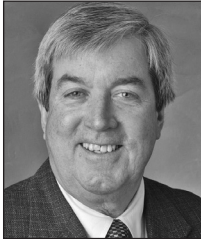




## CONFERENCE WELCOME



We eagerly look forward to our higher-education conferences because of the cordial, talented, and dedicated people we meet. I am especially excited to welcome you to the Leadership in Higher Education Conference, and I look forward to seeing you at many more. I have confidence you will return to your campus with new ideas, new enthusiasm, and maybe some new professional colleagues. If you have a chance, please stop by the registration desk to say hello and let us know if there's anything we can do to improve your experience here.

Sincerely,

William H. Haight  
President of Magna Publications, producer of the  
Leadership in Higher Education Conference

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



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# 2022 Leadership in Higher Education Advisory Board

We are grateful for the board's guidance as we put together Magna Publications' seventh annual conference for academic leaders. The advisory board assisted with the structure of the conference including track topics, conducted a blind review of all session proposals to create the conference content, and

advised on many other aspects of the program. We are especially looking forward to the group conversation about *Academic Leadership: Future Trends and Issues* on Saturday afternoon. We thank them for their contributions.

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## Advisory Board Members:

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Edna B. Chun  
chief learning officer,  
HigherEd Talent



Donna Qualters  
director and associate  
professor, Tufts University



Stephanie Delaney  
vice president, instruction,  
Renton Technical College



Tanjula Petty  
assistant provost, academic  
affairs, Alabama State  
University



Oliver Dreon  
professor, educational  
foundations, Millersville  
University



Russell Carpenter  
assistant provost & professor  
of English, Eastern Kentucky  
University and editor-in-chief,  
*Journal of Faculty Development*



Alvin Evans  
higher education practice  
leader, HigherEd Talent



Conference Advisor:  
Robert Cipriano, professor  
emeritus and former  
department chair, Southern  
Connecticut State University



Lolita Paff  
associate professor, business  
and economics, Penn State  
Berks

## GENERAL CONFERENCE INFORMATION

# Networking Opportunities

- Attend the opening plenary and reception on Thursday
- Attend the coffee conversations on Friday morning
- Attend as many sessions as possible
- Use the breaks between sessions to continue conversations
- Share a meal with someone you don't know
- Use the networking portion of the conference App to plan social time or connect with other attendees beyond the conference
- Tweet #LHE22

### Conference App:

Scan the QR code (or use this link: <https://bit.ly/LHEconference22>) to download the conference app from your app store for many features including networking, scheduling sessions, speaker handouts, and alerts about changes or updates to the program schedule.



1. After the app is installed, please "Sign Up" and setup your attendee profile.
2. Under *Current & Upcoming Events* tap "Leadership in Higher Education Conference: 2022"
3. Tap "Join" and use the access code: @LHE\$22

To access the web version of the conference app:

- Use this link <https://bit.ly/LHE22-web-app> and enter the same email you registered with.

**Wi-Fi:** Enjoy complimentary Wi-Fi in the meeting rooms using the password **lhe22** (*case sensitive*)

**Contact Comfort level:** Express your social distance preference by wearing a colored wristband located near conference registration.

- Red: No Contact – No Exceptions
- Yellow: Talking not Touching – I'm Cautious
- Green: Handshakes & High Fives – Frequent hand washer

**Face masks:** A mask or face covering is required during the opening plenary session.

**Name badges:** Name badges are required for all sessions, meals, and plenary presentations. Please wear your name badge at all times. If you lose your name badge, please see a conference staff member at the registration desk for a replacement.

**Photos:** Magna Publications may be photographing or videotaping during the conference. Please let us know if you would not like to be photographed or videotaped.

**Evaluation:** You will receive an electronic survey shortly after the conference via email. Please complete it! Your feedback will help us improve future programs.

**Sessions:** Please keep in mind that sessions are available on a first-come basis and seating may be limited. Please be prompt; some sessions will fill early. Please have your second and third choices ready. If you attend a session and realize it's not for you, please feel free to leave and join another session.

**LHE Recharge Lounge** (Charles Boardroom, 3rd Floor): A quiet space for you to take a break during the conference. Plug in to charge devices and catch up on emails, or simply relax and recharge your mind between sessions.

## Stay Connected...



**Facebook.com/  
MagnaPublications**



**Conference  
hashtag #LHE22**



**LinkedIn.com/  
company/604209/**

## PROGRAM-AT-A-GLANCE

<b>THURSDAY, OCTOBER 6</b>		<b>Registration Hours Thursday, October 6</b>	
12:00–7:30 pm	<b>Exhibits Open</b> Atrium, 2nd Floor	12:00–5:00 pm	Constellation Foyer, 2nd Floor
1:00–4:00 pm	<b>Preconference Workshops:</b> Freedom of Expression: Changing the Conversation <i>(Registration and Fee Required)</i> Baltimore/Annapolis, 2nd Floor Leading Cultural Responsibility through Intentional Action <i>(Registration and Fee Required)</i> Frederick/Columbia, 2nd Floor Scaling The Inclusion Habit <i>(Registration and Fee Required)</i> Constellation C, 2nd Floor Pathways to Partnerships: Expectations, Opportunities, and Realities <i>(Registration and Fee Required)</i> Constellation D, 2nd Floor	<b>Registration Hours Friday, October 7</b>	7:30 am–5:00 pm Constellation Foyer, 2nd Floor
1:00–2:00 pm	<b>Exhibitor Spotlight Sessions</b>	<b>Registration Hours Saturday, October 8</b>	7:30–9:30 am Constellation Foyer, 2nd Floor
2:15–3:15 pm	<b>Exhibitor Spotlight Sessions</b>		
4:00–4:45 pm	<b>Exhibitor Spotlight Session</b>		
4:00–4:30 pm	<b>Conference Orientation</b> Constellation AB, 2nd Floor		
5:00–6:00 pm	<b>Conference Welcome</b> Constellation AB, 2nd Floor <b>Opening Plenary Session:</b> The Futures of Higher Education Constellation AB, 2nd Floor		
6:00–7:30 pm	<b>Reception</b> Constellation Foyer, 2nd Floor		
8:00 pm	<b>Dinner and Evening on Your Own</b>		
<b>FRIDAY, OCTOBER 7</b>		<b>SATURDAY, OCTOBER 8</b>	
7:30–8:30 am	<b>Continental Breakfast</b> Constellation AB, 2nd Floor	8:00–9:00 am	<b>Continental Breakfast</b> Constellation AB, 2nd Floor
8:00 am–5:00 pm	<b>Exhibits Open</b> Atrium, 2nd Floor	9:15–10:00 am	<b>Plenary Session:</b> Effective Communication for Academic Leaders Constellation AB, 2nd Floor
8:30–9:30 am	<b>Coffee Conversations</b> Constellation Foyer, 2nd Floor	10:15–11:15 am	<b>Concurrent Sessions</b> Coffee Break
8:30–9:30 am	<b>Exhibitor Spotlight Sessions</b>	11:15–11:30 am	<b>Concurrent Sessions</b>
10:00–11:00 am	<b>Concurrent Sessions</b>	11:30 am–12:30 pm	<b>Lunch</b> Constellation AB, 2nd Floor
11:00–11:15 am	Coffee Break	12:45–1:45 pm	<b>Advisory Board Panel Discussion:</b> Academic Leadership: Future Trends and Issues Constellation AB, 2nd Floor
11:15 am–12:15 pm	<b>Concurrent Sessions</b>	1:45–2:30 pm	<b>Conference Adjourns</b>
12:30–1:30 pm	<b>Lunch</b> Constellation AB, 2nd Floor	2:30 pm	
1:45–2:45 pm	<b>Concurrent Sessions</b>		
3:15–4:15 pm	<b>Concurrent Sessions</b>		
4:15 pm	<b>Dinner and Evening on Your Own</b>		

