



UPCEA Central Region Conference

October 18 - 20, 2017 | Crowne Plaza Detroit Downtown Riverfront



Schedule-at-a-Glance

Wednesday, October 18 – Pre-Conference

8:00 a.m. Pre-Conference Open House: The Entrepreneurial Nuts-and-Bolts of Applied Leadership

Wednesday, October 18 – Conference

12:00 p.m. Welcome Lunch	3:30 p.m. General Session II (<i>Panel Session</i>)
1:00 p.m. General Session I (<i>David Schejbal</i>)	4:30 p.m. Break
2:00 p.m. Dessert with Exhibitors	4:40 p.m. Concurrent Session II
2:30 p.m. Concurrent Session I	5:45 p.m. Opening Reception
3:20 p.m. Break	

Thursday, October 19 – Conference

7:30 a.m. Breakfast	11:40 p.m. Concurrent Session III
8:30 a.m. UCPEA Central Region Annual Update	12:30 p.m. Lunch and Awards Recognition (<i>Wayne Smutz</i>)
9:00 a.m. General Session III (<i>Jim Fong</i>)	2:00 p.m. Dessert with Exhibitors
10:00 a.m. Break	2:45 p.m. General Session V (<i>John Burkhardt</i>)
10:30 a.m. General Session IV (<i>Bob Hansen & Wayne Smutz</i>)	4:15 p.m. Detroit Historical Tour
11:30 a.m. Break	5:30 p.m. Oakland University Social

Friday, October 20 – Conference*

7:30 a.m. Breakfast
8:00am General Session VI (<i>Barry Fishman</i>)
9:00 a.m. Break
9:10 a.m. Concurrent Session IV
10:00 a.m. Break
10:10 a.m. General Session VII (<i>Daniel J. Hurley & Robert Murphy</i>)
11:10 a.m. Send-Off

*Fall Color Finale! Represent your institution by wearing college/university/campus colors and attire as we close out the conference.

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Alison Bell

Alison Bell is the director of the Degree Completion Office at IUPUI, which provides online onboarding, success coaching, and career services in partnership with Office of Online Education.

Stephanie Bechtel

Stephanie Bechtel is the director of faculty support and assignment for CMU Academic Development. Her unit supports faculty who teach at satellite locations and online, with special attention to adjunct faculty. Their goal is to support and foster faculty engagement with the university, their academic departments and each other.

Ashley Blake

Ashley Blake serves as an academic advisor to undergraduate students in the distance Nutrition and Health and Social Science programs. As a retention coordinator, she generates and refines outreach campaigns for all of K-State's undergraduate distance programs, placing a great deal of effort into personalizing communications so students feel connected, even online.

Jeremy Bond

Jeremy Bond is an education, instructional and information technology professional with twenty years experience. He is currently the interim director of e-learning and an adjunct instructor at CMU and formerly taught community college for fifteen years. Away from work, he is a dedicated husband, father, and numismatist.

John C. Burkhardt

John C. Burkhardt serves as the director of the National Center for Institutional Diversity and is a professor of clinical practice in Higher and Postsecondary Education at the University of Michigan. John provides leadership as NCID seeks to strengthen research and leadership around diversity, inclusion and equity in education and society and to

promote its effective use in addressing contemporary issues.

John is the former director of the National Forum on Higher Education for the Public Good, which he led from 2000 to 2013. Previous to establishing the National Forum, Dr. Burkhardt was program director for leadership and higher education at the W.K. Kellogg Foundation, which he led several major initiatives focused on transformation and change in higher education and participated in a comprehensive effort to encourage leadership development among college students. Dr. Burkhardt's researches focuses on leadership and transformation, organizational culture, and the role of philanthropy in U.S. society.

He has also authored several books and articles on leadership and on higher education.

Laura Byars

Laura is responsible for overseeing Human Performance, which includes enterprise-wide training and development functions, talent management and organizational development. Laura has extensive experience in creating corporate for talent management, workforce planning, and organizational development for organizations of all sizes. Laura has worked both as an entrepreneur, establishing her own consulting firm and as a HR strategist for global firms such as ArvinMeritor. Laura is also a visiting assistant professor at Michigan State University, teaching the HR and leadership curriculum in the Executive M.B.A. program.

Laura has worked in or around healthcare at many points in her career. Earlier in her career, Laura managed the Leadership Development Program for the Physicians Executive MBA program at the University of Tennessee. Most recently, Laura worked with individual medical offices to support implementation of Patient Centered Medical Home practices and has spoken on Physician Change

Leadership and Staffing for Medical Transformation in Private Practice.

Laura holds a Ph.D. in Industrial and Organizational Psychology from the University of Tennessee. Laura also earned a Master's degree in the same discipline from Illinois State University and a Bachelor of Business Administration from Adrian College in Adrian, Michigan.

Louay Chamra

As the dean and professor for the School of Engineering and Computer Science at Oakland University, Louay Chamra currently leads an academic unit consisting of four departments with 68 faculty, two visiting faculty, 2,436 undergraduate students, and 687 graduate students.

Rebecca Deasy

Rebecca Deasy is a data analyst in the Office of Online Education at Indiana University, where most of her time is spent reporting and analyzing online education data using business intelligence and data visualization software.

Anne Donato

Dr. Anne Donato is currently the program director of the Galileo-Saudi Arabia Educational Leadership Immersion Program at Oakland University. As an author, administrator, and educator with 25 years of educational experience, she seeks to lead others in meeting educational needs of individuals based upon their personal paradigms and educational backgrounds.

Mary Emery

Dr. Mary Emery, department head for Sociology at South Dakota State University, oversees seven online programs including an A.S., B.S., and minor in Sociology; a B.S. in Sociology in Human and Services; minors in Human and Social Services and Criminal Justice; and a multi-university Master's degree in Community Development.

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Robert Eslinger

Robert Eslinger is currently the interim dean of the College of Technology and Occupational Sciences at Northern Michigan University. The new college serves as one of the primary sources for programs associated with the university's community college role in the region.

As the associate vice president for innovation, economic development and community engagement, Eslinger provides leadership and coordinates university activities as they relate to community engagement on economic development initiatives. Additionally, he provides guidance and leadership on university research specific to economic development, workforce and talent issues. He was the co-founder of Invent@NMU, an innovative entrepreneurial center. He continues to be the director of the Center for Rural Community and Economic Development and represents the university on numerous local and regional boards related to economic and community development.

Eslinger received his bachelor's degree from Northern Michigan University and his master's from the Naval Postgraduate School in Monterey, California.

Mitchell Farmer

Mitchell Farmer is the assistant director, campus partner programs for the Office of Online Education at Indiana University. Mitchell supports the development of seamless online student services through a collaborative partnership model with offices across the IU system.

Barry Fishman

Barry Fishman is Arthur F. Thurnau professor of learning technologies in the University of Michigan School of Information and School of Education. His research focuses on video games as models for learning environments, teacher learning and the role of technology in supporting teacher learning, and the development of usable, scalable, and sustainable

learning innovations through design-based implementation research. He is the co-creator of *GradeCraft*, a game-inspired learning management system.

