



UPCEA

Central Region Conference

September 26-28, 2018

Marriott St. Louis Grand
St. Louis, Missouri



Schedule-at-a-Glance

Tuesday, September 25

5:30 p.m. Executive and Planning Committee Meeting | Pershing
Dinner | *Sugarfire Smoke House* - All Welcome

Wednesday, September 26 – Pre-Conference

8:30 a.m. UPCEA Emerging Leaders Regional Program
Pre-Conference: Individual and Organizational Excellence in Higher Education

Wednesday, September 26 – Conference

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| 12:00 p.m. Welcome Lunch | 4:00 p.m. Dessert with Exhibitors |
| 1:00 p.m. General Session I (<i>Kevin McDonald</i>) | 4:30 p.m. General Session II (<i>Jim Fong</i>) |
| 2:10 p.m. Concurrent Session I | 5:45 p.m. Opening Reception |
| 3:10 p.m. Concurrent Session II | |

Thursday, September 27 – Conference

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| 7:30 a.m. Breakfast | 11:10 a.m. Concurrent Session III |
| 7:45 a.m. UPCEA Central Region Annual Update (All Attendees Welcome) | 12:00 p.m. Lunch and Awards Recognition |
| 8:30 a.m. John Christopher Leadership Award Presentation | 1:30 p.m. Dessert with Exhibitors |
| 8:40 a.m. General Session III (<i>Panel</i>) | 2:00 p.m. General Session V (<i>Panel</i>) |
| 9:40 a.m. Break with Exhibitors | 3:30 p.m. Museum at the Gateway Arch Tour |
| 10:00 a.m. General Session IV (<i>Michele Spry</i>) | 5:30 p.m. Washington University Reception |

Friday, September 28 – Conference*

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| 7:30 a.m. Breakfast | 11:30 a.m. UPCEA Emerging Leaders Regional Program Capstone Session: Recapping the Program & Next Steps |
| 8:00 a.m. Concurrent Session IV | |
| 9:00 a.m. Concurrent Session V | |
| 10:00 a.m. General Session VI (<i>Karen Pedersen</i>) | *School Colors Finale! Represent your institution by wearing college/university/campus colors and attire as we close out the conference. |
| 11:00 a.m. Closing | |

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Nelson Baker

Dr. Nelson Baker, dean of Professional Education at the Georgia Institute of Technology and associate professor in the university's School of Civil and Environmental Engineering, leads a multifaceted operation at Georgia Tech Professional Education. The division is comprised of the Global Learning Center, Georgia Tech-Savannah, the Language Institute, and an extensive program of professional education courses in science, technology, engineering, and math, with online professional master's degrees, as well as an array of distance learning courses, both credit and noncredit.

Baker particularly seeks to create and assess ways in which technology impacts the learning of engineering students. His award-winning work has generated projects such as multi-lingual web-based intelligent simulations for problem solving; intelligent tutors; student models; an online faculty assistant tool for creating course objectives; and a variety of technology-based assessments and virtual reality interfaces for education. In addition to his role as dean, Baker serves as the U.S. principal investigator for a FIPSE Atlantis programme grant (P116J090074), an international activity exploring quality management and benchmarking of continuing engineering education programs; and also as a co-principal investigator on a five-year NASA project, Electronic Professional Development Network (ePDN), which develops and delivers STEM content to high school teachers.

In February 2012, Baker was appointed by Chancellor Huckaby to serve on the University System of Georgia's (USG) Distance Education Task Force to create a framework to better coordinate and guide the future use of distance education for the 35 colleges and universities within the USG system. He currently serves as the President of the International Association for Continuing Engineering Education, and is past-chair of the Georgia Board of Regents Administrative Committee on Public Service and Continuing Education. Baker is a board member for the

University Professional and Continuing Education Association, and is an active member of ASEE and ASCE.

Rob Dixon

Rob Dixon is the Director of the Missouri Department of Economic Development. Before becoming director, Rob served as the President/CEO of the Missouri Community College Association. MCCA is a membership organization for Missouri's community colleges, providing government advocacy, networking, and education resources for its members. It is the largest higher education association in the state, with approximately 2,000 members.