The **Leadership in Higher Education Conference** provides insights to help academic leaders set direction, solve problems, and make a positive imprint on their campus. Sessions engage and inform attendees in six topical areas, designated at the beginning of each session listing.

### TOPIC 1: DIVERSITY, EQUITY, AND INCLUSION

Higher education administrators work diligently to implement holistic programs to accommodate diverse students, faculty, and staff. These sessions examine the ways leaders are responding to campus issues such as promoting DEI teaching practices, supporting students by creating community, becoming an equity-minded leader, self-care for leadership educators of Color, and best practices related to Title IX hearings.

### TOPIC 2: INSTITUTIONAL CULTURE AND CLIMATE

The culture of a university consists of the set of values that helps the university's faculty, staff, students, and administrators understand which actions are considered acceptable and which actions are considered unacceptable. Climate looks at the present moment: what is the atmosphere like for members of the faculty, staff, students, and administrators? Culture has an historical basis: who are we and what are our values based on where we have been? Academic leaders must foster a known set of values indicating their importance to key stakeholders to facilitate the operational efficiency of the university.

### TOPIC 3: LEADERSHIP AND PROFESSIONAL DEVELOPMENT

These sessions address trends or developments in higher education pertinent to leaders including mentoring faculty, developing new leaders, overcoming a career curveball, and refining leadership in context of current higher education challenges and hurdles.

### TOPIC 4: LET'S GET STARTED! WHAT EVERY NEW ACADEMIC LEADER NEEDS TO KNOW

Congratulations on your promotion! Now what? This track is designed to cover the main skills required for successful leadership at a higher-education institution. Topics include faculty development and retention; equity in promotion and tenure; communication; change leadership; mediation and problem solving; and fundraising and development.

### TOPIC 5: SPECIAL TOPICS IN ACADEMIC LEADERSHIP

With the complexity of leadership roles and responsibilities at different institutions, sometimes our work doesn't fit neatly into a single category. This track presents sessions about evidence-based faculty leadership development, using design thinking to address collegewide challenges, reimagining the workplace to reduce burnout, planning for strategic leadership and change, toxic loneliness and its impact on the academic department, and leadership development for women.

### TOPIC 6: STUDENT RECRUITMENT, RETENTION, AND SUCCESS

Student success is a gauge of institutional success, and—as such—for accrediting agencies, the public, contributing alumni, and students and their families, it is an indicator of the institution's overall product. Presentations in this track focus on empowering student success, engaging learners, supporting student mental health to improve recruiting and retention, and making data-informed decisions related to enrollment management and admissions.

## COMPLETE PROGRAM

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### THURSDAY, OCTOBER 6

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#### Noon–5:00 pm

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**Registration Open**  
Constellation Foyer, 2nd Floor

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#### Noon–7:30 pm

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**Exhibitor Displays Open**  
Atrium, 2nd Floor

Visit our exhibitors, who have products and services that support higher education.

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#### 1:00–4:00 pm

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#### **Preconference Workshops: Registration and Fee Required**

**Freedom of Expression: Changing the Conversation**  
Leila Brammer, University of Tampa  
Baltimore/Annapolis, 2nd Floor

Discourse rests at the nexus of the entangling of academic inquiry, freedom of expression, democratic practices, and civic education. Freedom of expression ensures the vigorous testing of ideas necessary to create and produce knowledge. As such, freedom of expression demands the capacities to seek and productively engage multiple perspectives, difference, and disagreement. Approaching freedom of expression through the lens of discursive practice provides avenues for leaders to reframe the conversation and better prepare students for engaging in vigorous, inclusive, and productive classroom, campus, and civic discourse.

**Leading Cultural Responsibility through  
Intentional Action**

Jill Purdy, Cedar Crest College  
Frederick/Columbia, 2nd Floor

Many higher education institutions have taken important steps to embrace diversity, equity, and inclusion (DEI) practices. Sustaining this work takes intentionality and purposeful action from all levels of leadership. This entails evaluating initial effort, facing barriers, and determining future actions to create an

equitable and inclusive campus climate. Without intentional efforts our energies may not be effective. This workshop provides an opportunity to collaboratively discuss the steps to the future of DEI at your institution. Participants will begin with a self-reflection of the current status of DEI on their campuses. They will identify future barriers and the steps to overcome them. Finally, we will create an intentional plan for the next stage of inclusion. Focus areas for discussion include: faculty equity issues, hiring and retention practices, and curriculum integration.

In this workshop, participants will create a chart that reflects the current status of the institution, a list of potential barriers, and an action plan for the future implementation of institutional goals.

