged conversations, CFLP fellows learn from in-house senior leaders about crisis management; best practices for diversity, equity and inclusion; mindfulness in leadership; leadership self-assessment; and challenges and opportunities. On their home campuses, CFLP fellows meet with campus leaders to discuss pathways to leadership and professional growth.

In this workshop, we will present a brief history of the creation of the program, lessons learned over the past four years, and strategies for developing and sustaining an in-house leadership development program.

Participants will engage in active sessions that simulate core components of our program, reflect on their own institutional needs around leadership development, and leave with inspired ideas about how to develop their own programs based on desired outcomes and priorities within their own institutional contexts.

Menna Bizuneh, Director of the Claremont Faculty Leadership Program, Pitzer College; *Shana Levin*, Crown Professor of Psychology and George R. Roberts Fellow, Claremont McKenna College; *Jennifer Armstrong*, Associate Dean of Faculty, Deputy Title IX Coordinator, Fellowships Coordinator, Professor of Biology, Scripps College; *Katherine Van Heuvelen*, Associate Dean of Faculty, Harvey Mudd College; *Ellen Rentz*, Associate Dean of the Faculty for Curriculum; Associate Professor of Literature, Claremont McKenna College

Strengthening Leadership Capacity in Fundraising: A Research-Based Approach to Understanding Donor Motives

Raising philanthropic support is an increasingly vital skill for deans and other academic leaders. But it's not about “making the ask.” Fundraising and development is a management function, not unlike others within any school or college. This

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workshop will identify best practices for development in academic units while also building confidence in fundraising through an exploration of research findings in philanthropic studies.

These topics will be discussed in the context of findings drawn from the book, *Fundraising Principles for Faculty and Academic Leaders* (Palgrave Macmillan, 2021):

- How High Net Worth Individuals Think About Philanthropy
- Identifying and Engaging Potential Donors
- Aligning Strategic Priorities with Donor Interests
- Purposeful Donor Meetings and Recognizing Cultivation Triggers
- Getting to Donor Readiness and Gift Discussions
- Your Role in Stewardship and Donor Engagement

Presenters will share donor examples to reinforce research findings, and video clips of other major donors to higher education will show participants how to identify motives for giving. Table exercises using tools and templates from the book will allow participants to strengthen their fundraising leadership in key areas including prioritizing their time allocated to fundraising, aligning strategic plans and donor support, and developing a compelling and concise case for support. All participants will gain greater fundraising confidence and enhance their ability to coach faculty members on engaging alumni and friends more effectively for their academic unit.

Aaron Conley, Founding Partner, Academic Advancement Partners; *Eric Barker*, Jeannie and Jim Chaney Dean of Pharmacy and Professor, College of Pharmacy, Purdue University; *Wesley Lindahl*, Professor and Dean (Retired), School of Business and Nonprofit Management, North Park University



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Fundraising Principles for Faculty and Academic Leaders
by Aaron Conley, Genevieve G. Shaffer
PALGRAVE MACMILLAN

advancing-academe.com

Agenda: Day Two: Thursday

12:30 PM – 1:45 PM

Keynote Luncheon and Award Presentation

Kathleen Plinske, President, Valencia College

Kathleen Plinske serves as president of Valencia College, a community college located in Orlando, Florida. As a first-generation college graduate, Plinske is passionate about the role education can play in transforming the lives of students and their families, and in turn, our communities.

Prior to being selected in a nationwide search as Valencia's fifth president, Plinske had served at Valencia since 2010 as Campus President of the Osceola, Lake Nona, and Poinciana Campuses and as Executive Vice President and Provost. In these roles she spearheaded efforts to significantly increase access to higher education in traditionally underserved communities, led the planning of several new buildings and a new campus, organized efforts to design successful transfer and career pathways, and led the collaborative development of a collegewide strategic impact plan with an explicit focus on advancing racial equity in student outcomes.

