

The **ACADEMIC**
Leader *Conference*

WEEK 1

presents

**Introduction and Overview
for Academic Leaders**

Tuesday, September 19, 2006

1:00 PM - 2:00 PM (Eastern)

12:00 PM - 1:00 PM (Central)

11:00 AM - 12:00 PM (Mountain)

10:00 AM - 11:00 AM (Pacific)

(All Times listed are Daylight Savings Time)

Presented by:

Dr. Charles F. Harrington

A MAGNA



ONLINE SEMINAR

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Magna Publications has been a valued knowledge and information resource within the higher education community for more than 30 years. Since its founding in 1972 by William Haight, the corporation has grown to employ a staff of 18 in the production of eleven newsletters, four national conferences, several student leader weekend retreats and numerous online seminars.

Magna Publications, Inc. has gained a position of leadership in newsletter publishing for higher education. The newsletters are typically monthly or semi-monthly in term and focus on specific aspects of teaching or administration. These products carry no advertising and are sold on an annual subscription basis. Titles include *The Teaching Professor*, *Academic Leader*, *Magna's Campus Legal Monthly*, *Recruitment and Retention in Higher Education*, *Community College Leader*, *GLBT Campus Matters*, *Campus Events Professional*, *Distance Education Report*, *Online Classroom*, *The Edutech Report* and *Student Affairs Leader*.

In 1999 Magna acquired the National Conference on Student Services, a twice-a-year conference for student leaders and campus administrators. In 2001 a third (West Coast) conference was added and annual attendance now totals over 2,000.

In 2004 Magna produced the first annual *The Teaching Professor Conference*, a once a year conference for teaching and learning advocates.

Additional information about Magna Publications, is available at www.magnapubs.com.



Thank you for participating in today's program!

We hope the information presented today is helpful and informative in your higher education position. Look to Magna Publications for newsletters, conferences, online seminars, and other higher education resources to assist you.

In case you did not get your questions answered from today's program, you can email your questions to conferences@magnapubs.com by the end of today and we will have a response sent to you.

You will be emailed an evaluation of today's program. We value your feedback. Please take a moment to fill out the evaluation today. Your feedback helps us to improve future programs.

Join us in the future for informative online seminars. Our next events will be:

- **October 19, 2006: Creating and Maintaining a Climate of Civility on Campus**
- **October 26, 2006: The Learner-Centered Classroom: Building Rapport and Commun**
- **November 2, 2006: Developing a Comprehensive Faculty Evaluation System**
- **November 9, 2006: Student Suicide: Institutional Policy, Liability, and Prevention**
- **November 30, 2006: Marketing your International Student Office on Campus**
- **December 7, 2006: How to Survive (and Possibly Thrive) after Losing Your Job**
- **December 13, 2006: ePhilanthropy: Where Charitable Giving and Technology Meet**
- **January 18, 2007: Managing to Thrive in the Online Classroom**
- **February 7, 2007: Riots in Campus Communities: Practical Strategies for Prevention**

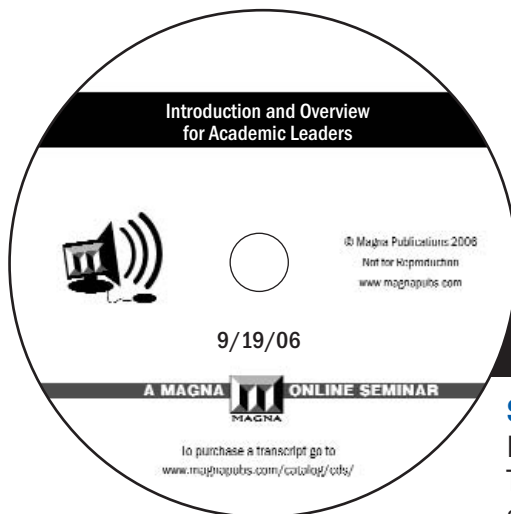
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Academic Leader conference week one

