



## **80th Annual Meeting**

February 21–23, 2024

Tampa, FL

## **ACAD welcomes you to our 80th Annual Meeting, *Intentional Academic Leadership: Building Value in Higher Education***

At a time when there are multiple challenges facing higher ed (the pandemic, volatile state governments, possible changes to federal rules, changing demographics, etc.), it is important for academic leaders to be intentional and ready to adapt to any challenge. Intentional academic leadership deliberately shapes the present and looks to the future. As leaders we must be intentional in our decision-making, planning, and implementation, both professionally and personally. Change is an ongoing hallmark of higher education. We are uniquely positioned to embrace it and move forward purposefully to build, or re-build, value in higher education.

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](http://www.acad.org).**

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# Agenda: Day One: Wednesday

## Day One: Wednesday, February 21

8:00 AM – 9:15 AM

### Continental Breakfast

9:15 AM

### Welcome Remarks

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

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# Agenda: Day One: Wednesday

9:30 AM – 10:30 AM

## Opening General Session

### **Intentional Leadership in an Age of Anxiety**

*Jeffrey L. Buller, CEO and Proprietor of ALPHA Leadership Programs*

It has become almost meaningless to declare that higher education is in a time of unprecedented change. Higher education has always been in a time of unprecedented change. From the creation of land grant universities in the nineteenth century to the introduction of the G.I. Bill and, several decades later, personal computers in the twentieth, higher education has continually had to reinvent itself, redefining its purpose and methods to adjust to changing social needs. Recently, the global pandemic forced colleges and universities all over the world to revise their plans in a heartbeat.



Jeffrey L. Buller

Even more recently, the willingness of legislators and government officials to intervene in matters once reserved for faculty members and administrators has led to a new wave of uncertainty. Students are anxious about their futures. Faculty members are anxious about their careers. Deans are anxious about what it even means to lead at a time when it is impossible to know what the world may look like by the time their plans come to fruition. There is a need, therefore, to think about intentionality in academic leadership differently, not by rejecting planning entirely, but by learning how to plan in new ways that better serve all the stakeholders of higher education more effectively.

**Jeffrey L. Buller** is the CEO and proprietor of ALPHA Leadership Programs. He has served in administrative positions ranging from department chair to vice president for academic affairs at four very different institutions: Loras College, Georgia Southern University, Mary Baldwin College, and Florida Atlantic University. He is the author of twenty-six books on academic leadership, a textbook for first-year college students, two books of essays on the music dramas of Richard Wagner, a book of research on the Greek tragedian Sophocles, and several novels. Dr. Buller has also published more than two hundred articles, essays, and reviews, including works on Greek and Latin literature, nineteenth- and twentieth-century opera, and college administration. From 2003 to 2005, he served as the principal English-language lecturer at the International Wagner Festival in Bayreuth, Germany. More recently, Dr. Buller has been active as a consultant to the Ministry of Education in Saudi Arabia, where he is helping to improve academic leadership across the Kingdom.

# Agenda: Day One: Wednesday

10:30 AM – 11:00 AM

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## Morning Break

11:00 AM – 12:00 PM

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

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

*Registrants will be asked in advance of the meeting to select the roundtables they wish to attend (one in each time period). Seating is limited for each roundtable discussion.*

12:15 PM – 1:30 PM

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## Networking Lunch

1:45 PM – 2:45 PM

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

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

*Registrants will be asked in advance of the meeting to select the roundtables they wish to attend (one in each time period). Seating is limited for each roundtable discussion.*

2:45 PM – 3:30 PM

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## Afternoon Break

# Agenda: Day One: Wednesday

## Wednesday Roundtable Descriptions

Roundtables take place on day one of the conference (Wednesday, February 21). There are two 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 between the two. 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. Maximizing Student Engagement

*Shafeeq Ameen*, Director of Clinical Experiences and Student Services, Norfolk State University

The roundtable discussion will introduce key strategies that could maximizing student engagement for college students. These strategies were implemented over the past two years and prove to be successful in increasing the motivational level and student involvement on and off campus. There are five key strategies that could help revitalize student engagement on campus. The strategies that will be incorporated in this session include the following: Raising awareness of on-campus resources, Involving students in the campus student success center, Leveraging your strongest asset, Celebrating student wins and Helping students see the benefits in relevant on and off campus activities. Participants will have the opportunity to share their insight into what has proved beneficial on their campuses and see if the five strategies mentioned above could help them further engage and motivate their students.



Kennedy Bridge Downtown Sunset/photo by Keir Magoulas, Visit Tampa Bay

# Agenda: Day One: Wednesday

## Wednesday Roundtable Descriptions, *continued*

### **3. Developing a Resilient Culture in Organizations: Overcoming Challenges of Personal Agendas, Building Trust, and Nurturing Collaborative Colleagues**

*Kianga Thomas*, Chair and Associate Professor, Teacher Education, Norfolk State University

This session will focus on addressing challenges, such as overcoming personal agendas, building a culture of trust, and facilitating and nurturing a collaborative environment amongst colleagues. The presenter will highlight three (3) case studies that will provide a backdrop for an open discussion amongst participants. Participants will also develop strategies and solutions to address any potential issues within their respective institutions.

### **4. Reimagining Value Through Workforce Education Models**

*Matthew Connell*, Vice President for Healthcare, Ivy Tech Community College

Academic leaders drive value in higher education by reimagining paradigms, improving student value propositions, and implementing innovative workforce education solutions. Case studies from Ivy Tech Community College (IN) will showcase how academic leaders revised budgets, pivoted from traditional methods, and reimagined value at their institutions through innovative workforce education options to meet the needs of the communities they serve.

### **5. Leading in a Unionized Higher Education Environment**

*Mojgan Behmand*, VPAA and Dean of the Faculty, Dominican University of California

For the past few years, universities and colleges in the U.S. have been navigating a fraught higher education landscape. The pressures institutions face have intensified and now go beyond the dreaded “Demographic Cliff”. Troubling national political conversations, a global pandemic, rising inflation and cost of living are all part of the everyday lives and conversations of academics and institutional leaders. All these have resulted in a wave of faculty unionizations across the U.S., including private colleges and universities. This session provides insight into one senior administrator’s experience negotiating two collective bargaining agreements in one academic year (one a first contract with full-time faculty). Join us for a session on lessons learned.

### **6. Development for Deans**

*Del Dougherty*, Dean, 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.

This session is built around three scenarios that deans face: “out-of-the-blue” opportunities (are you ready?), long-term donor cultivation strategies (how can you be authentic and genuine while prospecting?), and dinner with a donor (how do you prepare?).



# Agenda: Day One: Wednesday

## Wednesday Roundtable Descriptions, *continued*

### 7. Strategic Approaches to Program Elimination

*Jamie Frueh*, Associate Provost, Bridgewater College

Traditionally, colleges and universities are very good at adding programs. Increasingly, administrators will be evaluated on how well they eliminate them. Participants in the roundtable will reflect on details from one institution's experience and share strategies for making the best of one of the most stressful parts of administration.

### 8. Refreshing our General Education: Building Student Value

*Suzanne Ehst*, Core Curriculum Director, Goshen College

Helping students understand the value of their general education coursework is a perennial challenge. This presentation will describe how Goshen College engaged faculty from multiple disciplines to rewrite our learning outcomes and update curriculum with the institutional mission, vision, and values as the driver of change.