#### **Scaling The Inclusion Habit**

Amanda J Felkey, Lake Forest College

#### **Constellation C, 2nd Floor**

The Inclusion Habit<sup>®</sup>, an evidence-based solution, transfers inclusion work to the individual and is designed to make behavior more inclusive through six habit-building phases—embracing inclusion matters, understanding biases and sources, dispersing with the negativity surrounding unconscious biases, practicing thinking deliberately, reprogramming incorrect intuitions, and becoming more empathetic. Without behavior change, the effects of Diversity, Equity, Inclusion and Belonging (DEIB) programming and policy are limited. Additionally, we can leverage individual change and organizational data to instigate cultural shifts throughout the organization and shift the steady state of inclusion.

This workshop will: (1) Detail the six habit building phases of The Inclusion Habit<sup>®</sup> and summarize the science behind the method. (2) Assist leaders to develop a personalized program based on The Inclusion Habit<sup>®</sup> that will foster inclusive habits. (3) Explore how leaders can leverage what we know about behavior science at the individual and community level to create data-driven change in their departments, schools and organizations. (4) Demonstrate how to measure success in the context of creating inclusive habits that enhance community level DEIB.



Participants will take a pre-workshop survey to assess individual and organizational DEIB starting points to understand current DEIB culture; use a pre-workshop analysis will inform development of personalized programs to foster inclusive habits, establish an understanding of how to tailor The Inclusion Habit<sup>®</sup> to oneself to mitigate one's biases and foster inclusive behavior, and realize how to leverage behavior change science, organizational data, and community support for maximum DEIB impact.

### **Pathways to Partnerships: Expectations, Opportunities, and Realities**

Brad Williams, Dallas College – El Centro Campus  
**Constellation D, 2nd Floor**

Workshop participants will explore and examine relevant accreditation criteria, discuss administrative perspectives and program preparedness, and outline the steps to transition a campus-specific concept to reality. Participants will leave the workshop with an increased confidence in building community partnerships, and a framework on which to structure intentional community engagements.

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### **1:00–2:00 pm**

#### **Exhibitor Spotlight Sessions**

##### **Going Digital: A Conversation Around Day One Access and Affordability of Content**

Kenneth C. Green, The Campus Computing Project;  
Amy Levy and Giovanni Russillo, BibliU

##### **Constellation E, 2nd Floor**

Covid-19 was a catalyst for the almost overnight migration to online learning across all sectors of American higher education. It also accelerated the movement to digital course materials—and highlighted the need for day-one access and affordable content for all students. This interactive, town hall conversation will focus on what institutions have learned about the challenges and benefits of “going digital,” and how institutions must adapt to better serve and support their students and faculty.

This session is sponsored by BibliU.

##### **Magna Quest: A Pathway to Transformative Teaching**

Karin Van Voorhees, Magna Publications

##### **Constellation F, 2nd Floor**

For 50 years, professional development programs from Magna Publications have helped faculty become

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

This session is sponsored by Magna Publications.

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### **2:15–3:15 pm**

#### **Exhibitor Spotlight Sessions**

##### **Magna Digital Library: Getting More Out of Your Faculty Development Efforts**

Joseph Wendorf, Magna Publications

##### **Constellation E, 2nd Floor**

This session is designed to provide information about Magna Publications' most popular professional development resource—Magna Digital Library. We'll give an overview of this comprehensive collection as well as use a modeling approach to provide a live and interactive tutorial on how to navigate video and written content and incorporate these into your faculty development planning. You'll learn different ways to identify materials that match up to your desired theme/topic. The presentation concludes with an open forum, at which time both the presenter and participants will be encouraged to share best practices for the application, implementation, and strategies to garner faculty support and participation for the Magna Digital Library.

This session is sponsored by Magna Publications.

##### **Magna Listening Session**

David Burns, Magna Publications

##### **Constellation F, 2nd Floor**

This session is your chance to share input on what issues are affecting you and your campus. How are you handling educational development? What is the biggest issue you are facing in your position? What are the biggest challenges at your campus? Magna Publications staff will be on hand to hear your thoughts on where higher ed professional development is headed and what resources would help you be more successful in these challenging times.

This session is sponsored by Magna Publications.



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**4:00–4:45 pm**

### **Exhibitor Spotlight Session**

#### **Research on the Prospective College Student Campus Visit and Its Impact on Matriculation**

Michael Garvey, BHDP

**Constellation F, 2nd Floor**

When it comes to student recruitment, the campus visit has long been an essential element of the decision-making process for college-bound high schoolers and their families. The opportunity to assess the authenticity and “heart and soul” of a campus, its people, and culture by participating in a campus tour has proven to be a defining moment in determining whether an institution remains on the short-list or falls among the “ash heap of history” in the prospective student’s mindset.

The pandemic illuminated how campus tours, or the lack thereof, can positively (or negatively) impact the enrollment process. Admission personnel from institutions large and small, public to private consistently lamented how difficult the recruiting process had become in an environment where prospective families had to recalibrate their decision matrix to exclude an on-campus visit. Moreover, institutional budgets and discretionary resources are shrinking, and postsecondary leaders are feeling the pressure to pursue validated strategic investments that present the highest probability of positively impacting enrollment. They must also assess whether and how resources can best be invested to improve the affinity and avidity between the prospective student and the institution.

This presentation will share the results of our firm’s research to measure the significance of the campus visit and its impact on a prospective student’s decision to enroll at a particular institution. Attendees will be equipped with valuable data to help inform their recruitment strategy and make meaningful investments that drive enrollment and retention.

This session is sponsored by BHDP.

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**4:00–4:30 pm**

### **Conference Orientation**

Karin Van Voorhees, Magna Publications

**Constellation AB, 2nd Floor**

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**5:00–5:15 pm**

### **Conference Welcome**

Karin Van Voorhees, editorial director, Magna Publications and The Leadership in Higher Education Advisory Board

**Constellation AB, 2nd Floor**

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**5:15–6:00 pm**

### **Opening Plenary Session**

#### **The Futures of Higher Education**

Andrew Delbanco, Columbia University

**Constellation AB, 2nd Floor**

Coming out of the pandemic (we hope!), how should we conceive—or reconceive—the mission of our colleges and universities? What do we owe to our students, and how can we best serve them? In particular, how can colleges and universities prepare them for democratic citizenship at a time when our democracy is in peril? Andrew Delbanco, President of the Teagle Foundation and Alexander Hamilton Professor of American Studies at Columbia University, will ask us to grapple with these pressing questions.

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**6:00–7:30 pm**

### **Reception**

**Constellation Foyer, 2nd Floor**

Enjoy hors d’oeuvres while meeting colleagues, exhibitors, and presenters.

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**8:00 pm**

Dinner and evening on your own.