Prior to joining Valencia in 2010, Plinske began her career at McHenry County College, a community college in her hometown of Crystal Lake, Illinois. Over the course of nine years, she held a number of roles, including vice president of institutional effectiveness and interim president.



Kathleen Plinske

This event sponsored by



Academic
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2022 Recipient of the Award for Excellence in Academic Leadership

The ACAD Board of Directors is proud to announce the recipient of the sixth annual Award for Excellence in Academic Leadership: **Dr. Jessica Lavariega Monforti**, Vice Provost, California State University Channel Islands. 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. As an academic leader, Dr. Lavariega Monforti has been key in moving institutions to be more inclusive, accessible, and equitable for students, faculty, and staff. She brings a solution-oriented, data-driven and student-first approach to her work.

Agenda: Day Two: Thursday

2:00 PM – 5:00 PM

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

Advancing Your Academic Leadership Career

Academic leaders are accustomed to administrative responsibilities at all levels: faculty management, curriculum decisions, budget discussions, and enrollment and retention 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 is 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 recent disruptions in higher education 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 for 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 and an environment open to questions throughout. A broader Q&A period will be included later in the session.

Rod McDavis, Managing Principal, *Melissa Trotta*, Associate Managing Principal, and *Laura Woodworth-Ney*, Principal, all from AGB Search

Assistant/Associate Deans—Agile Leaders Who Build Community and Respond to Challenges

Associate deans must be agile as they navigate relationships between faculty and administration. Through skillful translation they build the communities necessary to implement institutional vision. This interactive session offers case studies on entering the associate deanship, communicating effectively, leading across the institution, and preparing for future transitions. This is a networking and development opportunity for new and veteran assistant/associate deans.

Jim Sloat, Associate Provost for Academic Administration, Colby College; *Nicholas Metz*, Associate Provost for Faculty Affairs and Development, Hobart and William Smith Colleges; *Jim Ralph*, Interim VPAA and Dean of the Faculty, Middlebury College; *Ronda Sturgill*, Assistant Dean, College of Natural and Health Sciences, University of Tampa

Normalizing Academic Program Review to Transition from Crisis Cutting to Intentional Design

This workshop will support institutions seeking to shift from crisis-driven program analysis to regularized, collaborative academic program review. We will explore how to work productively within shared governance structures to establish an integrative

Agenda: Day Two: Thursday

review system encompassing student learning outcomes assessment, financial viability, and curricular quality to ensure that institutional mission, market, and margins are at the forefront of the process, and the decision making derived from it.

We will examine:

- How institutional governance documents (e.g., Decision Matrices, Program Status Matrices, Faculty Constitutions/Handbooks) shape who, and how this work can be accomplished
- When, or on what timeline, can you effect the financial aims associated with curricular change, regardless of whether change is due to innovation or changing need
- The growing support for more focused, annual program review and short-term planning aligned to rapidly evolving workforce/industry needs
- How to maximize internal and external stakeholder engagement in program review

Attendees should come armed with their guiding documents, prepared to shape a methodology for program review and revision that aligns with their individual institutional needs.

Sandra Madar, Interim Co-VPAA and Founding Dean of the College of Natural & Health Sciences; *Heather Duda*, Founding Dean College of Arts & Humanities, *Kristine Still*, Founding Dean College of Applied & Social Sciences, all from University of Mount Union

Engaged Approaches for Resilience During Complex Change

This workshop will actively engage participants in recognizing and amplifying their own resilience. What is the story of collaboration and resilience at your institution or organization? We all have them. We will explore how an institution develops its agility in the face of major external and internal changes. Over the course of the last two years, our university weathered two major “storms” or challenges: the pandemic and a transition to a new university. Both events presented unusual conditions that required simultaneous navigation and negotiation by faculty, administrators and staff. To generate a positive outcome all levels and elements of the organization had to work together as a team or community.