### 9. Surviving and Thriving During Leadership Transition

*Jacqueline Reich*, Dean, School of Communication and the Arts and *Alicia Slater*, Dean of Science, both from Marist College

In an era of shorter-than-ever leadership tenures for Presidents, Provosts and other Cabinet positions, this session will discuss how Deans can successfully navigate leadership resignations, interim stewardship, high-profile searches, and leadership transitions while continuing to serve as campus, faculty, and student leaders.

### 10. Intention, Flexibility and Strength—Leadership Yoga

*Leeann Waddington*, AVP, Teaching and Learning, Kwantlen Polytechnic University

Higher education leadership in the post pandemic context brings vast possibilities for innovation and challenges we have yet to imagine. The time for change is now—but how do we get there? This presentation will share how the use of Appreciative Inquiry supports the intention, flexibility and a focus on strengths to help us achieve the change that is needed.

Participation will be encouraged through table activities (pair, share), padlet crowdsourcing and exercises that provide opportunity to reframe problems into opportunities, explore values and identify some personal action items.

# Agenda: Day One: Wednesday

## Wednesday Roundtable Descriptions, *continued*

### **11. Keeping a Small Unit of Faculty and Staff Motivated and Engaged During an Accreditation Cycle**

*Kurt Kreassig, Dean, School of Education, Regent University*

The landscape of national accreditation in higher education can be daunting for a university faculty, particularly the first time being engaged in the planning and execution processes. Who will be taking the lead role? What does that role look like in the higher education culture? This session describes steps that a school took to manage this change. The presenter will engage participants in a discussion of the stepwise processes of introducing a new accreditation organization to faculty and staff and the development of the logic model processes used that led to a successful national accreditation site visit. The session will detail the array of activities that followed the development of the underlying assumptions and theoretical framework of the school of education.

### **12. Reorganization for a Better Future**

*Lesley Brown, Associate Provost and Dean, Moravian University*

Preserving trust, collegiality, and community during a reorganization process requires a thoughtful and inclusive approach. By prioritizing open communication, involving stakeholders, providing support, and fostering collaboration, you can help navigate the changes while maintaining a positive and cohesive academic environment. Each participant will be asked to share a situation in which they took part in one of the key activities and describe why it was successful or not and they are encouraged to share mistakes/missteps as they are great learning opportunities.

### **13. Leaders as Storytellers: Seeking Happy Endings among Rival Goods and Contested Narratives**

*Douglas Henry, Dean of the Honors College, Baylor University*

The narratives leaders rehearse shape the stories institutions enact. Although we cannot talk away our challenges, effective leaders frame them constructively to elicit good will and creative response. In this session, we will critically examine a few historical narratives about the university, explore the contested narratives in our present, and identify sound techniques for framing problems and leading through change.

### **14. 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.

# Agenda: Day One: Wednesday

## Wednesday Roundtable Descriptions, *continued*

### 15. Expanding Student Success at an HSI

*Jan Kauffman*, Associate Dean of Student Success, Goshen College

As a newly designated Hispanic Serving Institution (HSI), Goshen College is focused on support for our growing population of Latinx students. We have made improvements and adjustments to our orientation program, academic success center, and our first-year experience. This presentation will focus on meeting the needs of today's students, including the current generation and Latinx students. This roundtable will be interactive with opportunities for participation via discussion topics interspersed in the presentation.

### 16. Career Development Curriculum as Part of General Education

*Laura Niesen de Abruna*, Provost and Executive Vice President of Academic Affairs, Metropolitan State University of Denver

This session is a case study of how career development courses were integrated into one university's requirements for the general education program. Four one-credit hour courses, including a required internship, are facilitated by executives in residence and expert faculty. Students receive a cohesive experience of liberal arts and career experiences that prepare them for life and for work. This presentation will also include the distinctive move of the career development program from the student success division of the university to the heart of academic affairs and into the core curriculum.

### 17. Women in Pursuit of the Academic Deanship: Intentional Decision-Making and Strategies for Success

*Lindsey Templeton*, Associate Director of Programs and Research, HERS (Higher Education Resource Services)

With the number of challenges facing higher education leaders, particularly women and those from historically marginalized backgrounds, why pursue the role of academic dean? This session will present findings from a qualitative study that examined the decision-making process for women recently in pursuit of the academic deanship and offer strategies for those aspiring to the deanship or mentoring others along a similar path. This roundtable session will include discussion of the research presented as well as strategies that fellow participants have taken to be intentional in their decision-making in both leadership and career development.

# Agenda: Day One: Wednesday

## Wednesday Roundtable Descriptions, *continued*

### 18. Expanding Budget Opportunities Through Successful Grants

*Ann Vendrely*, Vice President for Academic Affairs, Goshen College

Winning both public and private grants has expanded our ability to start new programs for community outreach, student success and facilities renovation. Grants success has contributed funding to the annual budget and developed a new campus culture. We will describe our efforts in Academic Affairs to expand our capacity for effective grant processes and change the campus culture. In addition to providing opportunities for audience participation via discussion topics interspersed with the presentation, we will use our revised grant process and new federal grant management policy as the basis for small group discussion. Individuals will be encouraged to reflect on and share about their own institutional grant structures and consider new opportunities.

### 19. Generative AI in Higher Education—Threat or Opportunity?

*Sonja Wentling*, Dean, School of Arts and Sciences, Concordia College

Generative AI has already dramatically changed the workplace and hiring processes, and experience with ChatGPT is being touted as the “hottest new job qualification”. How should colleges confront generative AI technology, as a threat or an opportunity or both? Faculty and administrators need to understand the potential and pitfalls of AI technology to preserve the value of higher education. Participants will ponder and discuss ways to address ChatGPT use for faculty and students, questions of ethics and efficiency.



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# Agenda: Day One: Wednesday

## Wednesday Roundtable Descriptions, *continued*

### 20. So, You Think You Want to be a CAO?

*Brian Peterson*, Vice President for Academic Affairs, LaGrange College

Mid-level academic administrators observe the work of the CAO daily, but the difficulty in discussing potentially confidential components of executive-level leadership makes it difficult to understand how to acquire the skills needed to advance to that next level. Candidates need to engage in self-reflection and discernment regarding their next career steps, as well as the need for mentorship and an understanding of the appropriate skills to develop for the position. Through a brief introduction and Q&A opportunity, this session will help participants understand the questions to ask of themselves and others around them in preparation for the move to the next level, how to acquire additional skills, and how to begin to adjust to a very different administrative role.

### 21. Strategies for Establishing Greater Equity in Faculty Service Work in the Academy

*Richard Badenhausen*, Dean of the Honors College, Westminster University

The COVID crisis has exacerbated inequity in the academy in numerous ways. For example, the inequitable distribution of faculty service work has widened at the same time that employees are increasingly focused on workplace culture. While the literature shows that women and faculty of color are typically overrepresented in important service work like student advising and DEI efforts, stresses in the system over the past few years have only worsened that inequity. After briefly reviewing steps to make the workplace more equitable in Westminster University's Honors College—creating transparency around who is (and is not) carrying their service weight; establishing gender equity guidelines for team-teaching relationships; and producing a “Don’t Cancel Class” pool of colleagues for faculty to call on when needing to be away from the classroom—this roundtable will spend most of its time surfacing the greatest areas of inequity in faculty work and drawing on the experience of participants to learn what has and hasn’t worked on their own campuses.