Rob also served in multiple leadership roles at the Springfield Area Chamber of Commerce. His overall responsibilities included leadership and management of staff and programs in economic and workforce development, public affairs, local government policy, communications, community development, and strategic planning. Prior to that, he was the Executive Director of the Hollister Area of Chamber of Commerce.

Rob joined the U.S. Marine Corps after high school, where he served as an intelligence analyst in Afghanistan and Pakistan immediately after the 9/11 terrorist attacks. He was recognized for leadership and performance as a U.S. Marine. Rob received an honorable discharge as a sergeant after five years in the Marine Corps.

Rob has a Master of Public Administration degree from Missouri State University, a Bachelor of Arts in Political Science from the University of Missouri – St. Louis, and an Associate of Arts in Political Science from St. Charles Community College.

Rob is a native Missourian. He is married to Melanie Dixon, and they have one son, Eddie.

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, Mr. Fong 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. Mr. Fong 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., an M.S. in Applied Statistics and a B.S. in Mathematics, all from The University of Vermont. In 2004, UPCEA awarded him 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.

Ralph A. Gigliotti

Dr. Gigliotti is Assistant Director for Leadership Programs of the Center for Organizational Development & Leadership at Rutgers University, where he oversees a number of faculty and staff leadership development initiatives and leads several research projects related to leadership and communication in higher education. He serves as the co-director of the Rutgers Leadership Academy, co-director of the Distinction in Leadership in Academic Healthcare Program, and part-time lecturer in the Department of Communication. His research interests explore the intersection of

organizational communication, leadership, and crisis communication, particularly in the context of higher education. Ralph's research appears in numerous books and journals, including the *Journal of Leadership and Organizational Studies*, *Journal of Applied Research in Higher Education*, *Journal of Leadership Education*, and *Atlantic Journal of Communication*. Ralph is also the co-author of *A Guide for Leaders in Higher Education: Core Concepts, Competencies, and Tools* (Stylus Publishing, 2017) and the forthcoming *Leadership: The Dynamics of Communication and Social Influence in Personal and Professional Settings* (Kendall Hunt Publishing).

Bob Hansen

Dr. Robert J. Hansen was named Chief Executive Officer of the University Professional & 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 Summit for Online Leadership and Administration, the Online Leadership Roundtable for chief online learning officers, and the UPCEA Hallmarks 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 & Secretary of the Corporation, and then as founding Executive Director of Orland Park Campus & 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, an M.A. in English Language and Literature from the University of Michigan, and a Ph.D. in English from the University of Notre Dame.

Andrew Hathaway

Andrew Hathaway has been a Student Support Specialist and Researcher for Mizzou Online at the University of Missouri in Columbia since the summer of 2017. He earned a bachelor's degree in Psychology from the University of Illinois at Springfield and a master's degree in Quantitative Psychology from the University of Missouri. Andrew studied behavioral economics and research methods, and he worked in the Medical Decisions Research Lab within the Department of Psychological Sciences at the University of Missouri. He currently uses his knowledge and experience supporting online students and the research team at Mizzou Online.

Amy Claire Heitzman

Dr. Heitzman is the Deputy Chief Executive Officer and Chief Learning Officer for UPCEA. With degrees in art history from the University of Michigan and the University of Chicago, Amy began her career in museum education, developing programs and training museum educators at various university art museums, as well as the Art Institute of Chicago and the Dallas Museum of Art. In 2002, after having served as Education Director for the Meadows Museum on the campus of Southern Methodist University, her interest in adult learners led her to the directorship of SMU's Continuing Education unit. As Executive Director of Continuing and Professional Education, Amy directed a new strategic vision for the unit, effectively doubling the number of programs offered and students served, increasing the university's capacity to more deeply engage with its community. While at SMU, Amy served in various leadership roles

including board membership in the SMU Staff Association and the Hegi Family Career Center as well as an appointed member for the Presidential Council for Community Engagement and the Faculty and Staff Committee of the Second Century Capital Campaign. It was during her time at SMU that she earned graduate certificates in marketing and nonprofit leadership, as well as the M.Ed. Amy earned her doctorate in Higher Education Administration at The University of Texas at Austin in 2014, and her dissertation focused on female student veterans in higher education. Amy writes and presents on examinations of nontraditional learners, the experiences of student veterans—particularly those of female student veterans, as well as comparative studies of international higher education systems. Amy has been active with various professional organizations throughout her career, including the Executive Committee of the UPCEA Board of Directors; serving as a member of the InsideTrack National Advisory Board, the George W. Bush Institute's Military Service Institute Education and Training Task Force, and the Higher Education Advisory Group of the Credential Engine; and serving as a reviewer for the Chief Learning Officer LearningElite program, the Student Veterans of America National Conference, and the Association for the Study of Higher Education Annual Conference.