Amidst the ever-changing landscape in higher education and adapting to a post-pandemic world, a necessity for institutions is agile leadership. In this workshop, participants will engage through practice identifying institutional or departmental challenges for their own institutions and developing an action plan using agility and a strength-based approach. A case study of an institution’s progress toward agile leadership using engagement and strengths-based storytelling will be shared.

We share our own journey through the COVID 19 pandemic plus a major structural change using strengths-based storytelling. Strengths-based storytelling is the approach that combines the use of narrative to convey information and uses data visualization and engagement as part of the process. It starts with a problem to be solved, a group who works together to solve it, and the narrative of creating solutions using local skills, strengths and networks. Identifying existing strengths of people, places and processes is key to this systems approach.

We draw on the power of story as a communication tool to illustrate our institutions’ resilience as a model for engaging workshop participants from other institutions. Lessons learned and a model for engaged community building across units and groups in an institution are explored as central to creating and maintaining

Agenda: Day Two: Thursday

organizational agility. Our team looks forward to actively engaging with participants to help them apply this model to identify and realize their own agility and strengths and crafting their own authentic narrative as part of the process.

Sheila Steinberg, Faculty President and Professor of GIS, Social & Environmental Sciences; *David Gonzalez, Jr.*, Faculty Vice-President and Associate Professor of Public Administration and Organizational Leadership; *Laurie Dodge*, Executive Vice-Chancellor of Academic Affairs and Provost, all from University of Massachusetts Global

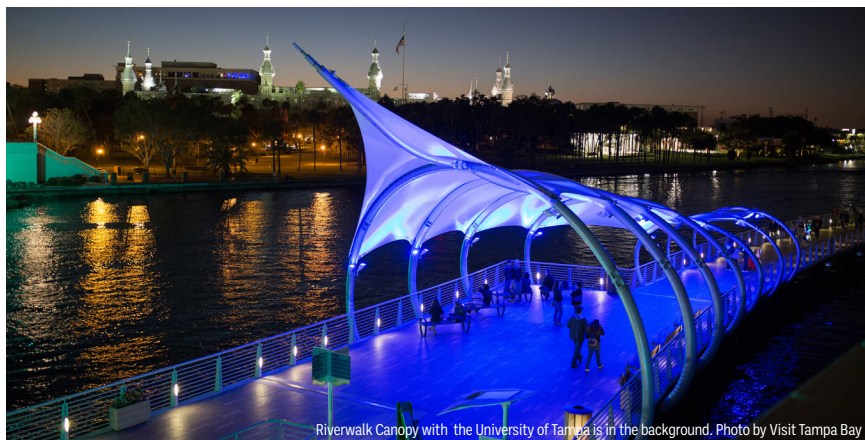
Women in Community: Building Peer Networks to Support Agile Leadership

Peer networks have been shown to enhance agency for women at all ranks in academia, and can be especially valuable for historically marginalized groups, including women of color and non-tenure track faculty (O'Meara et al., 2019; Templeton & O'Meara, 2018). They have also been shown to serve as “third spaces” outside of home and work where individuals can process challenges (O'Meara et al., 2019).

In this session, we will discuss the benefits of peer networks for women in academic leadership as spaces to thrive, consider challenges facing higher education, and support the well-being of historically marginalized faculty and staff. We will also discuss specific strategies for cultivating peer networks with examples from organizations focused on supporting academic leaders in practice (e.g., ADVANCE, HERS).

Academic leadership can be isolating, especially for those who are “the first” or “the only” of their identity group(s). This workshop will focus on both *why* peer networks are valuable and *how* to build, sustain, and prioritize them as women, or as leaders supporting women. We will spend time practicing these skills, begin to develop such networks within the ACAD community, dialogue about current issues requiring agile leadership, and engage in both group discussion and self-reflection.