Dr. Fishman currently serves as the Steward for Teaching and Learning on the Information Technology Council at the University of Michigan. He was co-author of the Obama Administration's 2010 U.S. National Educational Technology Plan, and served as the associate editor of *The Journal of the Learning Sciences* from 2005-2012.

In 2017, Dr. Fishman was named the Michigan Association of State Universities "Distinguished Professor of the Year." He received the 2016 "Campus Technology Innovator of the Year Award" for work with *GradeCraft*, was the 2010 recipient of the Provost's Teaching Innovation Prize, the 2003 Pattishall Junior Faculty Research Award, and was the 2001 recipient of the Jan Hawkins Award for Early Career Contributions to Humanistic Research and Scholarship in Learning Technologies from the American Educational Research Association.

He received his B.A. from Brown University in English and American Literature in 1989, his M.S. from Indiana University in Instructional Systems Technology in 1992, and his Ph.D. in Learning Sciences from Northwestern University in 1996.

Jim Fong

Jim Fong is the founding director of UPCEA's Center for Research and Strategy. In his role, Mr. Fong has analyzed demographic, occupational, technological and societal trends and data to help the higher education community better serve the adult and corporate learner. As the center's director, he works closely with dozens of colleges and universities annually in new program development initiatives, enrollment management and marketing process analyses and the review of online and continuing education portfolios. Prior to joining UPCEA, Jim worked as a higher education strategic marketing and CRM consultant and researcher

for two firms and prior to that was the director of marketing, research and planning for Penn State Outreach. At Penn State Outreach, he was responsible for strategic marketing, marketing management, research, creative and database teams. Jim played a major role in the early launch of Penn State's World Campus by assessing new program needs and the development of marketing strategies and systems.

Jim holds an M.B.A., and M.S. in Applied Statistics and a B.S. in Mathematics, all from the University of Vermont. In 2004, UPCEA awarded him with the Adelle Robertson Award as its Continuing Professional Educator for the year. That year, he also received the Mid-Atlantic Region's Distinguished Service award.

Teri Fuller

Teri Fuller is the Assistant Dean of Business and Operations at University College, the college of professional and continuing studies at the University of Denver. With more than 25 years dedicated to finance and business, Teri has been an influential leader within Fortune 500 companies, start-ups, and non-profits. She is fluent in strategic planning, financial analysis, and budgeting, and her decade of experience at the University of Denver gives her unique insight to the challenges and rewards of working within higher education. Currently, Teri serves as the Vice-Chair of member Engagement and Strategy for UPCEA's Business and Operations Network.

Bob Hansen

Dr. Robert J. Hansen was named chief executive officer of the University Professional and Continuing Education Association in September 2010. Under Hansen's leadership, UPCEA has grown by 125% in the past six years. He established a number of initiatives targeting the association's unique role in online leadership and management under the umbrella of the National Council for Online Leadership: the Summer for Online Leadership and

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Administration, the Online Leadership Roundtable for chief online learning officers, and the UPCEA Hallmarks in of Excellence in Online Leadership. He also established the UPCEA Hallmarks of Excellence in Professional and Continuing Education, advancing two frameworks to provide a set of standards that reflect the ambitions, potential, and importance of units that serve adult learners.

Hansen previously served as associate provost for university outreach at the University of Southern Maine, a regional public university located in Portland, Maine. Prior to that position, he spent six years at Saint Xavier University of Chicago as assistant to the president and secretary of the corporation, and then as founding executive director of Orland Park Campus and Off-Campus Programs. Hansen also previously served as assistant to the Governor for education in the administration of former Illinois governor, Jim Edgar. Hansen earned a B.S. in Psychology from the University of Illinois, and M.A. in English Language and Literature from the University of Michigan, and a Ph.D. in English from the University of Notre Dame.

Daniel J. Hurley

Dr. Daniel Hurley began serving as CEO of the Michigan Association of State Universities (MASU) in July 2015 (formerly known as the Presidents Council, State Universities of Michigan). MASU serves as the coordinating board for Michigan's 15 publish universities, providing advocacy and fostering policy to maximize the collective value these institutions provide in serving the public interest and the state of Michigan. Hurley is returning to the association where he served from 2003-2007 as its director of university relations. From 2007-2015, he served as the associate vice president for government relations and state policy for the American Association of State Colleges and Universities (AASCHU), based in Washington, D.C.

On behalf of the state universities of Michigan, Hurley coordinates a variety of policy, programmatic, and advocacy efforts. He serves as a consultative resource to colleges and universities, legislators and other state officials, higher education and policy organizations, and state and national media, providing insight on a variety of higher education issues at the federal, state, and institutional level. He is involved with several organizations, including the State Higher Education Executive Officers Association (co-chair of federal relations committee), American Association of State Colleges and Universities, Midwest Higher Education Compact, Education Alliance of Michigan and the Michigan Nonprofit Association.

Hurley has received a Ph.D. in public administration from Western Michigan University, master's degree in career and technical education from Ferris State University, a bachelor's degree in public relations from Grand Valley State University, and an associate's degree in liberal arts from Grand Rapids Community College. He has served as an adjunct professor for graduate- and undergraduate level programs at three of his alma maters, as well as George Mason University (VA) and George Washington University (D.C.), teaching in the fields of communications, educational leadership, higher education finance and public policy.

Matt Karrandja

Matt Karrandja is the vice president of sales for LHP Engineering Solutions, which delivers exceptional value in Embedded Software Solutions and Resident Engineering Resources to a wide variety of industries. LHP focus includes flexible, responsive, and cost effective solutions for automotive, medical, and commercial clients. Our customers put LHP's state-of-the-art tools and methodologies to work on their toughest systems and control challenges. Combining leading edge technologies, the V-Model Workflow, Rapid Prototyping Methodologies, Model Based Design tools, along with premier project management and

standardized software engineering processes, leads to world-class quality, cost, and speed to market.

Carey Kilmer

Carey Kilmer is assistant director for continuing and distance education at South Dakota State University. She oversees the work to support and advocates for online and adult students. Carey holds a B.S. in Sociology from SDSU and a M.S. in Adult, Occupation and Continuing Education from Kansas State University.

Suzanne Klein

Dr. Suzanne Klein is assistant professor in the Department of Organizational Leadership at Oakland University. Her other responsibilities include serving as director of the Galileo Institute for Teacher Leadership, and co-director for School Immersion in the Saudi Arabia Leadership Program. She leads in teaching and administration at all levels.

James Lentini

James Lentini was appointed to the position of senior vice president for academic affairs and provost at Oakland University in July 2013. As the University's chief academic officer, he has leadership responsibility for the delivery and quality of all academic programs, research, personnel, resources, and supporting infrastructure of the university. In close partnership with the president, the senior vice president and provost plays a central role in developing Oakland's mission and vision and is the president's leading senior executive responsibility for the delivery and implementation of the university's academic priorities.

Kopp Miller

Dr. Kopp Miller is currently the dean of University College at The University of Toledo. The college serves 2500 students through the Department of Interdisciplinary Studies and Special Programs, and the Department of Exploratory Studies. The college also

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serves students and the community through its Military Service Center.

Kopp Miller joined the university in 1991 and has held a number of faculty appointments and administrative roles at UT. With a scholarly expertise in the area of gerontology, she teaches in the Department of Public Health and Preventative Medicine.