INTRODUCTION AND OVERVIEW FOR ACADEMIC LEADERS

**September 19, 2006
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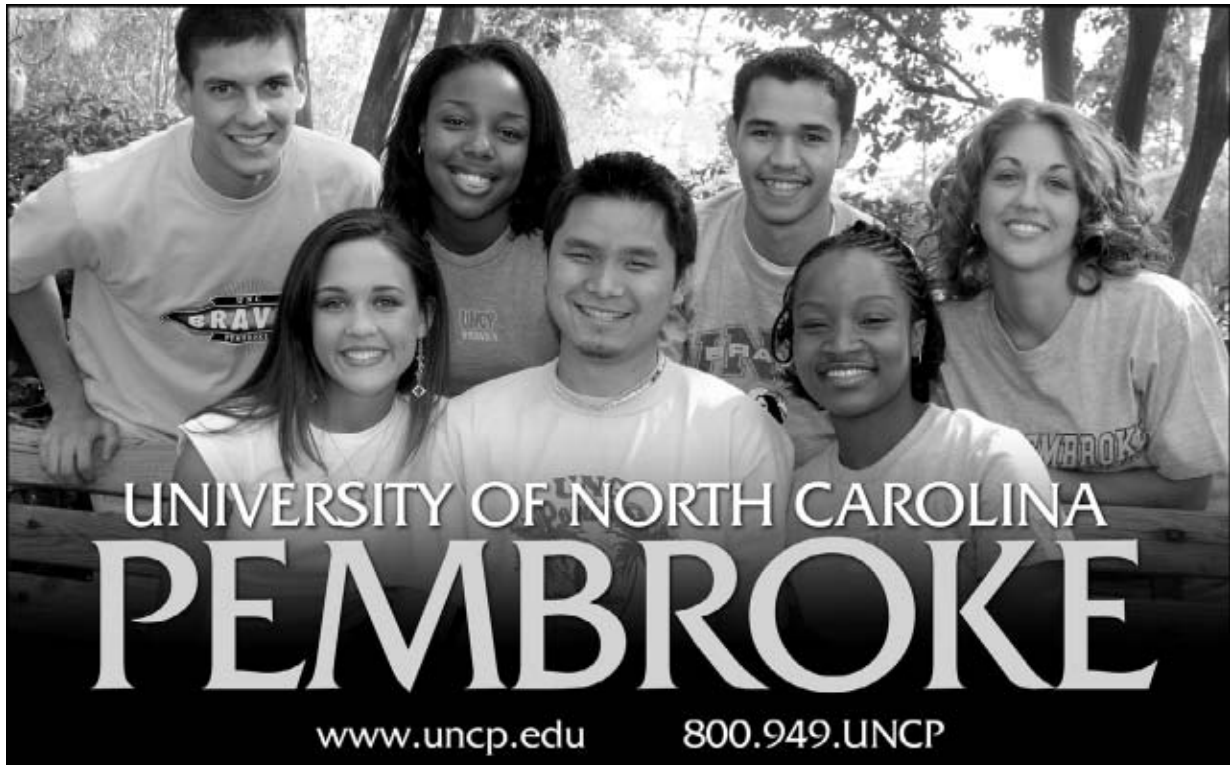
Dr. Charles F. Harrington



CHARLES F. HARRINGTON is Provost and Vice Chancellor for Academic Affairs at the University of North Carolina at Pembroke where he also holds faculty rank as Professor of Decision Sciences. He has held a number of academic positions including Assistant Vice President for Academic Affairs, Director of Institutional Research and Planning, and Coordinator of Sponsored Research and Grants.

He is the author of numerous articles and monographs on topics including institutional effectiveness, student evaluation of teaching, faculty development, student learning outcomes assessment, and service learning. Dr. Harrington also serves as a consultant to colleges and universities on matters of regional accreditation, assessment, and faculty evaluation.

Dr. Harrington holds a B.S. and the Ph.D. from Ohio University and a M.S. from Drexel University



Academic Leader Conference Series: Week 1



Introduction and Overview for
Academic Leaders

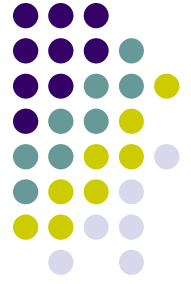
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***“Leadership and Learning
are indispensable to each
other”***

- John F. Kennedy

Recent Higher Education Headlines



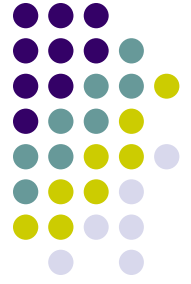
- *“Audit reveals improper use of state funds.”*
- *“Financial Aid Director and Academic Dean found guilty of falsifying academic records of aid applicants.”*
- *“Faculty call for vote of “no confidence” in administration.”*
- *“Accrediting agencies demanding increased accountability for student learning.”*
- *“National report critical of faculty workloads.”*

Recent Higher Education Headlines



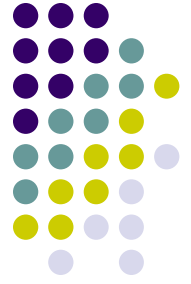
- *“Universities must balance their commitment to educating the state’s population with the challenges that come with growth”*
- *“State audit released on Wednesday criticizes the University for mismanaging endowment funds and putting the beleaguered institution’s financial future in jeopardy”*
- *As a federal commission begins wrapping up its work this week on a report on the future of higher education, college officials worry that its recommendations could lead to the imposition of strict, new accountability standards on colleges and universities—standards that could be met only through a battery of high-stakes tests.*

Higher Education and the Need for Leadership



- Higher education and the need for change
- *Leadership Reconsidered: Engaging Higher Education in Social Change*, Kellogg Foundation
 - the need for Transformative Leadership
 - intentionally encouraging the development of leadership,
 - seizing on opportunities to model effective leadership,
 - replacing hierarchical, individualistic, and competitive styles with collegial and collaborative ones, and
 - reaffirming campus connections to the community and to the common good.