Lindsey Templeton, Associate Director, Programs and Research, HERS (Higher Education Resource Services) and *Ray Burgman*, Vice President, Programs and Services, WICHE



Riverwalk Canopy with the University of Tampa in the background, Photo by Visit Tampa Bay

Agenda: Day Two: Thursday

The Leadership Prospectus: An Essential Tool for Cultivating Effective Leadership

Effective leadership requires both experience and the cultivation of a leadership “consciousness”—a state of mind which enables you to thoughtfully and consistently consider who you are, where you are, and how those factors inform and shape how you lead. A key contribution to fostering the growth of your leadership consciousness is the development of a leadership prospectus.

The session will consist of an overview to introduce the basis of the leadership prospectus and its five components: 1) mission statement, 2) preferred leadership style and practice, 3) leadership context, 4) leadership goals, and 5) strategies. After an overview, participants in small groups will engage in an experiential learning activity designed to help them identify in the words of leadership expert Simon Sinek, the “why, how, and what”, that will guide the development of their prospectus. During this phase of the session, participants will complete a leadership orientation questionnaire that will allow them to create a map of their leadership orientation frames (structural, political, human resource, and symbolic) as described by Bolman and Deal. This information is used to craft the description of their leadership context. The session will conclude with a debrief to allow participants to share their experiences and engage in focused discussion. By the end of the session, participants will have the ability to develop a leadership prospectus within the context of their leadership role.

David Hill, Associate Dean of the College of Arts and Sciences and *Harry Price*, Faculty Director, Brown Center for Faculty Innovation and Excellence, both from Stetson University

5:00 PM

Dinner/Evening on your own

5:00 PM – 7:00 PM

ACAD Board meeting



Agenda: Day Three: Friday

Day Three: Friday, February 24

7:30 AM – 8:45 AM

Continental breakfast

7:30 AM – 8:45 AM

ACAD members business meeting and breakfast

This breakfast is separate for ACAD members to conduct the business of ACAD. You must be a member to attend.

9:00 AM – 10:15 AM

First set of six concurrent sessions

Leading with Self-Awareness & Empathy

Awareness of one's leadership style, personality type, and natural strengths can contribute to effective, responsive, and agile leadership. Countering "the extraverted leadership advantage", we will share strengths and skills of introverted and ambiverted leaders, as well as how to apply empathy and awareness of personality types to design inclusive meetings, onboarding, and socialization for faculty—thereby strengthening community.

Hilary Williams, Dean for the School of Arts & Sciences, Colby-Sawyer College; *Jason Engbrecht*, Associate Provost, St. Olaf College; *Caroline Hoefflerle*, Dean of Arts & Sciences, Wingate University; *Daniel Jasper*, Associate Provost and Dean of the College of Arts and Sciences, Moravian University

Four Approaches to Building Academic Identities after Reorganization

The competitive landscape of higher education requires bold action. This session presents a case study of a university's ambitious organizational restructure from a two to four college model during the Covid-19 pandemic. Four college deans, facing separate organizational challenges share their approaches to leadership and strategic planning to build community and identity within their colleges while maintaining a growth trajectory.

Elizabeth Matteo, Dean, College of Humanities, Education & Social Sciences; *Travis Berger*, Dean College of Business, Communication and Leadership; *Patricia Reger*, Dean College of Health Sciences; *Rodney Ridley*, Dean of Science, Technology, Engineering, Arts and Math all from Alvernia University

Financial Literacy for Deans

COVID and demographic changes created urgency that led higher education leaders to focus on budgets and methods to generate new revenue to maintain size, scale, and

Agenda: Day Three: Friday

services. This presentation focuses on financial literacy, including tuition revenue models, state appropriations, cross-subsidization, and marginal contributions. The session offers case studies, models, and additional steps to consider while developing financial literacy.

Elaine Carey, Dean of the College of Arts and Sciences, Oakland University, and
William R. Crawley, Dean, College of Education and Professional Studies, University of West Florida

When Agile meets Toxic: How to build strong teams and innovate in the face of leadership challenges

Agile leadership can revitalize academic communities, but what happens when new leadership must engage with existing toxic leadership—at the colleague, chair, dean, or upper administrative levels? We will explore toxic and bullying behaviors, managing strategies, and culture so agile leaders can thrive. This interactive program also provides space to explore individual leadership challenges and find new ways forward.