She received her bachelor, master and doctoral degrees in psychology from Bowling Green State University.

Shaun Moore

Shaun Moore is the director of e-learning at Oakland University, where he earned a Ph.D. in Educational Leadership, with a specialization in Higher Education. Along with his staff position, he is a part-time faculty in the School of Business and the Writing and Rhetoric departments.

Kayla Miller

Kayla Elliott Miller is the associate director, online recruitment for the Office of Online Education at Indiana University. Kayla is responsible for university-wide online recruitment efforts and prospective student services enhancements.

Robert Murphy

Dr. Robert Murphy joined the Michigan Association of State Universities in July 2015 as its director of university relations and policy. In this role, he manages a board portfolio of programs and initiatives, convenes stakeholder groups, and promotes effective policy for the state's public universities. He partners with state officials and a multitude of other organizations on higher education public policy, especially data and finance issues, and also provides strategic communications services to the member universities and other stakeholders.

Murphy was previously with the State Budget Office of Michigan from 2008 – 2015, having served most recently as the senior analyst for higher education, providing coordination and policy

development for the state's community colleges and public universities. He provided consultation to the governor and state budget director on higher education issues as well as proffered prospective policy solutions, and testified before the Michigan Legislature on behalf of the administration.

He has a master's degree in international relations from the University of Chicago and a bachelor's degree in political science and history from Michigan State University.

Terrie Nagel

Terrie Nagel has worked at Mizzou Online for 23 years, recently as the assistant director of research, and in several UPCEA leadership positions. She received her Ph.D. in Educational Psychology from MU in 2016 and has received the UPCEA Central Region John L. Christopher Outstanding Leadership and Research and Publication awards.

Denise Quinnette

Denise Quinnette is the director of sales for TE Appliances, and she enjoys taking on new challenges. After switching positions from a large company to a smaller organization, Denise realized how much she missed the vast breadth of opportunity that tends to come along with working for a large, global organization. She joined TE three years later and she values the opportunity to work with a range of products and to learn about different facets within of the global organization. As someone who helped build tech centers in Mexico and China, Denise is familiar with diversity and creativity. The growth opportunities offered by TE continue to inspire her today.

Judee Richardson

Judee develops competency-based education policies and curriculum. For 20+ years, she has built bridges between educational institutions, government, and local communities. Judee has a Ph.D. in psychology, certifications in Evaluation Practice and Restorative Justice Mediation.

Main areas of focus are social justice, data-informed strategic decision-making, research measurement and environmental stewardship.

Suzanne Rossi

After 25 years in the private sector promoting educational materials and exotic travel, Suzanne Rossi came to Oakland University in 2008 to earn her M.P.A. degree with the goal of becoming a nonprofit organization manager. After earning the M.P.A., she stayed on to become the M.P.A. Program Coordinator.

Adam Samhouri

Adam worked with several professional companies and educational institutions as a lead instructional designer and or as a project manager. Certified as a Project Management Professional (PMP®) with PMI and as HLP academic director with Regis University, Adam provides strategic, academic, eLearning, project management and consulting services to partner institutions.

Julia Sanders

Julia Sanders is a principal online instructional designer with eLearning Design & Services at Indiana University and works directly with OOE and faculty to design and build engaging online course environments.

Kayla Savage

Kayla Savage is responsible for managing UFM noncredit educational programs including course development and selection, securing teachers, producing class catalogs, distributing catalogs and promoting classes, registration, evaluation of classes and teachers. Kayla is very good at creating collaborations that benefit partner organizations and bring new opportunities to the community.

David Schejbal

Throughout his career, David's single focus has been on making higher education accessible, affordable, and flexible for working adults. As dean of

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UW-Extension Continuing Education, Outreach and E-Learning, David and his entrepreneurial team partner with all 26 campuses in the University of Wisconsin System to increase access to higher education.

David's vision for learning includes inventing ways to reach beyond traditional higher education to meet the needs of an increasingly diverse student spectrum. Because of this, University of Wisconsin-Extension has become a leading voice and driver of groundbreaking online programs such as University of Wisconsin Flexible Option, the first competency-based degree offered by a public university system; the University Learning Store, an alternative credentialing program that partners with other top universities; and innovative online degree and certificate programs offered in partnership with UW System campuses.

David received his Ph.D. in philosophy from the University of Connecticut. He serves on several boards and is a frequent keynote speaker and author of articles published in American Council on Education, Innovative Higher Education and Inside Higher Ed.

Ray Schroeder

Ray Schroeder is professor emeritus, associate vice chancellor for online learning at the University of Illinois Springfield (UIS) and Senior Fellow, Founding Director of the National Council for Online Education at the University Professional and Continuing Education Association (UPCEA). Each year, Schroeder publishes articles / book chapters and presents nationally on emerging topics in online and technology-enhanced learning. Ray's social media publications daily reach more than 12,000 professionals. Schroeder leads an online program with 25 graduate and undergraduate degrees and numerous certificates. He is the 2010 inaugural recipient of the A. Frank Mayadas Online Leadership Award, 2011 recipient of the University of Illinois Distinguished

Service Award, the United States Distance Learning Association Hall of Fame Award 2016, and the American Journal of Distance Education / University of Wisconsin Wedemeyer Excellence in Distance Education Award 2016.

Wayne Smutz

Wayne Smutz is dean of continuing education and UCLA extension at the University of California Los Angeles, a position he has held since October 2013. Prior to his current role, he was the executive director of the Penn State World Campus and associate vice president of academic outreach.

Dr. Smutz also is the founding dean of UCLA Global Online. This campus initiative is focused on establishing UCLA's presence as a global university with respect to its educational offerings. It will include both campus based graduate-level programs and UCLA Extension certificates when it launches in fall 2018.

Dr. Smutz is president of UPCEA and has served on its board for several years. He previously served on the boards of the Online Learning Consortium (formerly the Sloan Consortium) and the American Distance Education Consortium. He was a faculty member for the Institute for Emerging Leaders in Online Learning in 2011 and 2012. In 2011, he received the Sloan Consortium's John Bourne Award for Individual Achievement in Online Learning while in the same year Penn State's World Campus was awarded the Sloan Consortium's award for Institution Wide Excellence in Online Learning. In addition, he has received national and regional UPCEA programming and engagement awards.

A native Californian, he is a Phi Beta Kappa graduate with a B.A. in History from the University of California at Berkeley, and the recipient of an M.A. in political science, along with a Ph.D. in higher education, both from Penn State.

Michele St. Denis

Michele St. Denis has worked at Oakland University for seventeen years in multiple capacities, serving as manager of student accounts, manager of accounts payable, budget manager for finance and administration, and now the assistant dean for the School of Nursing. As assistant dean, Michele provides administrative support to the dean and School of Nursing in matters such as academic planning, budgeting, personnel, grants management, fiscal analysis, projects and statistical analysis. Michele received her B.A. in Economics from Oakland University.

Glenn Stevens

Glenn Stevens is the vice president of MICHauto and strategic development for the Detroit Regional Chamber. In this role, Stevens provides strategic direction to the MICHauto program in its efforts to promote, grow and retain Michigan's automotive industry. He also works with the Chamber's Detroit Regional Prosperity Campaign, focusing particularly on mid-market businesses, as part of regional economic development and fundraising efforts to drive investment in Detroit and Southeast Michigan.