Mardy L. Leathers

Mardy Leathers was appointed to serve as the Director of the Missouri Division of Workforce Development in October 2017. Prior to becoming the Director of Workforce Development, he most recently served as Executive Director of the Center for Workforce Development at East Central College in Union, Missouri. There, he played a key role in developing the statewide Community College Workforce Development Network and oversaw the college's business and industry training efforts, community education, healthcare career certification and

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WIOA programs. Mardy Leathers is a former County Clerk of Crawford County Missouri, a former local economic developer and entrepreneur, and holds a BS from Southeast Missouri State University, an MBA from William Woods University, and is a Doctor of Management candidate with Webster University.

Kevin McDonald

Kevin McDonald, JD, EdD, is the University of Missouri System's Chief Diversity, Equity, and Inclusion officer, and the University of Missouri's Vice Chancellor for Inclusion, Diversity, and Equity. He joined both organizations after serving as vice president and associate provost for diversity and inclusion at Rochester Institute of Technology (RIT).

As a diversity and inclusion professional, McDonald has developed a significant track record of transformational contributions toward organizational equity, diversity, and inclusion goals. His efforts revolve around inextricably binding organizational pursuits of excellence with diversity and inclusion efforts. From access and success, to education and scholarship and institutional infrastructures, Dr. McDonald has worked collaboratively to create initiatives that positively impact policies, practices, and processes.

Prior to RIT, he held positions at several other universities, including as vice president for equity and inclusion at Virginia Tech, as associate director for compliance and conflict resolution at Johns Hopkins University, and as campus compliance officer at the University of Maryland, College Park. Prior to his work in higher education, McDonald worked for the U.S. Department of Justice and for Network Solutions, Inc.

McDonald holds a law degree from The Ohio State University and a doctoral degree in higher education leadership from the University of Rochester. He received his

undergraduate degree in psychology from Andrews University in Berrien Springs, Mich.

Joel McNutt

Joel McNutt is the Industry Partnership Specialist for Mizzou Online with the University of Missouri. In this role, Joel helps Mizzou Online market their for-credit online degree programs and certificates to business and industry around Missouri and the U.S. Prior to joining the University, Joel spent most of his professional career practicing economic development for the State of Missouri and the Central MO Region. Joel's professional history also includes private sector experience in the fields of healthcare, banking, and information technology.

Joel holds a Bachelor of Science in Economics from University of Central Missouri, and a Master of Business from William Woods University. Joel is married to Melissa McNutt, together they have two children.

Zora Mulligan

Zora Mulligan was appointed Commissioner of Higher Education by the Coordinating Board for Higher Education in August 2016. She is responsible for leading the Missouri Department of Higher Education. She previously served as chief of staff for the University of Missouri System, executive director of the Missouri Community College Association, assistant commissioner and general counsel for the Missouri Department of Higher Education, and assistant attorney general for the Missouri Attorney General's Office.

A native of West Plains, Missouri, Mulligan holds bachelor's degrees in political science and psychology from Drury College and a master's degree in education and juris doctor from the University of Kansas.

Terrie Nagel

Dr. Terrie Nagel is the Assistant Director of Research for Mizzou Online at the University of Missouri. She has worked for Mizzou Online for over 20

years in various roles. She has also been involved in UPCEA at the regional and national levels for 14 years. In 2016, she received her Doctorate in Educational Research Methods and Analysis from the University of Missouri, where she also earned a Master's degree in Educational Psychology.

Karen Pedersen

Following a national search, Karen L. Pedersen joined Kansas State University as the dean of K-State Global Campus in February 2018.

Before joining K-State, Pedersen was the chief knowledge officer for the Online Learning Consortium, leading thought leader initiatives related to learning innovation, quality enhancement, community engagement, leadership development, institutional transformation and policy advocacy.

Throughout her career in senior leadership positions at both public and private higher education institutions, Pedersen has led award-winning off-campus and online learning units focused on engaging cross-institutional academic operations while pursuing enrollment growth and learner success outcomes.