**FRIDAY, OCTOBER 7**

**7:30 am–5:00 pm**

Registration Open  
Constellation Foyer, 2nd Floor

**7:30–8:30 am**

Continental Breakfast  
Constellation AB, 2nd Floor

**8:00 am–5:00 pm**

Exhibitor Displays Open  
Atrium, 2nd Floor

Visit our exhibitors, who have products and services that support higher education.

**8:30–9:30 am**

Coffee Converstations  
Constellation Foyer, 2nd Floor

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

**8:30–9:30 am**

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This session is sponsored by Magna Publications.

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### **9:30–10:00 am**

#### **Break**

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### **10:00–11:00 am**

#### **DIVERSITY, EQUITY, AND INCLUSION**

##### **Sharing Wisdom: Intentional Self-Care as Leadership Educators of Color**

Dar Mayweather, Watson College of Education, University of North Carolina Wilmington

*For participants who are new to this topic*

#### **Baltimore/Annapolis, 2nd Floor**

The goal of this session is to provide a space of healing for leadership educators of Color and allies that are living or working in racialized spaces. This presentation opens an important discussion for POC and allies navigating raceless pedagogy, frameworks, and theories, while constantly being on guard about one's own experiences and remaining engaged to support students. This is challenging and often discouraging for professionals who wish to engage race in the workplace. Through a discussion of race-centered theories and self-care, this presentation aims to refresh and empower

leadership educators of Color and allies to remain engaged in their work on campuses across the United States.

#### **INSTITUTIONAL CULTURE AND CLIMATE**

##### **Design Thinking: Using Inspiration, Ideation, and Implementation to Build Culture and Community in Academic Departments**

Teresa Drake, Patricia Nugent, Melissa Peterson, Amanda Scott, and Shelley Hawkins, Bradley University

*For participants who have some experience with this topic and are ready to learn more*

#### **Frederick/Columbia, 2nd Floor**

Brown (2019) asserts that leaders should consider inspiration, ideation, and implementation in everything they do. Directly pursuing opportunities motivates our search for innovations; trying out and systematically adjusting new ideas supports continuous improvement; and thoughtfully implementing new programs, processes, and policies makes our institutions stronger and more successful. This interactive session will describe how five department chairs within one college used design thinking to build morale, improve collegiality, increase collaboration, and strengthen relationships within and across departments. This presentation focuses on using design thinking to pursue opportunities and goals within and across academic departments. See Special Topics in Academic Leadership for a presentation that focuses on using design thinking to address collegewide challenges. Participants will apply the design thinking strategy to an opportunity or goal they are currently pursuing.

#### **LEADERSHIP AND PROFESSIONAL DEVELOPMENT**

##### **Career Curveball**

Rebecca Campbell, New Mexico State University and Gypsy Denzine, Virginia Commonwealth

*For participants who are experienced in this topic and are ready to learn more*

#### **Constellation C, 2nd Floor**

Academic leaders are typically goal driven and have a clear career roadmap. Yet, many are thrown a career curveball. Some leaders are thrown into an interim situation, while others experience the unpleasant nature of "at will" or a devastating vote of no confidence. Many of us did not prepare for our immediate career opportunity or derailment. In this session, we will engage participants in planning for

unforeseen opportunities, as well as career crises. This highly interactive session will engage participants in a discussion about what to negotiate up front and how to plan for possible career curveballs.

### **LET'S GET STARTED! WHAT EVERY NEW ACADEMIC LEADER NEEDS TO KNOW**

#### **Coaching Conversations for Academic Leaders: Bringing Out the Best in Yourself and Others**

Susan Robison, Susan Robison Associates

*For participants who are new to this topic*

#### **Constellation D, 2nd Floor**

The interpersonal aspects of academic leadership, e.g., annual reviews, performance evaluations, or other difficult conversations with faculty, can be especially challenging to the inexperienced chair. In this interactive workshop, you will practice several powerful brain-based coaching skills drawn from improv games to increase your skills and confidence for leadership that matters: transformational coaching conversations that build institutional collegiality, civility, and engagement. Participants will apply a structure for shaping such conversations (ASK – assess client motivation, set agenda, keep success continuous) in dyad practice and then to contribute to a facilitator–volunteer demonstration of these skills.

### **STUDENT RECRUITMENT, RETENTION, AND SUCCESS**

#### **The Student Petition Process: Insight into Student Challenges and Solutions**

Cheryl Gunter, West Chester University

*For participants who have some experience with this topic and are ready to learn more*

#### **Constellation F, 2nd Floor**

This session summarizes student petitions for exceptions to policies reviewed by the author from September 2020 to March 2022, with summaries of the petitions addressed, the exceptions desired, and the reasons for the requests. Session attendees will use these data to inform recommendations about whether adjustments to policies, courses, curricula, or standards are in order and/or whether adjustments to available support systems for students are in order. These data will also enhance session attendees' awareness of the reasons that petitions should be approved or denied based on the rationales provided by the students.

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### **11:00–11:15 am**

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#### **Coffee Break**

#### **Constellation Foyer, 2nd Floor**

Refresh your coffee and grab a granola bar to stay energized through concurrent sessions.

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### **11:15 am–12:15pm**

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### **DIVERSITY, EQUITY, AND INCLUSION**

#### **Sustainability and Student Success through Community Collaboration**

Katie Morgan, findhelp and Craig Satterfield, Dallas College

*For participants who have some experience with this topic and are ready to learn more*

#### **Baltimore/Annapolis, 2nd Floor**

Students and the community in which they live are intertwined; both need support for either to thrive. Barriers to student success and graduation, such as housing and food insecurity, are best addressed through community partnerships that promote equity across the student population and lift up communities as a whole. In this session, Dallas College, one of Texas's largest higher education institutions, and findhelp, the leading United States social care platform, will share strategies to strengthen collaboration between higher education institutions, cities, and nonprofit organizations to build a data-informed social care ecosystem which supports students, improves completion rates, and benefits the wider community.