Stevens has more than 25 years of experience across the automotive, steel, specialty chemicals and capital equipment industries. Prior to joining the Chamber, Stevens served as senior vice president of membership and sales with the original Equipment Suppliers Association, where he was responsible for membership growth and retention, strategic partnerships and automotive industry development with states across the country. He also held leadership position with Blue Water Automotive Systems, Kolene Corp. and National Steel Corp.

Chadwick Taylor

Chadwick Taylor is the director of sales and development at Fujikura Automotive America, LLC. He is an experienced professional with expertise in program management, business development, contract

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negotiation, market and competitive analysis, and financial analysis. Chadwick is accustomed to leading large cross-functional teams in order to accomplish a task or as a day-to-day responsibility. He successfully won several new business awards throughout career in electrical and electronic systems, and he has significant experience with resolving commercial issues.

Linda Teener

Linda Teener is the executive director of UFM Community Learning Center in Manhattan, KS. She oversees all aspects of this diverse organization, including educational programs, a lecture series, a community garden, and programs for specially targeted populations. Linda's specialty is creating programs to serve community and outreach needs.

Steve VandenAvond

Steve VandenAvond, Northern Michigan University's vice president for extended learning and community engagement, came to NMU from the University of Wisconsin-Green Bay where served as the associate provost for Outreach and Adult Access. Before that, he was a faculty member and administrator at Silver Lake College and Michigan Technological University.

Sarah VanWagoner

Sarah VanWagoner is the vice president corporate growth for Edcor, which is the nation's most experienced benefit outsourcing company specializing in tuition reimbursement administration and serving Top 500 Companies. Sarah has a proven record of driving business and development by utilizing comprehensive strategy, relationship development, marketing, and sales techniques to create new services and develop strategic relationships. Sarah has a history of leading major initiatives resulting in company growth, direction and profitability. She brings insight to each new challenge, producing creative, practical solutions.

Dawn Welch

Dawn Welch is the coordinator of faculty assessment for CMU office of Faculty Support and Assignment. In this role, Dawn supports adjunct faculty with formative assessment efforts and giving them "voice" in instructional quality evaluations. Both an administrator and instructor, she approaches her work with empathy and experience.

Kostas Yfantis

Kostas Yfantis serves as assistant director for Teaching and Learning

with Technology for the College of Liberal Arts & Sciences at Illinois. He oversees the college's online courses and programs and directs a team that provides support to faculty who design and teach online classes.

Stephanie Zadroga-Langlois

Stephanie Zadroga-Langlois is the director of continuing education and workforce development at Northern Michigan University. The department primarily cultivates partnerships with businesses and industries throughout the Upper Peninsula of Michigan and oversees a variety of skilled, professional and personal development training programs that are often customized to meet specific needs.

Prior to joining the university, Zadroga-Langlois spent more than a decade managing teams at corporate and state-funded entities that had direct impacts on workforce and economic development both regionally and nationally.

Stephanie, received her bachelor's and master's degrees, both in English, from Northern Michigan University where she also taught composition classes.

Wednesday, October 18 (Pre-Conference)

8:00 - 11:00 a.m. **Pre-Conference Open House: The Entrepreneurial Nuts-and-Bolts of Applied Leadership | Pontchartrain Room**
Breakfast Included for Pre-Conference Registrants

What does it take to work in a profit center in the middle of a public institution? It takes a combination of planning and project management, business savvy, creativity, entrepreneurship, persuasion, persistence, and above all, leadership. The Central Region Planning Committee, with support from the new Business and Operations Network, is pleased to provide this series of informative, practical, and hands-on workshops targeted for up and coming higher education leaders to use in developing new programming at their home institution.

Target Audience: Program Managers, Project Managers, Program Directors, Mid-Level Administration, and Coordinators

Attendees will be able to attend all or some of the sessions available. The open house setting is designed to accommodate travelers and their varying schedules. Presentations will begin at the top of each hour for easier event planning.

8:00 a.m. **Adjusting to the New Reality**
Dr. Steve VandenAvond, Robert Eslinger, and Stephanie Zadroga-Langlois – Northern Michigan University

Objectives

- Differential cost recovery approach to educational programming and determine the appropriateness of the model for their institutions.
- Apply budgeting and cash flow principals.
- Apply a methodology for assessing programmatic need to continuing education and academic programs at their colleges and universities.

9:00 a.m. **Strategic Budget Practices—The PCE Landscape, Increasing the Odds for Success, and Lessons to Learn**
Michele St. Denis – Oakland University
Teri Fuller – University College, University of Denver

Objectives

- Discuss how the unique vision of PCE units, in consideration with the financial landscape of higher education, sets the stage for strategy development and resource allocation.
- Describe the strategic nature of budget process and determine the right questions to ask.
- Identify how to establish a budget plan.

10:00 a.m. **Lessons Learned When Projects Go Sour: An Academic Perspective**
Dr. Kopp Miller – University College at the University of Toledo

Objectives

- Identify strategies for working with difficult faculty and staff while implementing new projects.
- Discuss positive outcomes of “failed” projects.
- Describe strategies to avoid unintended consequences for implementing new projects.

Wednesday, October 18

12:00 - 1:00p.m. **Welcome Lunch | Windsor A/B**

Bob Hansen, CEO – UPCEA

James Lentini, Senior Vice President for Academic Affairs and Provost – Oakland University

1:00 - 2:00p.m. **General Session I | Windsor A/B**

Entrepreneurship in Context – Beyond the Technical Aspects

Dr. David Schejbal, Dean, Continuing Education, Outreach and E-Learning – University of Wisconsin



Technically speaking, entrepreneurship is the process of building a business to make a profit, and much of what online, continuing, and professional higher education units do is just that.

There are a number of key components that go into being a successful higher education entrepreneur. The usual suspects include financial modeling, risk assessment and tolerance, market analysis, program development, and so on. However, success does not lie only in being good at the technical aspects of these processes. Rather, it is important to understand the broader context in which higher education operates – a context that fluctuates and changes due to national and global forces well outside of higher education. For instance, most online, continuing, and professional education leaders understand that the adult student market behaves counter-cyclically to the economy. When the economy is good, people go to work and don't go to school; when the economy is bad, people go to school to improve their chances of getting or keeping their jobs. However, the business market fluctuates with the economy, so businesses invest in training and personnel development during good economic times and jettison training when the economy goes south. Understanding this and other consequences of social, political, and economic fluctuations on higher education helps online, continuing, and professional education leaders adjust their entrepreneurial strategies to capitalize on market needs and maximize ROI. In this session, we will explore the process of successful higher education entrepreneurship within the large context in which we live and work.