Highlights from her career include launching more than 25 innovative online degree programs and numerous certificates, serving on the launch team for a competency-based education initiative, securing a \$2.5 million Bill & Melinda Gates Foundation grant for supporting underserved students, leading a systemwide enrollment management transformation, and expanding academic partnerships with military branches and small businesses, corporations, community and technical colleges, as well as with international universities in Brazil, Hong Kong, Indonesia, Malaysia and Singapore.

Pedersen is a frequent speaker on the topics of online learning, quality and excellence, military education

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programs, enrollment management and adult learner success. She has presented at many education conferences, including the Council for College and Military Educators, Department of Defense Education Symposium, Educause, IMS Global, National Institute for Staff and Organizational Development, Online Learning Consortium, the Commission on Colleges of the Southern Association of Colleges and Schools, and WCET, the Western Interstate Commission for Higher Education. She has served as an invited international speaker, met with congressional leaders advocating on behalf of adult learners, and has published practitioner and research-based articles and books.

Before starting her administrative career, Pedersen was a full-time university faculty member. She currently serves as a faculty member for the Online Learning Consortium's Institute for Emerging Leadership in Online Learning. She has a Bachelor of Science and Master of Science from the University of Nebraska, Lincoln and a Doctor of Philosophy from Oklahoma State University.

Sandi Pershing

Sandi Pershing has been with the University of Utah since 2000 and has served as Assistant Vice President for Engagement since 2011. Pershing also served as Assistant Dean, and as Dean of Continuing Education from 2004-2016. She has worked as an organizational consultant and trainer in the areas of teamwork, organizational change, strategic planning, leadership, learning transfer, time management, creativity, management, and conflict resolution. Pershing is also the co-author of *Organization Theory and Governance for the 21st Century* (2014) with Eric Austin, and she co-edited *Classic Readings in Organizational Behavior* (2008) with J. Steven Ott and Richard Simpson, and *Classics in Public Administration* (2003) with Jay Shafritz and Albert Hyde.

Ray Schroeder

The founding director of the National Council for Online Education, Ray Schroeder, is widely recognized as one of the world's leading experts in online education. As both a faculty member and administrator, Ray brings both deep knowledge of and a passion for advancing the field of online education—its potential to transform institutions struggling in the new economy, its role in expanding access for time- and distance-challenged students, and its capacity to revolutionize teaching and learning.

Ray has been engaged in online learning since 1997. He has built a very successful program with more than 20 online degree and certificate programs at the University of Illinois Springfield. Ray is well-known nationally as a leader in the field, annually delivering more than two dozen keynote addresses and invited conference presentation. He regularly publishes articles, book chapters, and the very popular daily Online Learning Update, Educational Technology and the Professional, Continuing, and Online Education Update blogs. Thousands of leaders and professionals in the field follow Ray's blogs and tweets on a daily basis.

Schroeder is the inaugural recipient of the prestigious A. Frank Mayadas Leadership Award and the 2012 Innovation Fellow for Digital Learning by the UPCEA.

Jim Spain

Dr. Jim Spain became the interim provost and executive vice chancellor for academic affairs at the University of Missouri on February 1, 2018. A member of the MU faculty since 1990, Spain has extensive administrative experience, including service as vice provost for undergraduate studies; vice provost for eLearning; assistant dean of academic programs for the College of Agriculture, Food and Natural Resources (CAFNR); and the director of the MU Student Success Center.

Spain came to MU in 1990 as an assistant professor and state extension dairy scientist. He became

an associate professor in 1996 and continued with University Extension through 1999. He became a professor of animal science in 1999 and continues to serve as a faculty member in CAFNR, as well as serving as a faculty adviser for students in animal science.

Spain was named Mizzou's vice provost for undergraduate studies in August of 2007 after seven years as assistant dean for academic programs for CAFNR. In 2011, he added the title of vice provost for eLearning, providing guidance for Mizzou Online.

As vice provost for undergraduate studies, Spain works with the undergraduate programs at MU to support all aspects of student success. He describes his role as serving as an advocate for teaching and learning at the University of Missouri.