### **LEADERSHIP AND PROFESSIONAL DEVELOPMENT**

#### **Developing Leadership Skills through a Faculty Internship Program**

Sara Zeigler, Russell Carpenter, John Brent, Jamie Fredericks, Kerem Ozan Kalkan, Jessica Lair, Erin Presley, and Matthew Sabin, Eastern Kentucky University

*For participants who are new to this topic*

#### **Constellation C, 2nd Floor**

This session focuses on strategies for developing individualized leadership skills in faculty. Academic administrators at a variety of levels are often in position to support, mentor, and guide faculty as they prepare for various levels of responsibility within and across the institution. Success in priority areas of teaching, research, and service often take precedence. The importance of faculty leadership skill development,

however, is among the greatest needs moving forward, especially at the associate professor and professor levels. The Provost's Faculty Internship Program at Eastern Kentucky University (EKU) is designed to develop leadership skills at the university level among faculty. As a complement to the University's Faculty Leadership Institute (FLI), the program's goal is to build exceptional leadership by supporting individual faculty development, while enhancing academic culture and capacities. In this session, representatives from the Office of the Provost, along with faculty internship participants, offer practical advice and perspective for program design complemented by reflections and applications. Through this session, participants will reflect on the leadership needs of faculty; explore approaches for expanding leadership skills for faculty through individualized programming; discuss valuable resources and tools for developing individualized leadership skills; and examine the experiences of faculty internship participants and applications for use in a variety of institutional contexts.

### **SPECIAL TOPICS IN ACADEMIC LEADERSHIP**

#### **Design Thinking: Using Inspiration, Ideation, and Implementation to Address Collegewide Challenges**

Jana Hunzicker, Deborah Erickson, Rachel Vollmer, Cara Burritt, Shelley Hawkins, and Jessica Clark, Bradley University

*For participants who have some experience with this topic and are ready to learn more*

#### **Frederick/Columbia, 2nd Floor**

Brown (2019) asserts that leaders should consider inspiration, ideation, and implementation in everything they do. Directly addressing problems motivates our search for solutions; trying out and systematically adjusting new ideas supports continuous improvement; and thoughtfully implementing new programs, processes, and policies makes our institutions stronger and more successful. This interactive session will describe how the administrative team in one college used design thinking to manage fast-growing online graduate programs, adapt to centralized business practices, resolve inequities, and craft a rigorous yet achievable strategic plan. This presentation focuses on using design thinking to address collegewide challenges. See the presentation in Institutional Culture and Climate, which focuses on using design thinking to pursue opportunities and goals within and across academic departments. Participants will apply the design thinking strategy to a problem or challenge they are currently facing.

### **SPECIAL TOPICS IN ACADEMIC LEADERSHIP**

#### **Increasing Change Capacity Through Strategic Action**

Patrick Farrell, Lehigh University

*For participants who have some experience with this topic and are ready to learn more*

#### **Constellation E, 2nd Floor**

We often look at change in higher education as one or more independent efforts to improve our organization. Successful change can depend heavily on an organization's change capacity—its ability to consider and implement change. In this session we'll discuss how to identify key strategic actions that begin to make change and can increase your organization's change capacity for future changes that may be even more ambitious. We will work through a case study to see how we can deal with current events and increase change capacity. Participants will walk away with a perspective on how even small change efforts can be part of a larger change capacity strategy along with a little experience in thinking through how that might happen.

### **SPECIAL TOPICS IN ACADEMIC LEADERSHIP**

#### **The Seven Habits of Highly Successful Change Leaders**

Stephanie Delaney, Renton Technical College

#### **Constellation D, 2nd Floor**

Learn the findings of a four-year study conducted by the presenter and Carnegie Math Pathways via a National Science Foundation grant examining the impact of executive coaching on change management and leadership in higher education. The presentation reviews seven common traits of successful leaders and explore a framework for successful change management that can be applied to implement change initiatives effectively and sustainably at scale.

### **STUDENT RECRUITMENT, RETENTION, AND SUCCESS**

#### **Data-Informed Decision-Making for Academic Leaders**

Craig Hlavac, Southern Connecticut State University

*For participants who are new to this topic*

#### **Constellation F, 2nd Floor**

Academic leaders are required to make substantive decisions—many of which will significantly impact the lives of both students and faculty. When considering these decisions, determining the relevant facts can be problematic; leaders are inundated with data, and



discerning which data to consider and how to analyze it can be difficult. This session will provide participants with insight and practical advice regarding important academic data sources and strategies on how to use these data to inform decision-making. Data specific to student recruitment, admissions, academic achievement (including DFW rates), and student retention will be presented. Actual figures and analyses will be included, and participants will have opportunities to dialogue with both the presenter and one another. Participants will learn and discuss many common data metrics in higher education, especially those related to enrollment management and admissions; consider retention and completion rates for their unit and institution and begin to develop strategies to address them within their division; and dialogue with fellow participants and share best practices.

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### 12:30–1:30 pm

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#### Lunch

Constellation AB, 2nd Floor

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### 1:45–2:45 pm

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#### DIVERSITY, EQUITY, AND INCLUSION

##### Walking the Talk: Equity Minded Leadership

Deborah Bordelon and Annice Yarber-Allen, Columbus State University

*For participants who have some experience with this topic and are ready to learn more*

**Baltimore/Annapolis, 2nd Floor**

Equity-minded leaders create conditions for faculty, staff, and students to thrive, develop, and cultivate their unique gifts, talents, and interests across their academic, professional, and social lives. Through case studies, we ask you to join us in considering several questions: When do we begin a discussion on equity-mindedness? How do we determine whether inequities exist within our organization or unit? What happens when we overlook inequities? What is the best strategy for interrupting inequitable practices? At the end of the session, we hope that participants will walk away better equipped to handle complex situations through an equity lens.

#### INSTITUTIONAL CULTURE AND CLIMATE

##### Navigating Microaggressions in the Workplace

Marcine Pickron-Davis and Jennifer Mitchell, Philadelphia College of Osteopathic Medicine

*For participants who have some experience with this topic and are ready to learn more*

**Frederick/Columbia, 2nd Floor**

Microaggressions happen everywhere, including at institutions of higher education. Given that people spend the majority of their lives at work, microaggressions in the workplace have a profound impact on people's mental, spiritual, and even physical health. To foster a positive institutional climate and culture, the Office of Diversity and Community Relations at the Philadelphia College of Osteopathic Medicine launched "Navigating Microaggressions in the Workplace" training. The training is designed to examine the dimensions of microaggressions, explore the implications of microaggressions, and equip faculty and staff with strategies to navigate the occurrence of microaggressions in the workplace.