2:00 - 2:30p.m. **Dessert with Exhibitors | First Floor Lobby / Windsor C**

2:30 - 3:20p.m. **Concurrent Session I**

Practical Campus and Community Engagement | *Summit A/B

Linda Teener, Executive Director, and Kayla Savage – UFM Community Learning Center, Kansas State University Global Campus

Community engagement and outreach are part of the mission of a land grant university. Kansas State University Global Campus has supported efforts to involve the Manhattan community and state through educational outreach for over 50 years. UFM Community Learning Center, the community outreach department in Global Campus, will celebrate its 50th anniversary in 2018, providing community education serving the campus and community through practical volunteer-driven programs and services. This presentation will review key principles of program and community development and discuss two projects that serve a community need and also serve the university through student service learning and faculty engagement. The two programs to be discussed have won regional and national awards for service to the community and to underserved populations. UFM's Teen Mentoring program serves high-risk teens in the local school district. KSU students serve as mentors. This is a structured after school program that provides informal support, discussion of key issues important to teen participants and opportunities for fun and recreation. Project EXCELL (Extending College Education for Lifelong Learning) provides enrichment and socialization to special needs adults in a college-like setting. Classes are held on Saturday mornings. KSU faculty advise the program and KSU students serve as mentors and classroom assistants. This past year, the program had 66 EXCELL students and over 100 KSU students volunteered during the semester to assist. This session will

*Indicates room is located on the 25th floor.

cover how these programs got their start, campus and community resources utilized, the service learning opportunities, expenses and funding for the programs.

This session is designed to allow participants to meet the following learning outcomes:

- Key strategies for program development.
- Review the importance of including campus and community partners in program planning efforts.
- Strategies for getting partners involved.

From Antiquated to Automated: How to Break Up with Excel and Still Get Engaged | Windsor C

Mitchell Farmer, Assistant Director, Campus Partner Programs – Office of Online Education, Indiana University

Kayla Miller, Associate Director, Online Recruitment – Office of Online Education, Indiana University

The Office of Online Education (OOE) engages in marketing and recruitment for all IU Online programs. Historically, all OOE prospect communications were manually generated and largely generic. Our Request for Information (FRI) form tied to a simple in-house database. OOE staff collated prospect lists and sent simple email responses through Outlook. With no ability to track the effectiveness of our prospect engagement, OOE was ready for a new solution. Leveraging our CRM (Salesforce), we piloted an automated communication flow for one multi-campus undergraduate degree program in March 2017. After technical analysis and significant stakeholder engagement, 110 programs were automated by the end of May 2017. The new process includes a Salesforce-linked web form that loads prospects directly into our CRM. From there, prospects are automatically loaded into an appropriate communication “journey” in Marketing Cloud based on their interest in a specific degree and campus they are likely to attend. This improved process has allowed us to reduce the timespan from initial web form submission to start of targeted messaging, automate prospect rosters and disseminate information, and increase the total number of engagements with prospective students. We can now ensure standard messaging and reinforce the IU Online brand for online programs offered across a multi-campus system. Using the power of analytics, we are reviewing open rates, click rates, and other metrics as we work to implement Phase II of our prospect communication plan. The goal is to move beyond patching an antiquated workflow and focus on building personalized relationships with online prospects.

This session is designed to allow participants to meet the following learning outcomes:

- How to evaluate current business process to identify areas for improvement.
- How to use analytics to improve communication strategies.

Changing the Tires on a Moving Car: Re-Inventing Online Course Design | Pontchartrain Room

Jeremy Bond, Interim Director of e-Learning and Adjunct Instructor – Central Michigan University

Online course design is not new at Central Michigan University – quite the opposite, in fact. We enjoy a long and successful history in online learning with hundreds of courses and many award winning programs as evidence. Despite this success, our course design practices were becoming increasingly challenged. Our existing model placed the instructional designer at the center of the process, as liaison to several other areas, contracting agent, project manager, and the metaphorical carrier of the water for all involved. Three full-time designers were able to contribute to the development of a few dozen new courses per year, and were quickly becoming overwhelmed. In the face of increasing demand, faculty push back, and aging paradigms, in a manner of speaking, something had to give. Dixon (2008) indicates that online course design is complex. Caplan (2004) suggests that course production requires concerted effort from many players. Discover how these principles were leveraged to transform a design process at the end of its rope to one, which acknowledges twenty-first century realities and has tripled capacity. Hixon, E. (2008). Team-based online course development: A case study of collaboration models. *Online Journal of Distance Learning*

SCHEDULE

UPCEA Central Region Conference
October 18 – 20, 2017 – Detroit, MI

Administration, 11(4), 8. Caplan, D. (2004). The development of online courses. In T. Anderson & F. Elloumi (Eds.), Theory and practice of online learning. Athabasca, AB, Canada: Athabasca University.

This session is designed to allow participants to meet the following learning outcomes:

- How to leverage team-based course development.
- Coordinating faculty to maximize peer-influence and motivation.
- Achieving more with the same resources through task alignment.

Developing a Faculty Training Model to Promote Leadership, Collaboration and Creativity in Competency-Based Education | *Summit C

Judee Richardson – University of Wisconsin-Extension

Developing competency-based education models in a traditional academic world requires creativity and solution-oriented leadership across a myriad of programmatic elements. At the University of Wisconsin-Extension, we are developing a sustainable, engaging, nimble training model for our faculty. Aimed at encouraging mentoring from within by identifying and engaging faculty leaders, it focuses upon continuous improvement and sustainable, standardized curricular development practices, the similarities between traditional and competency-based education, as well as the differences. During this session, attendees will learn about the journey of developing such a training model, including the very real push-and-pull of workload, tight budgetary times, and focus upon enrollments that public institutions of higher education are facing.

This session is designed to allow participants to meet the following learning outcomes:

- How faculty engaging and mentoring other faculty is extremely important.
- How fitting long-term continuous training into the broader, institutional context is as essential as it is challenging.
- Learn how a training program that may seem insurmountable can begin with just a few, dedicated people.

3:30 - 4:30p.m. **General Session II | Windsor A/B**

Next Generation Mobility – Impacts and Opportunities Panel

Glenn Stevens, Executive Director – MichAuto, Vice President – Automotive and Mobility Initiatives, Detroit Regional Chamber

Ray Schroeder, Founding Director – National Council for Online Education

Louay Chamra, Dean and Professor – School of Engineering and Computer Science, Oakland University

Chadwick Taylor, Director – Sales and Business Development, Fujikura Automotive America, LLC

Denise Quinnette, Vice President, Sales, Product Management and Strategy-Automotive – TE Connectivity

A panel discussion will address issues of autonomous ability and the integration of next generation mobility into society. The panel will address how autonomous vehicles will affect our lives, and the social and economic impacts involved. What are the benefits, opportunities, and unintended consequences of driverless cars? What are the implications for higher education? What is the timeframe for this new technological phenomenon and how can we plan for it?

4:40 - 5:30p.m. **Concurrent Session II**

Educational Access in Rural Communities | *Summit A/B

Steve VandenAvond, Vice President for Extended Learning and Community Engagement – Northern Michigan University

Affordable educational high-speed broadband internet access is critical to address the serious “homework gap” of many rural students whose access is severely limited due to geographical and financial barriers. The Educational Access Network (EAN) is a first-of-its kind educational system designed to provide affordable,

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rigorous online educational access to rural communities. The EAN is designed not only to provide flexibility and access to degree-seeking students, but to provide opportunities for professional and personal development opportunities and improve public health and economic development. The presentation will outline local, regional, and national collaborations that were necessary to implement the EAN, the intended outcomes on rural communities, and the assessment plan for measuring its impact. The changing landscape of higher and continuing education, the use of technology to gap the digital divide in rural communities, and the inherent obligation of colleges and universities to provide equal access will also be discussed.