Downtown Tampa photo by Keir Magoulas, Visit Tampa Bay



# Agenda: Day One: Wednesday

## Wednesday Roundtable Descriptions, *continued*

### **22. Right Sizing the Academic Budget: Balancing Revenue Gaps with Investing in Growing Programs**

*Michael Wanous*, Provost and Vice President for Academic Affairs, Northern State University and *Benjamin Valdez*, Vice President of Academic Affairs, Southeast Technical College, SD

Institutions of higher education across the United States are facing a challenging enrollment environment with higher competition for students and demographic trends. Declining enrollments require budget adjustments to maintain financial viability. At the same time, we must invest in growing programs to support the areas that are contributing to enrollment growth. We will discuss how we manage these tensions and develop an academic budget that sets a trajectory for a sustainable future.

### **23. Transitioning From Dean to Provost: Changing Perspective and Balancing Accountability**

*Kendrick Brown*, Provost and Senior Vice President of Academic Affairs, Morehouse College

Transitioning from dean to provost requires leadership agility that goes beyond simply changing one's scope of responsibility. Often one must alter their focus to institution-wide systems addressing the value of collaboration and competition. Also, making peace with supervision that extends accountability to direct reports who often must act on one's behalf is a must. This roundtable will be an opportunity to reflect on implicit understandings that must be developed to be effective as a provost after serving as a dean.

### **24. Surviving and Advancing in the Administrative Job Search**

*Michelle Mattson*, Provost, Carleton College

This roundtable offers a facilitated discussion about the dynamics of an administrative job search. Topics will include: identifying your own search criteria for desired positions, working with search consultants, developing application materials, conducting institutional research, performing effectively during interviews, and responding to a job offer. The conversation will also encourage focus questions and comments from the group regarding some of the frustrations in administrative job searches (confusing job postings, video interviews, tricky search committee questions, internal candidates, the "What is your vision?" job talk, etc.).

### **25. So, You Want to be a Dean?**

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

Whether you're currently in a faculty role or serving as a department chair or an assistant/associate dean and are considering moving into an academic dean role, consider joining this facilitated discussion to learn about the work of a dean. The role of an academic dean can differ significantly between large and small institutions, as well as public versus private. We will work through a few scenarios that you may have to deal with as a dean, and plenty of time will be available for questions and answers.

# Agenda: Day One: Wednesday

## Wednesday Roundtable Descriptions, *continued*

### 26. Designing an Associate Dean Orientation Immersion Experience

*James M. Sloat*, Senior Associate Provost, Colby College and *Nicholas Metz*, Associate Provost for Faculty Affairs and Development, Hobart and William Smith Colleges

For many people, an Assistant/Associate Dean position is a first, full-time step into academic administration. Too often, though, there is no real orientation or introduction to the work—other than starting the job itself. Deans and Provosts do not have time to offer detailed orientation to the work itself—and the particular challenges of standing in-between the faculty and the administration. In partnership with ACAD, we are looking to design (and then offer) an immersive orientation experience for entering or newish Assistant/Associate Deans. This roundtable is an opportunity to talk together about what might be most helpful in such an orientation experience. We welcome Deans—to offer their sense of “What I would like my new Associate Dean to know or be able to do”—and Associate Deans—to offer their sense of “What I wish I had known about Associate Deaning when I started the work.” Come and help us design a really valuable opportunity!

### 27. “Whatever it is, I am against it”: Change Management for People (and Structures) That Hate Change

*Bridget Keegan*, Dean of Arts and Sciences, Creighton University

Brian Rosenberg’s recent book, *“Whatever it is, I’m Against It”: Resistance to Change in Higher Education*, offers a compelling analysis of why change is so challenging for higher education. Rosenberg demonstrates that many of our most cherished structures and practices, such as shared governance or tenure, also inhibit innovation and prevent our institutions from responding meaningfully to external challenges and opportunities to better serve students. In addition to structural obstacles, 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 all involved. Exhaustion and skepticism resulting from the changes forced upon us by the pandemic have made leading positive and proactive change even more difficult. This roundtable will discuss strategies for envisioning and implementing change, including mission-driven approaches for reimagining internal impediments and inspiring and empowering colleagues.



# Agenda: Day One: Wednesday

## Wednesday Roundtable Descriptions, *continued*

### 28. Growing Your Own: Developing Leadership Development Programs for Faculty

*Raymonda Burgman Gallegos*, Vice President Program and Services, Western Interstate Commission for Higher Ed (WICHE)

Good leadership is vital to the long-term success of any institution or organization. Why do campus facilities and planning leaders strategically schedule building and infrastructure maintenance? Intentionally, they seek to avoid mounting deferred maintenance. Investing in faculty leadership development is akin to this. Succession planning is preferred over an absence of leadership. You can build connections to the institution and between faculty, increase the number of voices in campus discussions, and grow your leadership. Please join your colleagues to discuss creating a new program or share your successes and challenges from an established program.

### 29. Changing speech policies on campuses: Do the policies fit the times?

*Kelling Donald*, Associate Dean, Arts & Sciences Division III (Sciences), University of Richmond

The last several years have seen many discussions about speech on college campuses. We will share the aspirations and experience on our own campuses. Has your institution crafted or revised speech policies in the face of recent developments in campus activism, international conflicts, and internal university considerations. How, as campus leaders, do you envision a future for institutions of higher education where the community embraces free expression while maintaining a learning environment where all constituents feel that they belong.



Downtown Tampa/photo by Keir Magoulas | Visit Tampa Bay

# Agenda: Day One: Wednesday

3:30 PM – 4:45 PM

## Plenary Panel Session

### Working With Partners to Build Value

Intentionally seeking fresh perspectives from new partners may be just what is needed to help academic leaders question assumptions, face challenges, and revitalize our campuses. In this panel discussion, successful approaches to forming a range of partnerships will be presented to help promote creative thinking for deans and provosts. Panelists will offer their experience-based insights on what makes partnerships successful and describe strategies to begin new partnerships or improve existing ones. Collaborations with other academic institutions, community and nonprofit organizations, funding agencies, and business partners can all promote flourishing of students, faculty, and our institutions themselves. Learn from skilled practitioners of partnership in this plenary panel session.

*Laurie Kameron*, AVP Career Development and Executive Director, Denison Edge, Denison University

*Kris A. Monahan*, Sr. Director of Sponsored Projects and Research Compliance at Providence College (PC) and the 2024 President of the National Council of University Administrators (NCURA)

*Debby Scire*, Executive Director, Campus Compact for New Hampshire and President, New Hampshire College & University Council

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



Laurie Kameron



Kris A. Monahan



Debby Scire

# Agenda: Day One: Wednesday

3:30 PM – 4:45 PM

## Plenary Panel Session

### Working With Partners to Build Value

**Kris A. Monahan** is the Sr. Director of Sponsored Projects and Research Compliance at Providence College (PC) and the 2024 President of the National Council of University Administrators (NCURA). Monahan established a sponsored research office at Providence College in 2011, leading PC's growth of the sponsored projects portfolio to nearly \$20 million. Prior to PC, she led pre-award activities at one of the largest gender-focused research-and-action organizations in the world, Wellesley Centers for Women at Wellesley College. With an MPA and Ph.D. in education policy, Monahan is keenly skilled in understanding complex business processes, teaching, learning, and education administration. Her 25-year career has focused on developing collaborations, training programs, services and communication related to pre- and post-award research administration. She has served as a consultant, advisor, mentor, and outside evaluator for institutions in the U.S. and across the globe on the topic of establishing and growing sponsored project /research capacity. She is the first author of *History of Research Administration/Management in the United States* a chapter in the forthcoming book *Emerald Handbook of Research Management and Administration Around the World* (2024) which focuses on the evolution of the profession of research administration/research management across the globe.