#### LET'S GET STARTED! WHAT EVERY NEW ACADEMIC LEADER NEEDS TO KNOW

##### Leading In and Through Change

Stephanie Hinshaw, Butler University

**Constellation D, 2nd Floor**

We have all heard the saying "the only thing constant is change." Where the saying may be cliché, it is true and leaders experience change constantly in their work environments. Specifically, higher education leaders are asked to respond to changes in the world (i.e. global pandemics), higher education changes, and change directed by executive leadership at their university. Additionally, most leaders identify desired changes and elect to initiate changes themselves. So, change is constant and something leaders much grapple with and even embrace in their roles. This session explores the different types of changes higher education leaders face and equips them with skills to excel in changing environments. Session attendees will learn strategies that will help them survive, address, and embrace change by using a systems-thinking lens and practical leadership strategies.

#### SPECIAL TOPICS IN ACADEMIC LEADERSHIP

##### Leading an Organizational Culture of Teaching Excellence

Jennifer H. Waldeck, University of Georgia

**Constellation C, 2nd Floor**

Higher-level institutional leadership often has a focus on external funding and research productivity. This leaves department leadership unsupported in developing teaching excellence and faculty commitment. In this



session, discuss strategies for prioritizing teaching excellence with other academic organizational goals to achieve a comprehensive and holistic culture of excellence that impacts all stakeholders and fosters student success.

### **SPECIAL TOPICS IN ACADEMIC LEADERSHIP** **Hot Spots: How Higher Education Institutions Need to Adapt to Reduce Burnout**

Gretchen Oltman and Vicki Bautista, Creighton University

*For participants who have some experience with this topic and are ready to learn more*

#### **Constellation E, 2nd Floor**

Burnout is a frequent topic around workplaces in a post-pandemic world and higher education institutions are not immune from its impact. This session seeks to help leaders understand their own propensity for burnout and to shift some of the responsibility for burnout from the leader to the institution. In this shift, organizations must reconsider how and why some customs and practices lead to employee burnout and how simple adaptations and reimaginations of the workplace can strengthen the entire organization.

### **STUDENT RECRUITMENT, RETENTION, AND SUCCESS**

#### **Empowering Student Success through a CARE Plan**

Heather Kooiker and Debbie Bosworth, Davenport University

*For participants who are new to this topic*

#### **Constellation F, 2nd Floor**

A pre-licensure baccalaureate nursing program at a private university in the Midwest was seeking out solutions to enhance student retention. A tool identified as the CARE (Confidence, Achievement, Responsibility, and Excellence) Plan was implemented by this nursing program for at-risk students. The at-risk student used the CARE Plan tool as a means to self-assess barriers to success. Based on the areas identified, faculty worked collaboratively with students on both academic and non-academic components. Results were that nursing students took ownership of their academic success and outcomes by participating in a student-centered process that was embedded within the nursing curriculum. This session will explain how the CARE Plan can be executed in any learning environment.

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### **2:45–3:15 pm**

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**Break**

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### **3:15–4:15 pm**

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#### **LET'S GET STARTED! WHAT EVERY NEW ACADEMIC LEADER NEEDS TO KNOW** **Fundraising Strategies for Academic Department Chairs and Program Coordinators**

Craig Hlavac, Southern Connecticut State University  
**Constellation D, 2nd Floor**

University presidents and academic deans are expected to spend significant portions of their time raising funds for their institution. However, historically it has not been customary for this responsibility to fall to mid-organization leaders—until now. Given the demographic challenges many institutions face coupled with increased competition, enrollments (and revenues) continue to wane. Institutions are reducing operating costs, and departments and programs are being impacted. As a result, department chairs and program directors are more frequently seeking out new revenue streams, including direct fundraising. This session will provide a foundational overview of fundraising specific to chairpersons and directors, including how to coordinate with institutional initiatives, engaging your alumni, stewarding current donors, and developing an advisory board. Participants will analyze their current revenue streams and consider whether seeking new sources of revenue would be advantageous for their unit; understand some basic opportunities for getting started in a development initiative, including who to speak with locally; consider how to engage both alumni and the faculty in fundraising efforts; and begin to develop a list of potential fundraising opportunities they can use when they return to their campus.

#### **SPECIAL TOPICS IN ACADEMIC LEADERSHIP** **Leadership Development Beyond Boundaries: MI ACE Network Lifting Women Higher**

Nancy Giardina, Marlene Kowalski-Braun, Michelle Hunt Bruner, Wayne State University; and Andrea Beach, Western Michigan University

*For participants who have some experience with this topic and are ready to learn more*

#### **Baltimore/Annapolis, 2nd Floor**

This session provides participants with a model leadership development program for women in higher education. The Michigan ACE Senior-Level

Leadership Development Job Shadow Program draws upon lead practice and innovation to fill a continual gender gap for women in leadership in key roles. The unique aspects of this particular program are built upon values of accessibility, equity, participant agency and collaboration. Participants will walk away with knowledge about current realities and challenges relating to gender equity in higher education, lead practice rationale for programmatic decision making, and specifics about how to adopt or adapt for various contexts.

### **SPECIAL TOPICS IN ACADEMIC LEADERSHIP**

#### **Strategic Leadership in Online Education**

#### **Administration in a Rapidly Changing world**

Shanta Varma and Xinyue Ren, Auburn University – Montgomery

*For participants who have some experience with this topic and are ready to learn more*

#### **Constellation E, 2nd Floor**

Online higher education has gone through various phases of growth and expansion that has impacted the existing online educational model in a unique way globally. It has influenced the areas of pedagogy, course offerings, design and delivery, student engagement, accessibility, and affordability. On the one hand, it made education flexible, inclusive, affordable, and equitable to meet the student needs and on the other, it posed challenges caused by the internal and external forces. In this session, we will discuss challenges and opportunities faced by online administrators and leaders

while growing, managing, maintaining quality and providing distance education as an option globally.

### **STUDENT RECRUITMENT, RETENTION, AND SUCCESS**

#### **The Power of Learner Engagement**

Tapan Seth and Prasad Vemala, Robert Morris University

*For participants who have some experience with this topic and are ready to learn more*

#### **Constellation F, 2nd Floor**

The goal of this session is to discuss how the speed mentorship program serves as a catalyst to enrich career development for the students in a college setting. During the session, the attendees will understand the idea of speed mentorship, process involved to plan and design such a program, implementation of the event, and key takeaways that helped students at Robert Morris University. The session also covers the value of engaging alumni with current students, the experiences students gain by connecting with professionals in varied roles and organizations, and the impact it creates for students to map their career path. Finally, the session describes how the speed mentorship program is different from other mentorship programs.