This session is designed to allow participants to meet the following learning outcomes:

- Appreciation for the importance of educational broadband for students across the lifespan.
- Recognition of the digital divide between residents of rural communities and those who live in urban settings.
- Understanding of the inherent responsibility of colleges and universities to provide equal access to all students.

Student-Centered Policies for Online Courses | Windsor C

Kostas Yfantis, Assistant Director for Teaching and Learning with Technology for the College of Liberal Arts and Sciences – University of Illinois at Urbana-Champaign

LAS Online is a program of the College of Liberal Arts and Sciences, the largest academic unit at the University of Illinois at Urbana-Champaign. Founded almost a decade ago, today it offers over 150 online courses some of which are offered as standalone and a substantial number as part of a set of fully online degree programs. In the last two years, the program's leadership among other initiatives is using past success as the foundation and contemporary challenges as the springboard to craft new policies that promote academic integrity, course quality, student feedback, financial sustainability as well as the development of new classes and programs. One example of these new policies that was implemented in 2016 with the goal of encouraging academic integrity is asking instructors to verify the identity of online students for a minimum percentage of the overall course grade. This policy applies for new development grandfathering existing courses until their renewals. The policy was welcomed by some faculty, questioned by others and is in the process of being adopted by several of the program's courses. In this presentation we will discuss the impetus behind this and other policies that were either implemented or are under consideration as well as the benefits for students and faculty and the challenges in conceiving and applying them. Furthermore, we will illuminate the steps that are taken to seek buy in from faculty, communicate, implement and improve the policies and illustrate how they can enhance the student's learning experience.

This session is designed to allow participants to meet the following learning outcomes:

- Strategies for collaborating with faculty and students as well as academic leaders to craft policies for online students.
- How to incentivize faculty and academic units to participate in the formulation and adoption of policies.
- Practical tip and real examples of implementing policies.

Leveraging Partnerships and Entrepreneurial Thinking to Maximize Program Success | Pontchartrain Room

Suzanne Rossi – Oakland University

Tasked with creating a nonprofit management leadership training program for community members regardless of their educational preparation required us to develop entrepreneurial thinking. Project management of this initiative required active interactions with local nonprofit leaders, market research into what was already offered locally, and the creation of strong partnerships to gain community awareness and drive enrollment. After the initial R&D period, we concluded that Southeast Michigan has a strong need for a local center for nonprofit management training. To create a start-up program, we followed existing curricular guidelines published by Nonprofit Academic Centers Council and negotiated an agreement with our nonprofit research faculty member to create a plug and play curriculum of lecture notes and PPT presentations for each class period. During the year that the curriculum was being written, we worked existing partnerships to build excitement, find local

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nonprofit leaders as instructors for the classes, engaged with the local Pontiac Nonprofit and Neighborhoods initiative, and created partnerships with professional organizations whose members might become students. This is the heart of the session in which I will detail the importance of each of the start-up initiatives that all worked together to contribute to our success. In fall semester 2016, we started our 6 class Nonprofit Management Certificate program and never had a single month in the red. Beginning with 7 students in November, we encouraged students to join at any new class. There are now 14 students in the program and we have just completed our first cohort.

This session is designated to allow participants to meet the following learning outcomes:

- How to work outside the university with community partners.
- Where to cook for corporate sponsors/promoters.

**Developing Faculty Teaching Presence using the Community of Inquiry Framework |
*Summit C**

Shaun Moore, Director of e-Learning – Oakland University

The retention rates for online programs is lower than traditional face-to-face programs. With some online programs having dangerously high dropout rates, as high as 94 percent (Simmons, 2014), there is a clear need for improving the online learning environment. With the overwhelming expansion of online classes and programs, it is vitally important to identify quality teaching practices, and how online learning departments can successfully train faculty to teach online. This session will present the results of a research study that looked at how an American Midwest College trains faculty to develop methods of teaching presence in order to create quality online courses. This study analyzed and evaluated one faculty's online course training program to find evidence of best practices for faculty development. The findings will be interpreted through the lens of the Community of Inquiry framework, specifically showcasing evidence of the three indicators of teaching presence as defined by Anderson et al. (2001): design and administration, facilitating discourse, and direct instruction.

This session is designed to allow participants to meet the following learning outcomes:

- Online learning departments and how they train faculty.
- The administration looking to improve student satisfaction and retention in online classes.
- Faculty teaching the classes, and ultimately for the students taking the classes.

5:45 - 7:00p.m. **Opening Reception | *Top of the Pontch**

Thursday, October 19

7:30 - 8:30a.m. **Breakfast | Windsor A/B**

8:30 - 9:00a.m. **UPCEA Central Regional Annual Update | Windsor A/B**

9:00 - 10:00a.m. **General Session III | Windsor A/B**

Evolving Ecosystems and the Impact on the Economy, Education and the Regional Workforce

Jim Fong, Founding Director – UPCEA Center for Research and Strategy



In just the past year, momentum has shifted more rapidly than expected in a number of sectors and industries, which may dramatically impact related economies and ultimately higher education. Economies and industries are likely to be disrupted and workers shifted to new industries and growth areas. New demographics of power will come into place, which could place more support on new modes of learning such as badging and alternative credentialing. The UPCEA Center for Research and Strategy will show what it believes to be major changes on the horizon based on employer interviews, surveys of Millennials and Generation Z, occupational forecasts and scans of company and news sources.

10:00 - 10:30a.m. **Break with Exhibitors | First Floor Lobby / Windsor C**

10:30 - 11:30a.m. **General Session IV | Windsor A/B**

Innovating the Unknown: Is Higher Education Up to the Challenge of Educating the Future Workforce?

Introduction by Bob Hansen and Wayne Smutz followed by workforce panel discussion



The universe of alternative credentials, business, industry, and changing demographics suggest the demand for traditional four year degrees will remain flat or decline, while alternative credentials will increase. Suppliers of alternative credentialing can come from a number of places, but will higher education keep place? This presentation will showcase essential elements of the alternative credential landscape, including foundation support, advocacy for badging and micro-credentialing, institutional responses, and benchmarking data which defines the emerging trends in alternative credentials.



After setting the alternative credential stage, a panel of workforce experts from a variety of small, medium and large businesses and industries will engage, discuss and provide feedback about their current hiring challenges/workforce, impressions of entry-level graduates, workforce retention, and the importance of professional development for the current workforce.

We hope to engage the audience to answer some probing questions: What is their workforce vision? How can higher education support that vision? How might alternative credentialing help them?

What we know is that for alternative credentialing to be most effective, employers need to be fully engaged with higher education to help define, implement, and evaluate this concept.

Workforce Development Discussion Panel



Laura Byars, Vice President of Human Performance – Blue Cross Blue Shield of Michigan



Sarah VanWagoner, Vice President Growth – Edcor

Matt Karandja, Vice President of Sales – LHP Engineering Solutions



11:30 – 11:40p.m. **Break**

11:40 - 12:30p.m. **Concurrent Sessions III**

Project Management Approach to Online Course Development | *Summit A/B

Adam Samhouri, Academic Director – Higher Learning Partners, Regis University

Institutions have utilized various models in course design and development. During this session, Adam Samhouri will exam the merit of the different models. Discussion will focus on a best practice using the collaborative approach; the whats, whos, whens, and how much.