**Laurie Kamerer** leads Denison University's Knowlton Center for Career Exploration, where she oversees a team of Career Coaches, along with a team of Employer and Alumni Relations professionals. Prior to that, Kamerer served as Executive Director of Denison Edge, where she was charged with imagining and building a last-mile skills program in downtown Columbus. Denison Edge offers certificate and credential programs to students, alumni, and working professionals. A sampling of the programs offered include Digital Marketing, Sales, Supply Chain & Logistics, Finance, Accounting, and Business Analytics. The downtown presence has effectively closed the gap between Columbus and Denison; it serves as a hub for local businesspeople looking for talented liberal arts graduates.

Previous to her tenure at Denison, Kamerer was Vice President of Communications and Culture at Victoria's Secret. Earlier in her career, she worked in Store Operations at Old Navy, and Marketing at Cisco Systems. During this period, Kamerer moonlighted as a bartender.

In 1994 Kamerer moved to Chiayi, where she learned Mandarin, extensively traveled Southeast Asia, and taught English for a year.

**Debby Scire, EdD**, has more than 25 years of experience in higher education and nonprofit leadership. She has served as President and CEO of the New Hampshire College & University Council since 2019. She has also held leadership roles at partnering organization Campus Compact for New Hampshire, where she continues to serve as Executive Director.

Previously, Scire was the Director of Cooperative Education at Northern Essex Community College. There she was responsible for advancing learning through experiential education and community engagement initiatives, including cooperative education, internships, and service-learning. Before serving in a similar capacity at Merrimack College, she worked in admissions and in residence life.

Scire has a Doctorate of Education from New England College. She also holds degrees from Simmons College and from the Harvard University Graduate School of Education.



# Agenda: Day One: Wednesday

5:00 – 7:00 PM

## Opening Reception

Opening reception at the University of Tampa. Enjoy a 7-minute walk to the beautiful campus at the University of Tampa—an historic location.



# Agenda: Day Two: Thursday

## Day Two: Thursday, February 22

7:30 AM – 8:45 AM

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### Continental Breakfast

9:00 AM – 11:30 AM

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### First Set of Workshops (*beverage break 10:00 AM – 10:30 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

# Agenda: Day Two: Thursday

## First Set of Workshops, *continued*

### **Intentional Support: Building Valuable Peer Networks for Women in Academic Leadership**

Intentional leadership requires intentional support. This is especially true for women and gender diverse individuals who continue to face inequities in higher education leadership roles. In this session, we consider peer networks as one such support shown to enhance agency for women at all ranks, and to be especially valuable for women from historically marginalized groups (O'Meara et al., 2019; Templeton & O'Meara, 2018).

Through presentation of research, storytelling, and examples from practice, this session will address the following:

- Why are peer networks valuable for women in academic leadership?
- How do peer networks support and advance intentional academic leadership?
- How can women intentionally cultivate peer networks to enhance their impact and find value in their work?

We will discuss the benefits of internal and external peer networks for women in academic leadership as spaces to thrive, consider challenges facing higher education leaders, and support the well-being of historically marginalized faculty and staff. We will also discuss specific strategies for intentionally building peer networks with examples from organizations focused on supporting academic leaders in practice (ADVANCE, HERS, WICHE). This session will focus on both why peer networks are valuable for intentional leadership and how to build, sustain, and prioritize them as women, or as leaders supporting women and gender diverse individuals. Participants will practice these skills, dialogue about ways to build community, begin to develop peer networks within ACAD, and engage in both group discussion and self-reflection.

*Lindsey Templeton*, Associate Director of Programs and Research, HERS (Higher Education Resource Services) and *Raymonda Burgman Gallegos*, Vice President of Programs and Services, WICHE (Western Interstate Commission for Higher Education)

### **Finding a New Home: When Universities Close and Programs Need Rescuing**

In the last few years some institutions of higher education across the country made the difficult decision either to downsize or shut down completely. What happens to the academic programs at institutions that decide to close? Who is involved in making these decisions, internally and externally? How do students, faculty, and staff at those institutions adjust when they no longer have a home? Universities and colleges in the neighborhood (and at times even out of state) can step in to support those programs by welcoming them to their respective institutions.

The focus of this workshop is to inform academic leaders of the opportunities and challenges involved in acquiring programs from other institutions that may be downsizing or closing. Between 2020 and 2023 Dominican University of California welcomed from several neighboring Bay Area institutions, academic programs that could no longer be sustained financially. The Vice President of Academic Affairs and the Dean of Liberal Arts and Education at Dominican share their experience navigating this type of endeavor when internal and external stakeholders are involved. The presenters will cover a step-by-step process, from initial conversations

# Agenda: Day Two: Thursday

## First Set of Workshops, *continued*

to the transfer aftermath, focusing on the benefits and potential pitfalls of moving a program from one university to another.

*Gigi Gokcek*, Dean, School of Liberal Arts and Education and *Mojgan Behmand*, Vice President for Academic Affairs and Dean of the Faculty both from Dominican University of California

## Collaborative Leadership in Higher Education: Harnessing the Power of Academic Deans as a Team

In the dynamic and ever-evolving landscape of higher education, the role of academic deans has transcended individual leadership to encompass a collective effort that drives institutional success. This conference workshop is dedicated to exploring the transformative potential of academic deans working together as a cohesive team to address the multifaceted challenges and opportunities within higher education.

Facilitated by deans from one university, this session delves into the theme of collaborative leadership and highlights the imperative of fostering strong relationships among academic deans. Through interactive discussions, breakout sessions, and case studies, participants will gain insights into the benefits of shared decision-making, cross-disciplinary collaboration, and effective communication in achieving institutional goals. The session will delve into key challenges faced by academic deans when working collaboratively, including navigating diverse academic cultures, aligning strategic priorities, and managing resources efficiently. Drawing from real-world examples, attendees will uncover innovative strategies for overcoming these challenges, including fostering a culture of mutual respect and trust, establishing clear protocols for inter-departmental cooperation, and leveraging technology to enhance communication.

By the conclusion of this conference session, academic deans will be equipped with actionable strategies and best practices to foster a culture of collaborative leadership within their institutions. Armed with a deepened understanding of the benefits of teamwork, attendees will be empowered to build bridges across schools, capitalize on collective strengths, and lead their institutions into a future of innovation and success. Attendance by institutional dean teams is encouraged.