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### **4:15 pm**

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Dinner and evening on your own.

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## **SATURDAY, OCTOBER 8**

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### **7:30–9:30 am**

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Registration Open  
Constellation Foyer, 2nd Floor

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### **8:00–9:00 am**

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Continental Breakfast  
Constellation AB, 2nd Floor

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### **9:15–10:00 am**

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#### **Plenary Session**

#### **Effective Communication for Academic Leaders**

Leila Brammer, University of Tampa

#### **Constellation AB, 2nd Floor**

Academic leadership requires employing and developing both individual and collective communication capacities. From responding to faculty and student concerns, facilitating decisions, mediating conflicts, navigating free expression, participating in shared governance, advocating for resources, and promoting higher education, a variety of daily situations demand nuanced capacities to respond

well. Communication holds the power potential to transform old and new conflicts, institutional decision making, teaching, and campus life. Equipped with effective communication practices, academic leaders can manifest, model, and build capacities for engaging across, with, and about differences and disagreements and working together to understand and address pressing challenges. This plenary presents a theory-based approach to transformative processes and practices that cultivate and advance productive and inclusive communication within higher education.

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**10:00–10:15 am**

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**Break**

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**10:15–11:15 am**

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### **DIVERSITY, EQUITY, AND INCLUSION**

#### **Title IX Hearings—Challenges and Best Practices**

Dan Schorr and Alyssa-Rae McGinn, Dan Schorr, LLC

*Audience has some experience with this topic*

#### **Baltimore/Annapolis, 2nd Floor**

The presenters will utilize their extensive hearing and trial experience to instruct how to conduct fair, reliable, and comprehensive proceedings for Title IX and other types of misconduct matters. Title IX hearings under the 2020 Department of Education regulations are complex and high-pressure for all involved. They require a hearing chair who is intimately familiar with relevant Title IX law and campus policy, is an expert in evidentiary rules, and is able to successfully oversee hearings with the appropriate temperament. This session will help Title IX professionals serve as single-person decision makers or three-person hearing panels. Additionally, this session will include the latest pending proposals for reform of federal regulations that may alter legal requirements for Title IX hearings.

### **INSTITUTIONAL CULTURE AND CLIMATE**

#### **The Great Resignation as Opportunity to Transform**

Joan Poulsen, Indiana University Purdue University Columbus

*For participants who are new to this topic*

#### **Frederick/Columbia, 2nd Floor**

As we face the Great Resignation how can we as leaders effectively navigate retaining and developing personnel? Due to the global pandemic, many institutions face declines in enrollment, necessitating

personnel streamlining. Personnel who remain are often asked to do more, possibly leading to burnout. By understanding cycles of organizational change, and how individuals respond to change, we can retain and develop personnel. Utilizing time-tested strategies, we can resurrect our personnel prepared to face the future.

### **LEADERSHIP AND PROFESSIONAL DEVELOPMENT**

#### **The Audacity of a New Leadership: Your Leadership**

Josefina Hernandez, Pontifical Catholic University of Puerto Rico

*For participants who have some experience with this topic and are ready to learn more*

#### **Constellation C, 2nd Floor**

Colleges and universities are confronting new challenges that stem from global and local economy and government hurdles as well as health, research, science, and emerging technology issues. These challenges require audacious leaders that can embrace and create a new leadership that can deliver. Higher education leadership programs must provide comprehensive tangible experiences and competencies that enable future leaders with the capacity to face the unpredictable. Nevertheless, leadership starts within ourselves. We need to understand what are some of the frameworks in the genesis of a new leadership; What are the individual and organizational roadblocks of a new leadership; and what is our individual conceptualization of a new leadership.

### **LET'S GET STARTED! WHAT EVERY NEW ACADEMIC LEADER NEEDS TO KNOW**

#### **Raising Standards while Promoting Equity in Promotion and Tenure Processes**

Reenay Rogers, Jan Miller, Jerri Ward-Jackson, and B. J. Kimbrough, University of West Alabama

*For participants who have some experience with this topic and are ready to learn more*

#### **Constellation D, 2nd Floor**

Mentoring new faculty towards obtaining tenure and promotion is a necessity to ensure quality faculty development and promote a feeling of equity in the process as well as an accomplishment for those who obtain these milestones. When the criteria are ambiguous, faculty can become dissatisfied and promotion and tenure committees unsure of the appropriate decisions. This session will present our institution's journey from an ambiguous set of

criteria for promotion and tenure to a more structured, objective, and rigorous set of criteria. We will share our faculty-driven development process, the criteria we established, and our unique scoring process.

**SPECIAL TOPICS IN ACADEMIC LEADERSHIP**

**Toxic Loneliness and the Academic Department**

Robert E. Cipriano, Academic Training Leadership & Assessment Services

**Constellation E, 2nd Floor**

Humans are highly social and gregarious individuals. A famous line in Roy Orbison's 1960 hit declares: "Only the lonely know the way I feel tonight." If Orbison was correct, then a surprising number of college faculty members and administrators today understand precisely how he felt. The sudden pivot from in-person to remote meetings that began in early 2020 with the spread of the COVID-19 virus created numerous challenges, particularly for professors and chairs whose social lives were built largely on interactions with their colleagues. When working from home began to feel more like living (isolated) at work, problems began to arise that affected both the quality of people's work and their general satisfaction with life. Dr. Vivek Murthy, the nineteenth Surgeon General of the United States, stated that loneliness is a public health concern: "a root cause and contributor to many of the epidemics sweeping the world today—from alcohol and drug addiction to violence to depression and anxiety." (2020). Researchers have also contributed the current rate of suicides to depression, often caused by loneliness. Toxic loneliness has taken certain faculty members and administrators by surprise. Their entire educational experience has given them a built-in-social community of colleagues whom they'd come to regard as more than colleagues, relationships that the lockdowns and sudden shift from face-to-face activities to online-only classes and meetings seemed to weaken. While truly severe cases of toxic loneliness are best addressed by a qualified professional, academic leaders need to be aware of the possibilities that this condition may exist in their faculty members (or themselves) and take constructive steps to deal with the challenge before the problem becomes even worse. This interactive workshop will determine a knowledge base understanding that academic leaders can use to both acknowledge the problem of loneliness and, more importantly, provide specific strategies to address the many issues inherent in this topic.