The programs within the Office of Undergraduate Studies are: Academic Exploration and Advising Services; Academic Support Center; Campus Writing Program; Career Center; Center for Academic Success & Excellence; Educational Technologies; Fellowships Office; Honors College; Learning Center; MU Connect; Multicultural Certificate; Service-Learning; and Undergraduate Research.

Spain chairs the Undergraduate Deans' Council and oversees the Committee on Undergraduate Education (CUE) and MU's General Education curriculum. His office also directs the annual Celebration of Teaching, New Faculty Orientation and Teaching Renewal Week.

Spain has received a multitude of awards, including MU's prestigious Kemper Teaching Fellowship in 2001 and the Excellence in Advising Award at Mizzou in 2000. In 2002, Spain was presented the Governor's Award for Excellence in Teaching in Higher Education and in 2007 he earned the Golden Apple Award for Excellence in Teaching.

His research topics have included Interaction of Nutrients in Diet of

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Lactating Dairy Cattle, Effect of Nutrition and Environment on Animal Health, and Production and Interaction of Nutritional Status and Reproductive Performance. He has published numerous journal articles, abstracts and book chapters and served as the Principal Investigator on several grants and gifts.

Spain graduated with a bachelor's of science degree in animal science from North Carolina State in 1984. He earned both a master's in dairy science (1987) and a doctorate of philosophy in animal science (1989) from Virginia Tech.

Michele Spry

Michele Spry is an emmy-nominated philanthropist, technologist and entrepreneur. In 2014, Spry co-founded a program called Honor Everywhere which brings the magic of virtual reality to terminally ill and aging World War II Veterans who aren't able to physically travel to see their

memorials. As an ambassador for StoryUP XR, she's shared virtual reality with thousands of people around the nation. Spry started using augmented reality in 2011 to interact during live TV newscasts. From there, she built a program that combined Google Glass and augmented reality with live virtual tours of the nation's memorials. In 2016, the Mid-Missouri Chapter of Military Officers Association of America named her Citizen of the Year she also received the ATHENA Young Professional Award from Women's Network for women's leadership. An advocate for women in business, Spry is the President of Midway Electric and ambassador for Healium, the world's first VR and AR product controlled by wearable technology. Michele travels the nation sharing Healium with areas of acute , situational, and workplace stress.

Bob Stine

Bob Stine is Interim Dean of the College of Continuing and Professional Studies (CCAPS), University of Minnesota – Twin Cities. He previously served as Sr. Associate Dean for Academic Programs in the college, with responsibilities for concurrent enrollment programs, bachelor's and Master's degrees, online learning, English Language programs, and non-degree students. In addition to its academic programs, CCAPS offers professional development courses and certificates, conference services, and conference space. The college is also home to Radio K, one of the nation's first student-run radio stations.

Stine served as Chair-elect, Chair, and Past-chair of UPCEA's Central Region from 2013-2017, and currently serves on the national Board of Directors. He earned a bachelor's degree at Indiana University, a Master's degree at Oregon State University, and a Ph.D. at the University of Minnesota.