*Eric Roe*, Dean, School of Business and Economics; *Whitney Jones*, Dean, School of Health Professions; *Alvin McLean*, Dean, JFK School of Psychology and Social Sciences; *Lisa Hutton*, Dean, College of Law and Public Service; *Robb Sapp*, Dean, School of Technology and Engineering; *Robert Lee*, Dean, Sanford College of Education; all from National University

## Ted Lasso's Playbook: Integrating the Importance of Culture into Hiring, Job Descriptions, and Performance Reviews

In this thought-provoking workshop, we explore insights from *Ted Lasso*, which resonate deeply with the challenges of faculty and staff morale and the high turnover currently faced in higher education. By reviewing hiring processes, job descriptions, and performance reviews, academic leaders can build a thriving workforce that can more readily adapt to the changing higher education landscape.

The session will specifically address the following questions: With changing employment conditions, how can we hire most effectively to achieve mission

# Agenda: Day Two: Thursday

## First Set of Workshops, *continued*

commitments? And given that academic leaders are uniquely positioned to build a positive culture in higher education, what decision-making and planning have you utilized to build, or re-build, value at your institution?

Academic leaders hold a unique position of influence in shaping the direction of the institution. Infusing Ted Lasso principles into hiring and then nurturing the growth and development of colleagues empowers faculty and staff to thrive. These principles emphasize the importance of compassionate leadership, empathetic communication, and fostering a sense of belonging among employees. When academic leaders embrace these principles, they cultivate a culture that inspires teamwork and innovation and a readiness to tackle the tough challenges that face the institution and higher education overall.

*Lissa Yogan*, Associate Provost for Faculty Affairs, Valparaiso University; *Deborah Erickson*, Dean, School of Education, Point Loma Nazarene University; *Katie Fischer*, Associate Vice President for Academic Affairs and Strategic Program Development, Concordia University

## Onboarding and Retention of Faculty of Color

Our workshop provides upper-level administrators, including but not limited to Chairs, Deans, and Supervisors, with practical tools for supporting junior faculty of color from onboarding through promotion and tenure. The workshop provides evidence-based content for supporting faculty of color, including resources for successful onboarding, tackling unique issues faced by faculty of color (e.g., addressing with implicit bias, microaggressions), effective mentoring strategies, and overcoming other challenges through supportive leadership.

While many would agree upon the importance and benefits of diversity, equity, and inclusion to higher education, recent legal challenges to affirmative action and race-based considerations in college admissions would suggest that a far more multifaceted approach to resolving what diversity actually means and looks like in practice is warranted. Notably, there has been a movement across public four-year colleges and universities specifically, to increase diversity, yet faculty of color remain largely underrepresented and are far less likely to be retained at predominately-White institutions (PWIs). Retention rates at PWIs are even more disparaging when rank is taken into consideration, as faculty of color are disproportionately less likely to be promoted with tenure or promoted to Full Professor. Though it would appear that efforts to increase faculty diversity is lagging, research suggests that a concerted effort among administrators could combat a number of hindrances that limit the advancement of faculty of color in the academy. It is imperative however, that empirically based initiatives are initiated, as such efforts could potentially contribute to retention. Faculty members of color who are tenured provide a wealth of benefits to the institution. Not only are they able to advocate for cultural equality, they may also provide varied perspectives that are different from the majority group, improve overall climate, and serve as mentors for a growing body of diverse student population.

*Mellissa S. Gordon*, Associate Professor and *Regina Wright*, Professor, both from University of Delaware



# Agenda: Day Two: Thursday

## First Set of Workshops, *continued*

### **The Interim Administrator: Creating Institutional Value as a Temporary Leader During Challenging Times**

Universities are increasingly pressured by financial struggles, enrollment challenges, compliance demands, and post-COVID disengagement issues, among many other stressors, all of which have led to staffing challenges. Not surprisingly, administrative turnover at the provost and deans' level has outstripped change in other offices, according to data from Higher Education Publications. This churn often requires institutions to call on homegrown talent to fill key leadership positions like dean and provost on an interim basis during the transition; but because such transitions often occur abruptly, interims (and their universities) rarely have time to prepare properly for the job. This workshop explores the challenges and opportunities of the role and offers advice about how to better position institutions to understand the needs of interim administrators while equipping them for success. Ultimately, we will highlight how interims can create value and support institutional missions if they are positioned for success.

This interactive workshop—led by three experienced interim administrators—is broken into three distinct sections in which facilitators frame particular issues and then engage participants in discussion: 1) transitioning into the interim role; 2) serving as interim; and 3) considering next steps for individuals and institutions after the interim period. While interim administrators provide a great service to their institutions as a typically trusted, steady hand during a time of turmoil, the position can be filled with vexing challenges that are rarely discussed. This session will bring some of those topics out into the open by calling on the experience of session leaders as well as that of workshop participants and hopefully help bring more intentionality to the process of leadership transition.

*Richard Badenhausen*, Dean of the Honors College, Westminster University;  
*Marcy Brown Marsden*, Interim Provost and Vice President of Academic Affairs, Midwestern State University; *Clay Motley*, Dean of Arts & Sciences, Florida Gulf Coast University



# Agenda: Day Two: Thursday

11:45 AM – 1:00 PM

## Keynote Luncheon

### Changemaker Leadership for a Thriving Future

*Dr. Elizabeth “Beth” L. Paul*, President, Nazareth University

This session will discuss characteristics, challenges and strategies for changemaker higher education leadership. We live in a time of great flux—personally and professionally, institutionally and socially.

As leaders of learning, we are in the thick of this time of flux. At once, we are buffeted about by swirling dynamics and anxieties, and we hold the key to one of the primary drivers of social progress: higher education. We are called to be changemaker leaders of social progress. As the well-known adage goes, change is inevitable; progress is a choice. How will we lead for progress?

**Dr. Elizabeth “Beth” L. Paul** is the 10th president of Nazareth University in Rochester, New York. She served previously as the 16th president of Capital University in Columbus, Ohio, and the senior academic officer at Stetson University and The College of New Jersey.

Dr. Paul joined Nazareth University in 2020, a time of great tumult and uncertainty due to the COVID-19 pandemic and racial unrest following the tragic death of George Floyd. She immediately set to work, harnessing these challenges as an opportunity for growth and improvement. Dr. Paul spearheaded a strategic planning process designed to bolster Nazareth’s historical commitments to social progress and justice, with a vision to make it a premier institution for those wishing to effect equitable change through education. To support the strategic transformation of Nazareth University, Dr. Paul has worked diligently to assemble and develop a strong, diverse, and dedicated senior leadership team.

Dr. Paul’s leadership extends well beyond Nazareth University’s campus. She serves on a number of local boards such as the Greater Rochester Chamber of Commerce and Causeway. Additionally, she makes a broader impact through her involvement with numerous regional and national boards, including the National Association for Independent Colleges and Universities (NAICU), the Council on Undergraduate Research Governance Design Task Force, the Bonner Foundation, chairing the Empire 8 President’s Council, and more.

These involvements underline her dedication to strengthening and supporting diverse communities, a testimony to her broader vision for a more equitable society. Her significant contributions to local, regional, and national causes speak to her passion, dedication, and ability to affect meaningful change.

Dr. Paul holds a bachelor’s degree in psychology, with a minor in statistics, and a doctorate in personality psychology, both from Boston University. She did a predoctoral training fellowship with the National Institute of Mental Health, and earned a certificate in higher education administration from Harvard Institute for Educational Management.