This session is designed to allow participants to meet the following learning outcomes:

- How to outline high level “Work Break Structure” for developing an online course.
- Identify needed resources.
- Create a high level schedule and budget.

The Art of Online Advising: Engaging and Retaining Distance Students | Windsor C

Ashley Blake, Academic Advisor – Kansas State University Global Campus

As the virtual realm of higher education increases, the age demographic broadens. Consequently, whether an online student is 18 or 81, comfortable with the latest technology or not, they tend to share the same feelings of angst in launching (or re-launching) their collegiate experience. Academic Advisors are here to help! Finding effective ways to build a trusted rapport with online students can be challenging, but it is certainly possible. In fact, students report that it is quite necessary. This session focuses on the art of advising distance students: how to convey the tone you want students to “hear” in form of an email, how to address students’ feelings of apprehension, tips on building a trusted rapport and ways to foster a sense of belonging in an online environment. Participants will learn practical ways to enhance their individual and mass communications to students, and leave this session with tangible examples to implement targeted campaigns and increase retention.

This session is designed to allow participants to meet the following learning outcomes:

- Discuss roadblocks and strategies to efficient online advising.
- Think critically about current communication practices in advising online students.
- Learn strategies to convey a personal tone in individual and mass messages.
- Explore ways to engage online students.
- Discover new retention initiatives by implementing targeted campaigns.

Adding Value: Data Driven Decision Making | Pontchartrain Room

Terrie Nagel, Assistant Director of Research – University of Missouri

How can institutions that offer online or continuing education programs address the needs of students, potential students in the workforce seeking advancement or a career change, and employers? The University of Missouri has invested several million dollars since 2013 in new programs, as a request for proposal (RFP) process with MU's schools and colleges has resulted in nearly 30 new online program offerings. To assist academic units, the research unit at Mizzou Online has begun adding value for students and academic partners by producing market research and other reports upon request. This information is invaluable as it helps the academic unit determine whether an online program is viable prior to completing the RFP, or how to enhance an online program to improve career pathways and other outcomes for students. These reports provide information about online competitors, market demand, desired competencies and specialized skills, job titles, top employers and hiring region, historical changes in degrees conferred and employment in top occupations, relative growth of selected occupations, future projections, and salary levels. Mizzou Online is also beginning to utilize predictive modeling to forecast growth and give insights to aid in decision making.

This session is designed to allow participants to meet the following learning outcomes:

- Using competitor and labor market information when making new program decisions.
- Program evaluation in terms of labor market demand.
- Curricular assessment in terms of workforce requirements.
- Conducting skills gap analysis and predicted growth reviews.
- Building, interpreting, and using models for use in educational and market research as well as forecasting.

Not Only a Veteran: An Analysis of Online Veteran Student Subpopulations and the Implications for Student Services and Academic Support | *Summit C

Mitchell Farmer, Assistant Director – Office of Online Education, Indiana University

Rebecca Deasy, Data Analyst – Office of Online Education, Indiana University

In the summer of 2016, IU Online launched a collaborative partnership model for student services. The focus in the first year of the partnership model was to set up services that would support the general online student population. Moving into year two, existing partnerships will be to tailor services to different student population. Additionally, OOE expects to establish new partnerships for services specifically designed to support particular student subpopulations -- including student veterans. As part of that effort, OOE began to examine the online student population by traits including: age, gender, ethnicity, first generation, homeschool, and veteran/active duty. This presentation will apply the "veteran" indicator as a top-level filter and then look at the attributes and performance of subpopulations within the student veteran community. As much as possible, these veteran subpopulations will be compared against the non-veteran subpopulations of the same type as well as the larger online student population. OOE can also explore variations by campus types, from a national flagship institution, to a research intensive urban campus, to smaller teaching-focused regional campuses. The presentation will conclude with a discussion of how these data will inform future development of student services and academic support for online students veterans as well as how it might enable us to better integrate student veterans into existing campus services targeted toward diverse student subpopulations.

This session is designed to allow participants to meet the following learned outcomes:

- How to use data to identify military connected students and to identify military connected student subpopulations.
- How to compare military connected student performance against a general population.
- Strategies for supporting military connect students more holistically.

12:30 - 2:00p.m. **Lunch with UPCEA President Wayne Smutz & Awards Recognition | Windsor A/B**

2:00 - 2:45p.m. **Dessert and Break with Exhibitors | First Floor Lobby / Windsor C**

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SCHEDULE

UPCEA Central Region Conference
October 18 – 20, 2017 – Detroit, MI

2:45 - 4:00p.m.

General Session V | Windsor A/B



A Revelation at Hand: Demography, Democracy and Discourse in Higher Education and Society | Windsor A/B

John C. Burkhardt, Director – National Center for Institutional Diversity

There is change. Then there are the culminating effects of long term patterns paired with catalyzing events that combine to bring about a fundamental shift in how we view the world. Higher education can be especially sensitive to and is even often at the leading jagged edge of these changes, sensing them long before it is itself changed by them.

Through the observational sciences the academy monitors and reports on innumerable reverberations that may be precursors of change but appears to be unaffected itself by what it studies. When the scales tip, however, structures, cultures and values can slide away with astonishing speed and dramatic implications.

We may be approaching such an epochal moment in higher education and society. Over the course of less than one generation, what was public is now private, what was meritorious is suspect, what was different is increasingly common and what was distant is now immediately upon us. As educators we are left to determine whether it is our role to simply describe and analyze what is going on without prejudice, or if we should associate it with meaning, predict its implications and prepare society for what is about to unfold.

If you were to suspect that a great judgment was at hand, what would you do? If you believe that transformation is long overdue, how would you prepare?

4:15 - 5:15p.m.

Detroit Historical Tour | First Floor Lobby

5:30 - 7:00p.m.

Oakland University Social | *Top of the Pontch

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Friday, October 20**

**Fall Colors Finale! Represent your institution by wearing college/university/company colors and attire as we close out the conference.

7:30 - 8:30a.m. **Breakfast | Windsor A/B**

8:00 - 9:00a.m. **General Session VI | Windsor A/B**



Enhancing Engagement with Gameful Learning | Windsor A/B

Barry Fishman, Director – Undergraduate Bachelor of Science in Information Program, University of Michigan

How do we get learners to be deeply engaged with subject matter? To explore and take risks? And most importantly, to be resilient in the face of challenges? This talk introduces gameful learning, an approach that borrows from the design of successful games to create learning environments that promote a sense of autonomy, competence, and belonging among students. Gameful approaches work for all learners, in any content area. Gameful learning can be applied to individual courses, or entire programs of study. The approach

helps high achievers focus on learning instead of grade, and struggling students can chart their own path to success.