Wi-Fi

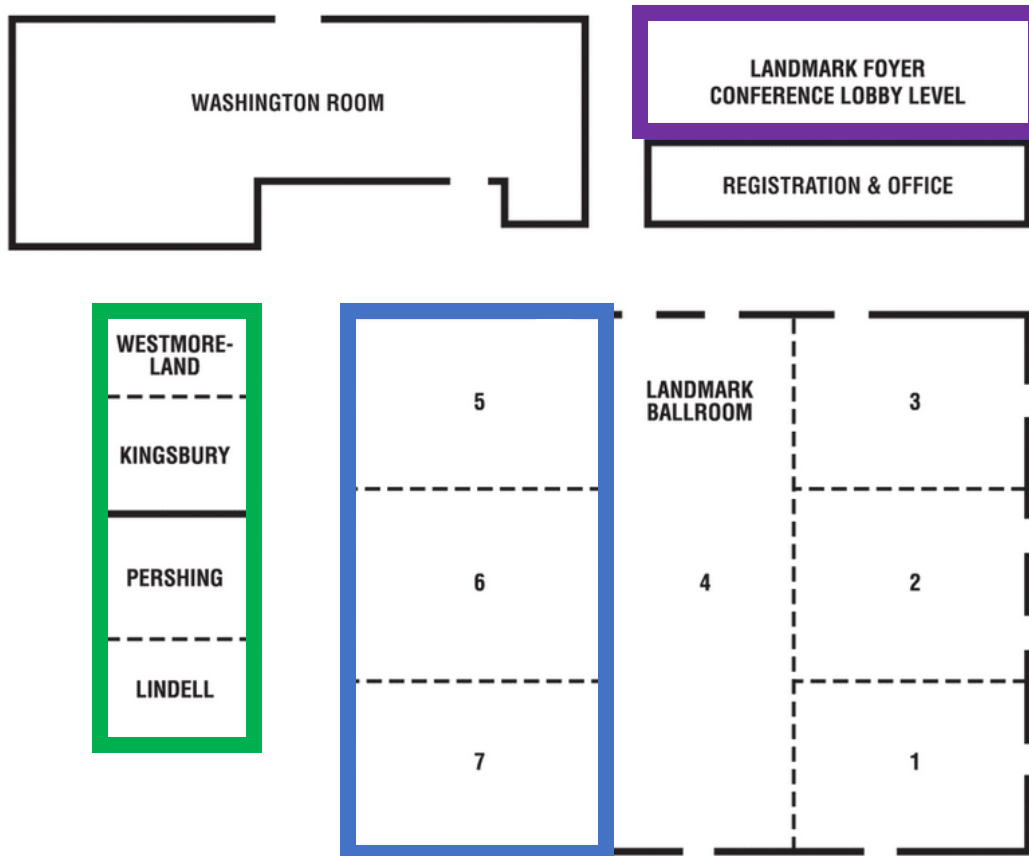
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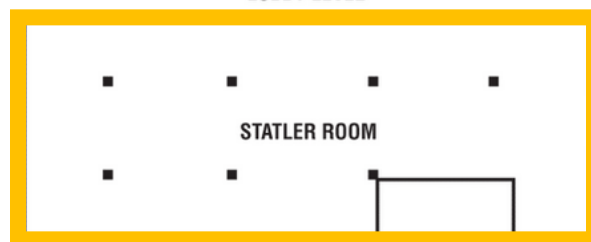
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CONFERENCE PLAZA



GRAND TOWER

LOBBY LEVEL



MEZZANINE LEVEL



Tuesday, September 25

5:30 p.m. **Executive and Planning Committee Meeting | Pershing**
In early for the conference? Please join our short Executive and Planning Committee Meeting and dinner following at *Sugarfire Smoke House*.

Wednesday, September 26 (Pre-Conference)

8:30 - 11:30 a.m. **UPCEA Emerging Leaders Regional Program | Benton – Mezzanine Level**
Pre-Conference: Individual and Organizational Excellence in Higher Education
Continental Breakfast Included for Pre-Conference Registrants

Are you an Emerging Leader?

Emerging Leaders are UPCEA members who are mid-level professionals who aspire to more senior roles in professional, continuing, and/or online (PCO) higher education. And the upcoming UPCEA Central Region Conference is ripe with opportunities to provide Emerging Leaders with avenues in which to develop professionally, engage actively in UPCEA, and to successfully navigate the event itself.

Beginning with a pre-conference, participants take part in a deep dive into leadership skill development. Within the conference, participants are invited to attend sessions tagged “Emerging Leaders,” which means that they are designed to offer skill development in areas critical for senior leadership like strategic planning, innovation, and leading teams. There will also be special opportunities allowing ample time to network with peers and senior leaders. At the end of the event a facilitated capstone session will provide an opportunity to reflect upon the experience, make plans to continue the journey, and to take the next steps to earn a badge that recognizes these achievements.

Program Elements:

Pre-Conference: Individual and Organizational Excellence in Higher Education

Sept 26, 8:30-11:30 a.m.

With three immediately actionable insights in mind, this interactive workshop will examine leadership behaviors within the context of professional, continuing, and online higher education. First, to identify and leverage personal leadership strengths, you'll complete and discuss the Clifton StrengthsFinder assessment. Second, to identify the unique strengths and challenges of your organization, you'll review Excellence in Higher Education — a model for organizational assessment and improvement. Finally, you'll identify opportunities to apply your personal leadership strengths to address the needs of your organization.

Capstone Session: Recapping the Program and Next Steps

Sept 28, 11:30-12:15 p.m.