This event sponsored by



Academic  
Advancement  
Partners



*Dr. Elizabeth “Beth” L. Paul*

# Agenda: Day Two: Thursday

1:15 PM – 3:45 PM

## Second Set of Workshops (*beverage break 2:15 PM – 2:45 PM*)

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

### Budgets as Value Statements: How to Partner with your CFO in Aligning Academic Budgets with Program Values while Ensuring Financial Sustainability

If you're like many academic leaders, finance is not your home discipline. To develop your approach to budgeting, it helps to have a financially savvy partner that understands what you're trying to accomplish and can help you assess the potential impact of your choices. Your CFO or Budget Director can assist, but you must know what questions to ask and what scenarios to model. It also helps to develop a mutually supportive relationship. In a highly tuition-dependent environment, with changing attitudes and demographics, academic leaders need to invest available dollars to accomplish short- and long-term goals, serve students, maintain morale, while keeping spending below revenue. Your CFO's job will be easier if you facilitate financial literacy among faculty and staff.

This hands-on workshop is facilitated by two Chief Academic and two Chief Financial Officers. In the first half, it explores common elements in budgets as well as the values suggested by those elements in sample budgets, along with potential

# Agenda: Day Two: Thursday

## Second Set of Workshops, *continued*

community reactions. In the second half, it explores building relationships across divisions to facilitate financial literacy for all.

To achieve these aims, we invite you to bring your mission and values statements, strategic plan/goals, and budget to assess alignment. If you don't have your budget, we'll have examples you can work from.

CFO panelists will demonstrate how modeling can help in making decisions about what must be resourced and what can be paused without jeopardizing mission-essential work. CAO panelists will provide some insights to the human side of budgeting that can be used in relationship building as well as job aids related to budget-related questions. Together they panelists will offer ideas about ways to build financial literacy for all.

You should come away with ideas to share with your institutional colleagues about budgeting as well as an approach you'd like to explore with your CFO/Budget Director and boss. This is a just-in-time workshop for those entering budget season!

*Robyn Parker*, Vice President for Academic Affairs, Saybrook University; *Brian Norman*, Provost, Antioch College; *Jennifer Gantz*, Chief Financial Officer, The Community Solution; *Mike Cairns*, Chief Financial Officer, Graduate Theological Union

## Reclaiming our Value: Building Resilience and Maximizing Strengths in Ourselves and Our Faculty

At a time when academic leadership and faculty burnout is high, higher education also faces increasing pressure to defend its value amid political and sociocultural challenges. This session will focus on how we, as academic leaders, can utilize principles from cognitive and positive psychology to increase our own and our faculty's ability to effectively (re)engage and meaningfully contribute to the value of higher education.

This interactive session will use self-reflection and small group discussion related to value identification and alignment, strength identification and usage, and development of resilience. Through small group sharing activities, participants will practice authoritative and authoritarian communication strategies to practice how to lead their team through values/strength reflection and increased resilience. At the end of this session, participants will not only have engaged in self-evaluation, but also have developed a hierarchical goal matrix and an action plan to increase their own and their team's engagement moving forward.

*Shannon Scott*, Associate Dean, College of Arts and Sciences and *Abigail Tilton*, Dean, College of Arts and Sciences, both from Texas Woman's University

## The Power of Peer Networks: Building Community and Capacity to Affect Institutional Change

Isolation is a shared experience for faculty and institutional leaders, especially at primarily undergraduate institutions. This feeling has only been exacerbated by the pandemic. In this session, participants across institutional levels will learn how peer networks not only combat isolation but also can be used to create systemic changes

# Agenda: Day Two: Thursday

## Second Set of Workshops, *continued*

by identifying, developing, and pursuing strategies to reduce obstacles and increase the retention and advancement of a diverse faculty.

The NSF ADVANCE Partnership Project, Advancing STEM Careers by Empowering Network Development (ASCEND), was conceived to support the professional advancement of mid-career women STEM faculty. Through this collaboration, we created regional peer-to-peer networks and provided participant-informed education, training, and professional support to equip faculty for promotion and leadership positions and institutional leaders to develop inclusive campus policies and cultures. This peer alliance network model has broad applications for faculty and administrators at a diverse array of institutions and across all disciplines and ranks.

We will use what we have learned from the ASCEND project and a previous project as case studies to demonstrate the impact such a network can have on faculty and administrators and their institutions. As the session progresses, participants will develop an understanding of how they might build such a network and the impact this could have on them as individuals and more broadly on the institutional community to which they belong.

The session will interweave the presentation of qualitative and quantitative data from two case studies with a series of guided small group discussions. Topics will include community-building, network development and support, data-informed design, and practical implementation strategies. Time will be provided for groups to share salient portions of their conversations and ask questions of the presenters and fellow attendees. Participants will have the opportunity to craft an institution-specific action plan. This session is designed for participants across genders and institutional roles.

*Sarah Kirk*, Provost and Dean of Faculty, Hobart and William Smith Colleges;  
*Maria (Mia) E. Bertagnolli*, Vice Provost for Faculty Affairs, Gonzaga University;  
*Chrystal Bruce*, Associate Dean of the School of STEM, John Carroll University;  
*Hala Schepmann*, Professor of Chemistry, Southern Oregon University; *Victoria Turgeon*, Academic Director of Prisma Health Partnerships, Furman University

## Pulling Together Around Major Change

In the past six years, St. Olaf has had three major reorganization efforts in its academic division. The first was driven by a need to meet a board mandated goal to reduce costs in the academic division. The second was the implementation of a new general education curriculum. The third arose from a desire to reduce the standard teaching load for faculty from 6 to 5 courses. Each of these initiatives has required the participation of faculty and administration from across the academic division. Our session will talk through how each of these initiatives were implemented, focusing on the most recent, the transition from a 6 to 5 course load.

Using the 6 to 5 initiative as a case study, we'll walk through the process of implementation. The presentation will start with the context for the decision to move from a 6 to 5 course load, including the general state of the college and related initiatives that drove the decision. Next, we'll move to the ways we set out to inform the faculty about various aspects of the initiative. Then we'll highlight how we solicited feedback, both informally and formally from the faculty. Last, we'll cover the final decision-making process for details of the implementation. Throughout



# Agenda: Day Two: Thursday

## Second Set of Workshops, *continued*

the presentation we will engage the audience in small groups to discuss and share experiences at their own institutions of similar change processes.

*Jason Engbrecht*, Associate Provost; *Susan Smalling*, Associate Dean of the Social Sciences; *Karil Kucera*, Associate Dean of Interdisciplinary and General Studies all from St. Olaf College

## A Systems Approach to Addressing Complex Challenges in Student Persistence and Retention

Systems thinking serves as a powerful tool for tackling complex challenges and making informed decisions. By adopting a systems approach to student success, we can delve into the interconnectedness of factors impacting persistence and retention. It allows us to anticipate potential unintended consequences, and to develop targeted interventions to support student success.

This workshop includes these components.

1. **Understanding Systems Thinking.** We will begin by establishing an understanding of systems thinking and how to use it as a tool for addressing student retention challenges and identifying metrics for student success.
2. **Sharing Campus Insights.** The presenters will share successful retention strategies on their campuses, followed by participants, in small groups, discussing and sharing retention strategies or initiatives on their respective campuses.
3. **Identifying Emerging Themes.** The whole group will identify 4-5 emerging themes from small group discussions. We will explore how these themes interconnect and identify opportunities for cross divisional collaboration.
4. **Acting on Takeaways.** Finally, participants will have the opportunity to pinpoint specific strategy or initiative that they might want to implement on their own campus, based on workshop discussions.