Theresa Hickey, Interim Dean of the College of Education and Counseling;
Jackie Clark, Interim Associate Dean of the College of Education and Counseling;
Julia Chavez, Interim Associate Dean of the College of Arts and Sciences, all from Saint Martin's University

You Can't Win if You Don't Enter: institutional grant-seeking in higher education

Funding for federal granting agencies has increased every year in recent memory, yet many institutions only apply episodically. This panel briefly reviews the opportunities for federal grants that are available for institutions in higher education, especially those that are structured for schools smaller than their larger R1 peers. Then, academic leaders from several institutions share their experiences in developing

Frank Boyd, Vice President, and *John McAllister*, Managing Partner both from McAllister & Quinn

Building Trust and Community among Faculty to Support and Sustain Innovation

Innovation is key for institutional health but entails risk, which requires a sense of trust and community. These are challenged by numerous factors, both specific to higher education and societal, from instabilities of finances, staffing and institutional vision to fragmentation and disengagement. This interactive session will explore ways to (re)build trust and community among faculty, targeted toward supporting innovation.

Gundolf Graml, Associate Vice President and Dean for Curriculum and Strategic Initiatives, Agnes Scott College; *S. Rebecca Thomas*, Vice President for Academic Affairs and Dean of the University, Transylvania University; *Elaine Meyer-Lee*, Provost and Senior Vice President for Academic Affairs, Goucher College

Agenda: Day Three: Friday

10:15 AM – 10:45 AM

Morning break

10:45 AM – 12:00 PM

Second set of six concurrent sessions

Reimagining the Future of Global Innovation and Inclusive Leadership within Higher Education

The future is now. The need to reimagine the future of global innovation and inclusive leadership has been accelerated by Covid-19. The way we imagine leadership is informed by our racially, ethnically, and gender diverse, neurodivergent, and multigenerational communities. Agile leaders need to be responsive to emerging trends in an intersectional, interdisciplinary, intergenerational manner to foster more innovative workspaces/classrooms.

Monroe France, Senior Associate Vice President for Global Engagement and Inclusive Leadership, and *Lisa Coleman*, Senior Vice President for Global Inclusion and Strategic Innovation, both from New York University

Engaging Trustees in the Academic Program Development Process

Declining enrollments and demographic shifts pose serious challenges for colleges and universities. Many campus stakeholders have recognized the need for new programs to address these challenges. Despite their success in many fields, trustees often lack an understanding of higher education. This presentation uses a case study and discussion about developing trustee support for new programs and enhancing their understanding of academic processes.

Dominick Peruso, Associate Provost, and *Lauren Bowen*, Provost, both from Juniata College

Changing Fast and Slow

Academic institutions are famous for the slow pace of, even a resistance to change. This reputation, however, requires nuance. Beyond differentiating responses to change among faculty, staff, administrators, and board members, there are also instances in which change occurs quickly with broad consensus. This panel examines when and why change can happen and, conversely, when it can stall out.

Michelle Mattson, Provost, Carleton College; *Eric Boynton*, Provost, Beloit College; *Meredith Goldsmith*, Chief Strategy and Innovation Officer, Ursinus College



Agenda: Day Three: Friday

Death on the Installment Plan: collaboration between advancement and academic affairs

How can academic leaders best collaborate with advancement professionals? This panel discusses the findings of a survey of academic leaders and advancement professionals at 31 institutions, gathering information about the respondents' experiences with, attitudes toward, and knowledge about the work of their colleagues. What are the characteristics of institutions with strong collaborative relationships, and how might these connections be strengthened?

Frank Boyd, Vice President, McAllister & Quinn, and *Elaine Meyer-Lee*, Provost, Goucher College

Peer Review of Teaching: Should it Be the Gold Standard?