Successful Academic Leadership in Higher Education



- Very Complex Organizational Environment
 - Structurally complex
 - Programmatically complex
 - Dynamic
- Heightened Demand for Public Accountability
- Increasingly Regulatory
- Increasingly Litigious
- Demand for Fiscal Integrity

Why Do We Need This Conference?



- To more fully develop the skills and abilities necessary to be more effective and more efficient academic leaders
- To broaden our knowledge base with regard the more pressing issues facing our work
- Understand and build the skills necessary to respond to departmental and institutional challenges

Essential Skills in Higher Education Management and Leadership



- Financial Management, including budget development and execution
 - Knowledge of educational finance
 - Knowledge of fund groups
 - Knowledge of budget development
 - “Politics” of resource allocation and re-allocation
 - Knowledge of accounting and auditing

Essential Skills in Higher Education Management and Leadership



- Human Resource Management, including the management of conflict
 - Knowledge of faculty contract issues, including part-time and adjunct faculty hiring
 - Knowledge of search and selection procedures
 - Knowledge of employee classification strategies / career banding
 - Knowledge of employee evaluation and compensation systems

Essential Skills in Higher Education Management and Leadership

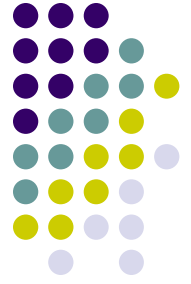


- Assessment of Institutional Effectiveness and Efficiency, including student learning outcomes assessment
 - Knowledge of program evaluation techniques
 - Knowledge of qualitative and quantitative assessment/evaluation techniques

Essential Skills in Higher Education Management and Leadership



- The Development and Support of Faculty
 - Knowledge of promotion and tenure policies
 - Knowledge of faculty evaluation policies and procedures, including the student evaluation of teaching
 - Knowledge of faculty governance structure
 - Knowledge of faculty recognition and rewards
 - Knowledge of faculty development programs and policies, including release time/course reduction and sabbatical leaves



Introduction to the Conference

- Margaret Barr **Budgeting**
 - Professor Emeritus, School of Education and Social Policy, Northwestern University
- Jim Coffman **Conflict Management**
 - Provost (retired), Kansas State University
- Daniel Weinstein **Assessment**
 - Assistant Provost for Institutional Planning and Assessment, Millersville University
- John Braxton **Supporting Faculty**
 - Professor of Higher Education Leadership and Policy, Peabody College, Vanderbilt University
- Charles Harrington **Conference Moderator**
 - Professor of Economics and Finance, Provost, University of North Carolina at Pembroke

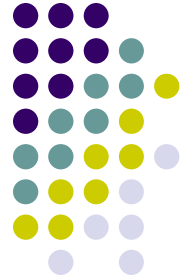
Introduction to the Conference



- Dates*

- Tuesday September 19th (12-1 PM CDT)
- Tuesday September 26th (12-1 PM CDT)
- Tuesday October 3rd (12-1 PM CDT)
- Tuesday October 10th (12-1 PM CDT)
- Tuesday October 17th (12-1 PM CDT)

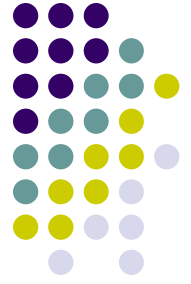
* All online seminars will be recorded and available to conference participants on an on-demand basis within hours of airing. This conference fits your schedule



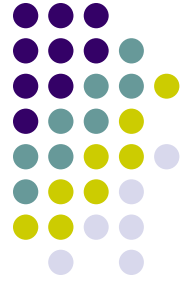
Academic Leader Conference

The Modules

Budgeting and Financial Management



- Elements of institutional fiscal environment
- Differences between public and private institutions
- Essential elements of budgeting
- The steps of budget cycle
- Differences in budget types
- Common problems and pitfalls
- Budget reduction strategies



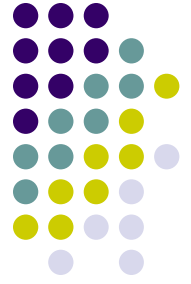
Managing Conflict

- Productive and unproductive conflict
- Key elements of interpersonal communication
- Common causes of conflict
- Dispute prevention
- Conflict management
- Best practices for conflict resolution

Creating a Campus Climate for Successful Outcomes Assessment



- Reality of accountability in higher education
- Developing a “culture of evidence”
- Meaningful learning and institutional outcomes
- Classroom evaluation vs. program outcomes assessment
- Documenting outcomes assessment