Participants will engage in collaborative discussions to identify factors in and outside of the classroom influencing persistence and retention as well as metrics for data collection and analysis.

*Feng-Ling Johnson*, Dean of University College and Associate Vice President for Student Success, St. Cloud State University; *Michael Wanous*, Provost and Vice President for Academic Affairs, Northern State University

## Leading Systemic Change Using the Change Leadership Toolkit (CLT)

The higher education environment continues to evolve in new and often unpredictable ways. From the changing landscape of diversity, equity, and inclusion (DEI) to the encroaching threat of artificial intelligence to declining enrollments and revenue, and waning public support for higher education, leaders must be prepared to lead in this unsettled environment. It is more important now than ever that academic leaders have the tools they need to drive proactive and strategic changes on campus. To support leaders in understanding and enacting systemic change, we developed the [Change Leadership Toolkit](#) (CLT), a step-by-step, research-based guidebook for leaders engaged in systemic change projects. We define systemic change as change that touches multiple departments, divisions, or units and involves deep and meaningful changes to policies, procedures, norms, and cultures. The

# Agenda: Day Two: Thursday

CLT is grounded in research and full of practical, hands-on tools that leaders can put to use on their campuses right away. The CLT presents an Ecosystem Model for Systemic Change Leadership that contains three components: change context, change levers, and a set of eight change leader moves that leaders can use to effect change. Six worksheets guide leaders through an examination of their context, identification of change levers as they create a comprehensive change leadership plan.

In this session, participants will:

- Understand the CLT and its underlying Ecosystem Model for Systemic Change Leadership
- Explore the first three worksheets of the CLT in small groups with the goal of identifying key contextual factors in their change landscape and levers they might use to amplify change, and conducting an initial scan of the change leadership “moves” they have made in preparation for creating a comprehensive change leadership plan.
- Hear examples from case studies of leaders who have used the CLT to lead change.
- Leave with the fundamental components of a change leadership plan to more effectively lead sustainable systemic change on their campuses.
- Learn from others in small groups and report outs about ways to create a change leadership plan using the resources of the CLT.

*Susan Elrod*, co-author of the Change Leadership Toolkit and Chancellor, Indiana University South Bend

**4:00 PM – 5:00 PM**

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## New This Year! Catch-Up Sessions

During the timeframe between when our program is selected and when the meeting occurs the landscape of higher education can change. New issues and hot topics arise and now we will have the opportunity to add these sessions to the program to allow everyone to “catch-up” on the latest topics. Titles and descriptions will be in the meeting app.

**5:00 PM**

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## Dinner/Evening On Your Own

**5:00 PM – 7:00 PM**

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## ACAD Board Meeting

# Agenda: Day Three: Friday

## Day Three: Friday, February 23

7:30 AM – 8:45 AM

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### Continental Breakfast

7:30 AM – 9:00 AM

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### 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

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### First Set of Six Concurrent Sessions

#### **Assistant/Associate Deans—Intentionally Leveraging Unique Positionality**

Associate deans are uniquely positioned between faculty and senior administration. Associate deans can intentionally deploy their positionality to help lead institutional change. This interactive session offers case studies on entering the associate deanship, leading from the middle, tackling big projects, and preparing for future transitions. This is a networking and development opportunity for new and veteran assistant/associate deans.

*Jim Sloat, Senior Associate Provost; Melissa Glenn, Associate Provost for Academic Programs both from Colby College; Krista Aronson, Associate Dean of the Faculty, Bates College; Jeffry Fasick, Assistant Dean, College of Natural and Health Sciences, University of Tampa; Nicholas Metz, Associate Provost for Faculty Affairs and Development, Hobart and William Smith Colleges*

#### **Redesigning the Faculty Experience for Enhanced Professional and Institutional Balance**

Many faculty are experiencing fatigue from multiple and increasing responsibilities. This session dives into strategies for supporting faculty in designing targeted, right-sized, comprehensive professional experiences through equitable, balanced workloads that lean toward faculty strengths. The strategies highlight academic administrators as faculty advocates and the importance of focusing on key institutional initiatives. Come ready to learn and contribute to the conversation.

*Laura Atkins, Associate Dean of Arts & Sciences and Christopher Corbo, Dean of Arts & Sciences, both from Jacksonville University*

# Agenda: Day Three: Friday

## First Set of Six Concurrent Sessions, *continued*

### **Leadership Coaching as a Powerful Tool for Intentional Leadership**

Many institutions find themselves in a time of change/exploration calling for visionary, grounded, and quality leadership. This presentation will focus on the benefits of leadership coaching for higher education administrators and will be offered from the perspectives of ‘coached’ and ‘coach’. We will provide guidance on finding a coach, effective leadership coaching arrangements, and getting maximum benefit from coaching.

*Alicia Slater*, Dean of Science, Marist College; *Lua Hancock*, CEO of Lua Hancock Coaching and Consulting

### **The Truth About Transitions**

Theoretical, practical, and personal perspectives on dealing with the challenges presented by transitions in senior leadership for intentional academic leaders abound. This panel engages all three levels of transitions in higher education leadership. We will approach them with explanatory paradigms about the impact of leadership transitions on institutional culture and practical issues about preparing oneself for a transition.

*Michelle Mattson*, Provost, Carleton College; *Meredith Goldsmith*, Chief Strategy and Innovation Officer, Ursinus College; *John Woell*, Senior Vice President and Academic Dean, Simpson College

### **Why Can't We All Just Get Along? Constructive Strategies for Dealing with a Dysfunctional Academic Department**

In this highly interactive session, we will use a “solutions clinic” approach to diagnosing dysfunctional academic units and offer solutions for conflict resolution. We will discuss how and when to intervene, especially when students are negatively impacted by the department culture. Resources will be shared for conducting a department culture audit and providing supportive measures for department chairs.

*Gypsy Denzine*, Professor of Educational Leadership, Virginia Commonwealth University

### **Making the Dream Work: Building Resilient Leadership in the Dean's Office**

Chair. Dean. Provost. We use singular terms when referencing academic leadership. But successful organizations are run by high-performance teams. In this session, we discuss working as a leadership team in a dean's office: our approach to assigning portfolios, creating contingencies, and communicating effectively. We conclude with an interactive exercise to build a dream team in response to hypothetical organizational challenge.

*Holley Tankersley*, Dean, University of Tampa; *Amy Tully*, Teresa Ann Carter King Dean of Fine Arts, Texas Christian University; *Daniel J. Ennis*, President, Delta State University

# Agenda: Day Three: Friday

## First Set of Six Concurrent Sessions, *continued*

### How does Mentorship Lead to Diversity in Leadership?

Mentorship is a critical component in the success of academic leaders. It is especially important as we continue to uphold the goal of diversifying academic leadership. In this session, the 2022–2023 ACAD Fellows will discuss their career journeys and the significant role that everyone can play as mentors, sponsors, advocates, and connectors for the next generation of aspiring leaders.