ACAD Fellows 2021 will lead an interactive session to discuss the prevailing views of peer review of teaching and potential pitfalls that can occur when using them for faculty evaluation. Our goal is to consider biases that can arise in peer reviews of teaching and discuss how we can mitigate these.

Stephanie Storms, Assistant Provost, Faculty Affairs, Development and Diversity, Palo Alto University; *Jamila Bookwala*, former Dean of the Faculty, Lafayette College; *Marc Falk*, Associate Dean for Faculty Development, Coe College; *Jeanne Hamming*, Associate Dean, Centenary College; *Bohsiu Wu*, Associate Dean, California State University, Northridge

The Leadership Pipeline: Transitioning from Privates to Publics and Publics to Privates

With the average tenure of the modern-day administrator shorter than many undergraduate experiences, it is vital that those who want to be leaders are not only prepared to transition from one institution to another, but also from one type of institution to another. And it is equally important that administrators think about and actively cultivate an internal leadership pipeline for these moments of transition. Learning from leaders with great experience in transitions and in leading others to think about transitions and leadership skills, this workshop is designed for anyone who is seeking to step up into higher leadership roles, change institutions, go from public to private (or vice-versa), and grow the pipeline of leaders at their institutions.

Sheila Amin Gutierrez de Pineres, Dean, The Burnett Honors College, University of Central Florida; *J.D. Bowers*, Dean, Honors College, Rutgers University; *Ellen Goldey*, VPAA and Dean of the College, Centre College

12:00 PM

Meeting ends

ACAD encourages registrants to take advantage of the room rate through the weekend and stay to [enjoy all that Tampa has to offer!](#) There's a lot of fun to be had in Tampa!



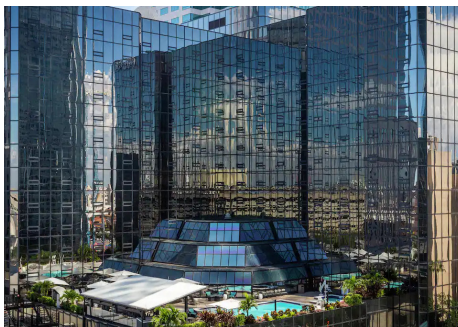
Keir Magoulas via Visit Tampa Bay

Hotel and Registration

Hotel information

The ACAD Annual Meeting will be held in sunny Tampa Florida at the Hilton Tampa Downtown.

Registrants will receive the room block rate of \$255 per night (plus taxes/fees) single/double. Reservations must be made by Tuesday, January 31, 2023 to receive the rate. The block room rate is available February 20 through the 25, 2023. We hope you will come early and stay late to enjoy all that Tampa has to offer!



Reservations can be made online:

Conference Hotel

Hilton Tampa Downtown, 211 N. Tampa Street, Tampa, FL 33602 | 813-204-3000

Room rates: \$255 per night (plus taxes/fees) for single or double

Rate is available February 20–25 for those who wish to stay the weekend and enjoy all Tampa has to offer! **Be sure to use the code ACAD to get the discount if making reservations by phone.**

[Make a reservation online](#)

Meeting Registration

Registration opens October 24, 2022 and closes February 10, 2023. There will be one registration fee for the entire meeting which includes continental breakfast each day, lunch on Wednesday and Thursday, an opening reception on Wednesday as well as all program sessions. Some sessions (roundtables and workshops) require pre-selection and registrants will be asked for their selections in January 2023.

Registrants will be allowed to add a guest to attend the opening reception and all three breakfasts. The cost will be \$125 per guest and does not include any program sessions.

[Register online](#)

Cancellation policy: A \$75 processing fee will be deducted from all cancellations. No refunds will be made on any cancellations received after February 1, 2023. Cancellations must be made in writing to meetings@acad.org. Registrations are transferable within an institution.

Registration Type	Early Bird 10/24/22– 12/15/22	Second Early Bird 12/16/22– 1/15/23	Last Chance 1/16/23– 2/10/23
Member	\$595	\$630	\$675
Non-member	\$695	\$730	\$775

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