Participants will be guided in this opportunity to reflect upon their experiences and invited to consider next steps, including opting-into a future cohort of peers, earning a credential (badge) recognizing this experience, and learning about future volunteer leadership opportunities within UPCEA.

Emerging Leaders Regional Program Facilitators:



Ralph A. Gigliotti, Ph.D.,
Rutgers University



Amy Claire Heitzman, Ph.D.,
UPCEA



Terrie Nagel, Ph.D.,
Mizzou Online



Andrew Hathaway,
Mizzou Online

Wednesday, September 26

7:30 a.m. – 5:30 p.m. **Registration Open | Landmark Foyer**

12:00 - 1:00 p.m. **Welcome Lunch | Landmark Ballroom 5-7**

Bob Hansen, CEO, UPCEA

Jim Spain, Interim Provost, University of Missouri

1:00 - 2:00 p.m. **General Session I | Landmark Ballroom 5-7**



Toward Inclusive Excellence in Online, Professional, and Continuing Education

Kevin McDonald, Vice Chancellor, University of Missouri

****Emerging Leaders****

This keynote address will discuss the important role that diversity and inclusion play in achieving organizational excellence and the specific implications for online, professional, and continuing education efforts. Overarching frameworks and foundational strategies will be shared.

2:10 - 3:00 p.m. **Concurrent Session I**

From None to Known: Fostering and Managing Rapid Online Growth Part I

Online Administration

****Emerging Leaders****

(Benton)

Starting a centralized online/extended learning unit requires strategies that align with the history, core values, structure, and climate of individual colleges and universities. In this two-part presentation, leaders from a large and a mid-size institution will discuss their recent journeys in building new centralized online units for their campuses. Presenters will highlight major decision points that impact long-term success, discuss options and potential positive and negative outcomes, and bring to light unforeseen catalysts and barriers.

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

- identify the "critical periods" in the development of online/extended learning units that more considerably impact long-term success.
- apply best practices for building infrastructure for online/extended learning units.

- articulate the importance of balancing assimilation and separation from on-campus systems.

Steve VandenAvond, Northern Michigan University

Robert Griffiths, The Ohio State University

Round Peg/Square Hole: Fitting Instructional Design in the Higher Education Landscape *Business and Operation*

(Lindell)

Instructional designers have become commonplace among many higher education campuses in recent years. However, is this change a good fit or do these professionals struggle in their roles? Drawing from recent literature and data from a recent survey, this session presents some information on how instructional design may benefit or fall short within the higher education landscape. Participants will be asked to contribute to the conversation and enhance their campus' instruction design strategic practice.

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

- Develop a framework basis for utilizing instructional designers at their campuses.
- Evaluate the role of instructional designers in the higher education setting by analyzing effective and ineffective stakeholder interactions (faculty, administration, and student learning).
- Recognize the unique challenges instructional designers face within the higher education context and develop a strategy to face these challenges.

Kevin Forgard, University of Wisconsin

Developing Curriculum For New Degree Programs Using the MOSTT Framework *Program Planning and Implementation*

(Kingsbury)

Participants will learn processes related to the Mission, Objectives, Strategy and Tactics, and Tasks (MOSTT) framework at the programmatic and course level in the creation of new degree programs. Strategies such as implementation of technology to enhance learning and engagement among students will be discussed. Additionally, proactive approaches in meeting the needs of the target market and best practices in application of the MOSTT framework will be presented with opportunity for further discussion among participants.

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

- Programmatic course design strategy.
- Course-level design strategy.
- Establishing relevant course design to meet the needs of the target market.

Katie Devany, Saint Louis University

Brett Mitchell, Saint Louis University

Shawn Steadman, Saint Louis University

John Buerck, Saint Louis University

Touchpoints for Financial Wellness: Impacting Students Throughout the Enrollment Lifecycle *Marketing, Enrollment, & Student Services*

(Westmoreland)

Before, during, and after their enrollment at our schools, students are faced with decisions that greatly impact their financial health. Join us to learn how Indiana University Online developed a model to provide financial messaging to prospective, applied, admitted, and enrolled students and foster positive financial decision-making. Explore tools and best practices for delivering impactful, just-in-time guidance to students at all points in the enrollment cycle.