*Christie Chung*, Executive Director and Associate Dean, The Mills Institute & Mills College at Northeastern University; *Kim Davis*, Dean of Arts and Humanities, Harford Community College; *Priscilla Marsicovetere*, Dean, College of Health and Natural Sciences, Franklin Pierce University; *Robert Sanchez*, Interim Dean of Academic and Career Success, Gallaudet University; *Frederick Ware*, Associate Dean, School of Divinity, Howard University

10:15 AM – 10:45 AM

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## Morning Break

10:45 AM – 12:00 PM

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## Second Set of Six Concurrent Sessions

### Action Teams for Student Success—Thinking Small in Order to Make Big Change

As we intentionally prioritize student success, our broad institutional approach can lead to cumbersome planning efforts that may stall due to complexity. In this interactive session, we will share an Action Team model for breaking through institutional inertia. This approach (small teams, focused problems, clear action, short timelines) has proven effective for institutional leaders at different levels.

*Jim Sloat*, Senior Associate Provost, Colby College; *Amy Armenia*, Associate Dean of the College of Liberal Arts, Rollins College; *Jenny Elsey*, Assistant Provost for Experiential Learning and Student Success, Seattle Pacific University; *Michael Gettings*, Associate Vice President for Student Success, Hollins University

### The Power of Embracing Emotions: Fostering Emotionally Intelligent Teams for Enhanced Productivity, Team Cohesion, and Organizational Success in the Workplace

Building an emotionally intelligent team is an ongoing process that requires commitment from team leaders and members. By fostering a positive team culture, promoting open communication, and supporting each other's emotional well-being, teams can develop a strong emotional intelligence foundation for greater collaboration, productivity, and success.

*Mary Zaharis*, Assistant Dean, College of Education, Concordia University Chicago



# Agenda: Day Three: Friday

## Second Set of Six Concurrent Sessions, *continued*

### **Re-Building Faculty Culture at Residential, Private Liberal Arts Colleges**

Since returning to campus post-pandemic, we've experienced a change in what was once a common understanding of faculty responsibilities: senior faculty are questioning/reconsidering the value of service, while incoming cohorts value work/life balance differently than previous generations. How can we build a sense of common mission and purpose amid changing understandings of the "job of a faculty member"?

*Kimberly Specht*, Associate Provost for Operations, Planning and Resource Management, Denison University; *Timothy Arner*, Associate Dean of Curriculum and Academic Programs, Grinnell College; *Janise Roselle*, Chief of Staff and Associate Dean for Academic Affairs, Pomona College

### **Building Value and Belonging through Transformative Education: Two Case Studies**

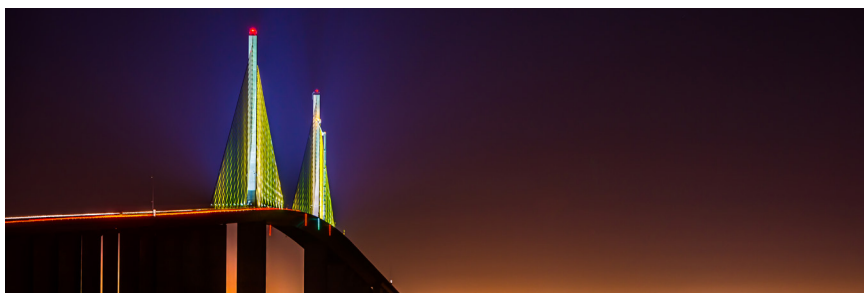
This session considers programming designed to simultaneously address student wellbeing and higher education's value proposition. We employ The Coalition for Transformational Education framework entwining student identity, purpose, and agency. Using case studies from two public research universities in Texas, we contextualize our discussion within public research university landscapes and political movements aimed at restricting academic freedom, tenure, and DEIJ work.

*Jessica Murphy*, Dean, Undergraduate Education, The University of Texas at Dallas; *Jill Fleuriet*, Vice Provost for Honors Education, Honors College, The University of Texas at San Antonio

### **New Beginnings from the Middle: Re-Centering the Academic Mission by Engaging Mid-Career Faculty**

For too long our colleges and universities have privileged plans over people, substituting other institutional priorities for the teaching, learning, research, and engaged governance that historically has constituted a healthy academic ecosystem. This interactive session will consider how academic leaders can reimagine and reinvigorate the academic missions of their institutions by engaging the under-appreciated talents, standing, and commitments of mid-career faculty.

*Ty Buckman*, Executive Vice President and COO, Institute for Advanced Studies in Culture / University of Virginia and *Jeffrey B. Kurtz*, Professor of Communication, Denison University



# Agenda: Day Three: Friday

## Second Set of Six Concurrent Sessions, *continued*

### **There is No Going Back: Build a More Flexible Learning Environment**

Institutions are learning that student and faculty demand for flexible and digital learning environments remains preferred over returning to ONLY face-to-face. APLU's Digital Transformation for Student Success office along with university leaders will lead an interactive session to help institutional leaders think about the balance of equitable outcomes, digital learning environments, and building communities that span multiple environments.

*Karen Vignare*, Vice President, Digital Transformation for Student Success, and *Riccardo Purita*, Program Manager, both from Association of Public and Land Grant Institutions; *Evangeline Tsibris Cummings*, Senior Assistant Provost and Director of UF Online, University of Florida; *Patsy Moskal*, Director Digital Learning Impact Evaluation and Research Initiative for Teaching Effectiveness, Division of Digital Learning, University of Central Florida

### **They Work Hard for the Money: Addressing Faculty Workload, Service, and Compensation**

Post-pandemic it seems faculty concerns about compensation equity and “uncompensated labor” are stronger than ever. In this interactive presentation three chief academic officers will share the results of work they have done to make service expectations more transparent and recognized, quantify the time commitments of parts of workload, and establish a fair system for setting salaries and granting course releases.

*Elaine Meyer Lee*, Provost and Senior Vice President for Academic Affairs, Goucher College; *Kiho Kim*, Provost and Dean of the College, Washington College; *Cheryl Moore-Thomas*, Provost and Vice President for Academic Affairs, Loyola University Maryland

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!

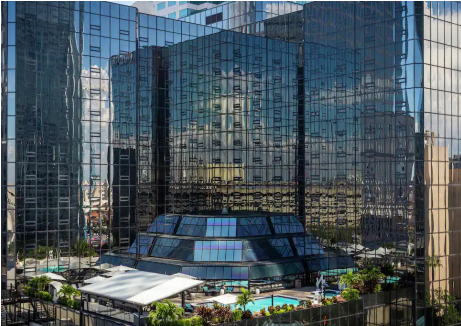


# Hotel and Registration

## 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 \$265 per night (plus taxes/fees) single/double. Reservations must be made by Wednesday, January 31, 2024 to receive the rate. The block room rate is available February 19 through the 24, 2024. 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:** \$265 per night (plus taxes/fees) for single or double

Rate is available February 19-24 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 23, 2023 and closes February 12, 2024.**

Registrants will be asked in late January 2024 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 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, 2024. Cancellations must be made in writing to [info@acad.org](mailto:info@acad.org). Registrations are transferable within an institution.

Registration Type	Early Bird 10/23/23– 12/16/23	Second Early Bird 12/1/23– 1/15/24	Last Chance 1/16/24– 2/12/24
Member	\$625	\$675	\$725
Non-member	\$725	\$775	\$825



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The Florida Aquarium sea turtle/photo by Keir Magoulas, Visit Tampa Bay