9:00 - 10:00a.m. **Break**

9:10 - 10:00a.m. **Concurrent Session IV**

We Planned an Orientation but Built a Shopping Cart: Transforming Orientation into a Customizable Student Resource | *Summit A/B

Mitchell Farmer, Assistant Director, Campus Partner Programs – Office of Online Education, Indiana University

Alison Bell, Director, Degree Completion Office – Indiana University / Purdue University Indianapolis

Julia Sanders, Principal Online Instructional Designer – eLearning Design and Services, Indiana University

By moving away from a static, more linear, orientation of pre-programmed modules, IU's online student onboarding becomes a flexible experience by allowing students to select resources relevant to them at a particular point in time. Information about services and support can be difficult for students to track down - especially from off campus. Imagine an online student scouring a university's numerous websites while trying to determine if online writing support is available, or whether the student is eligible to take part in a study abroad experience. IU's online onboarding site is housed in the university's learning management system, thus providing not only an introduction to the LMS but also a one-stop hub for resources, information, and actual human support for students. Success coaches invite students to the onboarding portal within two weeks of admission and then make regular contact with new online students to assist with the transition back to college and/or to online classes. The coaches serve as conduits between students and other university service providers—including academic advisors and faculty members—to ensure students receive individualized support regardless of their ability to access a physical IU campus. Each coach is assigned a prescribed number of programs and students, and follows detailed communication and support plans based on best practices for support online student success. With the support of their coach, students identify their purpose for earning a college degree and establish a development plan focused on future goals, including how to leverage university resources to meet those goals.

This session is designed to allow participants to meet the following learning outcomes:

- How to approach onboarding new online students.
- How to use data to improve instructional design.

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- How to leverage an LMS to create a just in time student resource.

Global Educational Leadership: Effective Strategies and Models | Windsor C

Anne Donato, Program Director – Galileo-Saudi Arabia Educational Leadership Immersion Program at Oakland University

Dr. Suzanne Klein, Assistant Professor – Department of Organizational Leadership, Oakland University Director – Galileo Institute for Teacher Leadership, Oakland University Co-Director – School Immersion in the Saudi Arabia Leadership Program, Oakland University

Strong educational leadership is at the heart of every successful school. Various models and strategies may be followed within various educational systems, yet they all point back to forming expanding exemplary frameworks. Such frameworks allow teacher leaders to inspire and influence future generations. This is the goal of the Galileo-Saudi Arabia Educational Leadership Immersion Program at Oakland University. In collaboration with the Saudi Arabian Ministry of Education, the Galileo-Saudi Arabia Educational Leadership Program seeks to train, educate and model strong leadership strategies that will transcend American school application to bring about lasting change and, ultimately, educational transformation. In our work within the program, we have learned many valuable strategies which enhance our educational leadership approaches towards an international base. Sensitivity to cultural paradigms form the foundation of all that we do. As we build capacity and efficacy for our teacher leaders through a shared leadership model, we develop theory to practice strategies. Such strategies will lead to personal commitments to be implemented in transforming their educational delivery models when returning to their home country. The Galileo-Saudi Arabia Leadership Program is committed to creating a strong educational leadership identity that moves across genders, and, ultimately, across oceans. We believe that when we build capacity in our global educational colleagues, we are building it in ourselves.

This session is designed to allow participants to meet the following learning outcomes:

- Educational leadership strategies which are culturally sensitive to international students.
- Specific approaches which will provide an understanding of developing an effective inquiry model.
- Learn the importance of mentoring circles to a global education model.

Linking Online Students to the Major: Building Belong to Promote Student Success | Pontchartrain Room

Mary Emery, Social Department Head – South Dakota State University

Carey Kilmer, Assistant Director – Continuing Education at South Dakota State University

How can we engage online students in the major? Research clearly indicates the importance for students of developing meaningful connections to faculty, yet for online learners, the department and faculty often remain faceless and distant. Data also indicate that students who don't feel a sense of belonging are often at-risk for withdrawing from school, but how can they 'belong' from a distance? We are implementing several strategies intended to generate a sense of belonging for our online students. Our current strategies include: sending a welcome letter from the Department, using a variety of online and social media tools to connect to students, piloting student-focused video, and the development of a majors' map that identifies specific strategies online students can implement to get more value from their major. In this session we will provide an overview of our recent work to connect our online students in their major, and how we believe they will promote student success. Throughout the session we will invite the audience to share their best practices in creating a sense of belonging for online students and for linking students to their major program and the faculty who teach in that program.

This session is designed to allow participants to meet the following learning outcomes:

- What the research and data indicates regarding the need for meaningful connections to student persistence and completion.
- Strategies we have and are implementing for connecting online students with the major, faculty, and department.

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SET and the Adjunct: Valuing Both Students and Instructors in Evaluations of Teaching | *Summit C

Stephanie Bechtel, Director of Faculty Support and Assignment – Academic Development, Central Michigan University

Dawn Welch, Faculty Assessment Coordinator – Office of Faculty Support and Assignment, Central Michigan University

Despite wide-spread criticism, student evaluations of teaching (SETs) remain the primary tool for assessing college and university instructional quality. This is especially true for adjunct, or contingent, faculty teaching in online and distance programs. Adjunct faculty are often reviewed for continued employment based on limited performance data and subject to administrators' quick assumptions from SET results. Academic administrators are also limited in their ability to review faculty comprehensively and efficiently. Our session will address one model of using this contentious aspect of university life as a meaningful point of engagement with all faculty around instructional support, student expectations, and continued personal growth. Through a transparent process of soliciting, documenting, and sharing faculty feedback on their SET results, we have made considerable strides in building relationships between faculty and their academic departments, for the benefit of students. In this interactive session, we'll discuss ongoing research on the SET results of adjunct faculty teaching in both online and distance programs; provide an overview of our institution's unique online survey system and processes; and address how we, as academic administrators and adjunct faculty advocates, use SET results to inform training, development, and performance evaluations. In addition, we'll engage participants in identifying their own challenges with instructional quality assurance and provide simple action steps for implementation.

This session is designed to allow participants to meet the following learning outcomes:

- Common SETs challenges/concerns.
- Walk-away action steps for addressing these challenges.

10:00 - 10:10a.m. **Break**

10:10 - 11:10a.m. **General Session VII | Windsor A/B**

Distance Learning Solutions for Ensuring Talent Generation in Middle America



Daniel J. Hurley, CEO
Michigan Association of State Universities

Robert Murphy, Director of University Relations and Policy – Michigan Association of State Universities



Participate in a lively discussion on strategies for addressing the most challenging dynamics affecting institutional extended learning programs. This session will use group discussions to focus on solutions that help distance learning professionals meet state and provincial talent goals in an era of turbulent change. Areas of focused discussion and problem solving are as follows:

- Increasing completion in online post-secondary marketplace
- Labor market demands and forecasts
- Changing financial model of distance education (state funding, cost pressures)
- Alternative credentialing, external expectations and validation of alternative credentials
- Demographic trends

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SCHEDULE

UPCEA Central Region Conference
October 18 – 20, 2017 – Detroit, MI

- Occupational, industrial and economic disruption caused by automation and digital technologies

11:10 - 11:30a.m. **Send-Off | Windsor A/B**

Bob Hansen, CEO – UPCEA

*Lori Crose, Director – Professional and Continuing Education, Oakland University
Central Region Chair – UPCEA*

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