**STUDENT RECRUITMENT, RETENTION, AND SUCCESS**

**Student Mental Health Impact on Recruiting, Retention and Success**

Paige Heller, BHS

*For participants who have some experience with this topic and are ready to learn more*

**Constellation F, 2nd Floor**

Student mental health is a foremost contributing factor influencing institutional success. The follow-on effects of the pandemic and increase in suicide attempts have a profound impact on the community and affect the ability of all higher education institutions to recruit and retain students. In this presentation, attendees will gain an understanding of student mental health as a matter of both individual and institutional well-being; how having a strong mental health support system improves student retention; the impact of having robust mental health resources on recruiting new students; and the key approaches for creating a successful and sustained mental health strategy.

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**11:15–11:30 am**

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**Coffee Break**

**Constellation Foyer, 2nd Floor**

Refresh your coffee and grab a yogurt parfait to stay energized through concurrent sessions.

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**11:30–12:30 am**

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**DIVERSITY, EQUITY, AND INCLUSION**

**Using Faculty Learning Communities in Promoting DEI Teaching Practices**

Scott Heinerichs, Zeinab Baba, and Kimberly Johnson, West Chester University

*For participants who have some experience with this topic and are ready to learn more*

**Baltimore/Annapolis, 2nd Floor**

Institutions of higher education have a responsibility to provide students the knowledge, skills, and abilities to employ the concepts of diversity, equity, and inclusion. However, most faculty lack experience in conveying this information to students. College-level faculty learning communities (FLC) provide the opportunity to learn discipline specific approaches around areas such as: implicit bias, promoting dialogue around diversity, equity, inclusivity, and facilitating difficult conversations in the classroom. The goals of



this session are to engage participants to apply these approaches, provide a framework to be utilized, and discuss lessons learned from the research and one institution's approach.

### **INSTITUTIONAL CULTURE AND CLIMATE** **Universal Trauma-Informed Practices for Higher Education**

Kristine Morris, Texas Woman's University  
*For participants who have some experience with this topic and are ready to learn more*

#### **Frederick/Columbia, 2nd Floor**

The COVID-19 pandemic ushered in a critical need for trauma-informed practices in higher education. Although the concept of trauma-informed practice is well established in the literature, institutions frequently lack the financial and human resources necessary to provide the individualized care prescribed for traumatized students. What can we do when everyone needs more than anyone has to give? This interactive session will focus on the need for universal cost-effective, trauma-informed practices that can be implemented on a wide scale. Participants will work in groups to identify campus-level and classroom-level trauma-informed interventions that promote healing while learning without overburdening faculty.

### **LEADERSHIP AND PROFESSIONAL DEVELOPMENT**

#### **Creating and Sustaining Multifaceted Faculty Mentoring Programs**

Jennifer Potter and Cynthia Cooper, Towson University  
*For participants who have some experience with this topic and are ready to learn more*

#### **Constellation C, 2nd Floor**

This session offers a roadmap for administrators and faculty leadership to create a multifaceted approach to faculty mentoring—an approach that offers opportunities for formal and informal faculty mentorship at the department, college, and university level. Because no one mentoring model works in all situations, this presentation focuses on the benefits of creating and sustaining faculty mentoring opportunities that are wide-ranging and cut across multiple approaches and academic disciplines. Participants will learn about best practices for multiple categories of faculty mentoring and will engage in discussion around opportunities for colleges and universities to implement multifaceted programs of their own.

### **LET'S GET STARTED! WHAT EVERY NEW ACADEMIC LEADER NEEDS TO KNOW**

#### **Maximizing Your Communication Toolkit: Tools from Positive and Cognitive Psychology**

Shannon Scott, Texas Woman's University

*For participants who are new to this topic*

#### **Constellation D, 2nd Floor**

Communication is an essential skill to develop community, address conflict, and motivate others. In this interactive session, we will identify specific techniques from cognitive and positive psychology that can help you to approach communication, even difficult communication, using a strengths-based, positive approach. The audience will practice skills such as active-constructive responding and active, empathic listening. The audience will also practice providing negative feedback positively, making an action request, and setting boundaries. At the end of this session, the audience will be able to utilize listening strategies; identify a boundary response plan; create a positive action request; provide negative feedback positively.

### **SPECIAL TOPICS IN ACADEMIC LEADERSHIP**

#### **Beyond "Trial-by-Fire": Evidence-Based Design of Faculty Leadership Development Programming**

Jamie Shaffer and Russell Carpenter, Eastern Kentucky University

*For participants who have some experience with this topic and are ready to learn more*

#### **Constellation E, 2nd Floor**

As their careers progress, faculty members often seek out, or are offered, leadership roles across the institution. To ensure they are effective in these positions, training on leadership skills, knowledge, and practices is essential. However, knowing which skills will be most beneficial can often feel like a guessing game, leading to a "trial by fire" transition. This session will examine data collected from a mixed-methods study of early-career faculty and department-level leaders, who shared which skills and experiences were most useful to them as they moved into leadership roles. Impactful experiences and recommendations for providing leadership skills training appropriate for early-career faculty are also discussed. Findings from this study may easily be incorporated into faculty leadership development program design or continuous improvement efforts across institutional contexts. After attending this session, participants will be able to identify skills and knowledge faculty find most beneficial in leadership roles; distinguish skills and

knowledge that are particularly beneficial for leadership development in early-career faculty; plan for faculty to participate in leadership experiences that are appropriate for their immediate needs; and design effective leadership development programs using practical topics identified by faculty leaders as highly beneficial.

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**12:45–1:45 pm**

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**Lunch**

Constellation AB, 2nd Floor

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**1:45–2:30 pm**

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**Panel Discussion**

**Academic Leadership: Future Trends and Issues**

The LHE Advisory Board

Constellation AB, 2nd Floor

The Leadership in Higher Education advisory board reflects on trends and themes revealed during

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the conference and participates in a sure-to-be lively discussion about future challenges and opportunities to lead in all institutions of higher education.

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**2:30 pm**

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**Conference Adjourns**

Magna Publications and the Leadership in Higher Education Conference thank you for an inspiring and thought-provoking conference. Please take the tools and connections you've made at The Leadership in Higher Education Conference and use them on your campus.

Have a safe trip home and we'll see you next year in Orlando!

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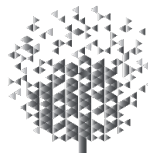


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**NOTES**

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