Supporting Faculty

- Boyer's four domains of faculty scholarship
- Strategies for integrating Boyer's domains of scholarship
- Developing a teaching culture
- Understanding challenges of junior and senior faculty
- Strategies for assisting faculty career stages

How Sessions Relate to One Another



- The modules address the most currently pressing academic leadership issues in higher education
- Each module represents significant knowledge capital and skill sets for academic leaders
- The knowledge capital and skill sets are complementary of one another
- The knowledge capital and skills gained from these modules are integrated

ACADEMIC Leader

OCTOBER 2006
VOLUME 22, NUMBER 10

THE NEWSLETTER FOR ACADEMIC DEANS AND DEPARTMENT CHAIRS

10 Things You Can Do to Retain Your Best Adjuncts

Approximately 75 percent of the adjuncts at Baker College are women. Faculty at Baker College are aware that the college needs to recruit and retain the best possible instructors in order to maintain consistency and quality in its academic programs. Here are 10 things that Baker College does to support its adjuncts:

Recruit from within. Baker College maintains a strong relationship with the adjuncts which helps bring in the adjuncts who have a connection to the institution. "A lot of our adjuncts are people who already have friends or relatives who work at the institution," says Barry Kaufman, president of Baker College. "It's always better to have someone who knows somebody internally to help get them through the five-quarter adjustment."

Facilitate adjuncts with the college's mission. Baker College is a mission-driven college that serves a lot of first-generation college students. "I make it a point in the interview process to help candidates understand what kind of students we are, what our mission is. We have students who might not have gone into Michigan State or any school like that. They have to buy into that as well as their own," says Lynn Margenau, dean of education and human services.

Provide mentoring. Baker College does not have a formal mentoring program, but the department chairs do help guide the adjuncts. In addition, orientation will find another faculty member to help a new adjunct. In addition, orientation will help new adjuncts understand how the college operates. Curriculum guides help college operators. Curriculum guides help college operators. Curriculum guides help college operators. Curriculum guides help college operators.

Provide adjuncts with professional development activities, and compensate them for their time. Baker College implemented this idea approximately five years ago for the appointment of full-time faculty. The appointment of full-time faculty is a process that involves the appointment of full-time faculty. The appointment of full-time faculty is a process that involves the appointment of full-time faculty.

Provide tuition reimbursement. Adjuncts at Baker College can take up to three courses per year for five semesters of tuition reimbursement. One of the biggest complaints of adjuncts is that they don't have access to basic resources such as office space, internet, and telephones. Baker provides these resources to its adjuncts to help them prepare for class and better connect with their students and colleagues at the college.

Let adjuncts know early on which courses they will be teaching next term. "I know the adjuncts appreciate having their courses for the upcoming semester early. They can plan accordingly in knowing between weeks 46 and week 47 of each semester what they're going to be teaching the following semester."

Try for adjuncts' memberships in organizations and send them to conferences. Inviting to individual adjuncts to attend conferences Baker College invites more adjuncts. "This is something adjuncts don't get as a lot of schools," Kaufman says.

Include adjuncts in governance. "We really appreciate our adjuncts. They get a sense that we value their input by involving them in many aspects of governance through department meetings," Kaufman says. A lot of programs also have Blackboard communities in which adjuncts can talk about the classes they're teaching and weigh in on changes to the curriculum.

Develop a group of "core" adjunct faculty. Core faculty at Baker College have one-semester contracts in each five-quarter semester. These core adjuncts also have formalized in their contracts such duties as advising and orientation. The duties are done and vice president of academic affairs who is general core faculty status. Other long-term but non-core adjuncts take on additional duties as well.

In This Issue

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- 4 Creating a Sustainable Faculty Development Initiative
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*A*cademic Leader is the premier newsletter for deans, department chairs and other academic decision-makers. Published monthly, *Academic Leader* will help you to:

- Learn the most effective and up-to-date ways to lead, motivate, and inspire your academic staff
- Stay on top of trends in teaching, scholarship, and service in post-secondary education
- Become a more effective and innovative manager of your budget
- Gain new insight into personnel and leadership issues—and more effectively handle tough people-management situations
- Employ state-of-the-art strategies in curriculum development and teaching and learning practices, employing the latest in pedagogical research findings
- Creatively and innovatively develop plans, strategies and tactics to further your department's—and your institution's—mission and goals

ACADEMIC Leader

THE NEWSLETTER FOR ACADEMIC DEANS AND DEPARTMENT CHAIRS



The 90-minute programs include:

- A presentation by a leading expert in the field
- PowerPoint slides
- A lively, interactive, real-time question-and-answer session
- Downloadable program hand-outs
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