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

- The importance of financial aid and financial wellness messaging to prospective students and applicants
- How to identify key touchpoints for financial content for students
- Discover best practices for delivering impactful financial wellness messaging

Nathan Lohr, Indiana University

Combining Compliance with Quality

Online Administration

(Pershing)

Whether required by regional accreditors, professional licensing bodies, or as a condition of interstate authorization reciprocity through SARA, adherence to specific quality frameworks has become less voluntary in recent years, particularly for institutions of higher education that seek a national presence. After providing a brief overview of core compliance areas for online education, the presenters will highlight the need to incorporate quality standards into compliance efforts and facilitate a group discussion around this topic.

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

- A better understanding of the current regulatory compliance framework surrounding online education.
- A better understanding of the significant overlap between compliance mandates and common quality standards.
- Strategies for consolidating resources and training efforts to more effectively and efficiently promote both compliance and quality simultaneously.

Richard LaFosse, Indiana University

Ilona Hajdu, Indiana University

Annual Program Review Processes: Creating Engaging Virtual Experiences

Program Planning and Implementation

(Portland)

This presentation will engage attendees by providing an overview of the virtual program review process utilized by an online campus that offers undergraduate through doctoral degree offerings. Preliminary

research findings will be shared to provide insight on administrative faculty perceptions of presenting at virtual program review sessions. Attendees will also participate in a discussion of best practices for program review and how to create engaging program review practices in virtual settings.

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

- Importance of holding annual program review meetings,
- Best practices to facilitate virtual program review sessions, and
- Opportunities for enhancing virtual program review sessions.

Chelsea Overholt, The Chicago School of Professional Psychology

Kelly Torres, The Chicago School of Professional Psychology

3:10 - 4:00 p.m. **Concurrent Session II**

From None to Known: Fostering and Managing Rapid Online Growth Part II

Online Administration

*****Emerging Leaders*****

(Benton)

Starting a centralized online/extended learning unit requires strategies that align with the history, core values, structure, and climate of individual colleges and universities. In this two-part presentation, leaders from a large and a mid-size institution will discuss their recent journeys in building new centralized online units for their campuses. Presenters will highlight major decision points that impact long-term success, discuss options and potential positive and negative outcomes, and bring to light unforeseen catalysts and barriers.

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- articulate the importance of balancing assimilation and separation from on-campus systems.

Steve VandenAvond, Northern Michigan University

Robert Griffiths, The Ohio State University

Building a Cohort in Four Months and Discovering a Collaborative Process for an Entire Department

Marketing, Enrollment, & Student Services

(Kingsbury)

Follow the team from Western Michigan University's Extended University Program on a wild ride as they explore paths, obstacles, challenges, and outcomes to guide students through the enrollment funnel to gain a cohort for a new program at a new location in just four months. Find out how this one program changed an entire department's dynamic. Nothing ever moves quickly within higher education, except when they do.

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

- It is possible to launch a program in less than 6 months

- Faculty and staff can work together to create positive outcomes
- Challenges do not mean impossibilities

Kristin Hrynczuk, Western Michigan University

Traver McLaughlin, Western Michigan University

Test Driving Online Learning: Giving Prospective Students a Sneak Peek of the Online Experience

Marketing, Enrollment, & Student Services

(Portland)

Are your online courses right for me? With no shortage of online options, prospective students are shopping around to find just the right online program. Come discover the space Indiana University Online provides for prospective students to test drive actual online classes built by Indiana University faculty.

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

- Ways to market online learning to prospective students
- Working with faculty and instructional design team to develop sample coursework
- How a demo course can prepare students for future academic success

Mitchell Farmer, Indiana University

Julia Sanders, Indiana University

Scalable Online Student Services to Enhance Success: An Administrative-Centered Student Service Model

Online Administration

(Westmoreland)

Program administration and student success are not mutually exclusive, they are completely dependent on one another, and more so for online programs. Online graduate students need an administrative-centered student services model to balance their lives with their course work. Participants will learn about the scalable student services and advising models that the SPEA Connect program has implemented, and how it enhances its leadership's ability to make decisions regarding future course planning and course development needs.

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

After attending this session, participants will be able to: analyze the impact of culture in their online programs; identify and implement effective and scalable student service strategies; and propose strategies to enhance program and student success in their own online program.

Daniel O'Donnell, Indiana University

Creating an Interactive Online Classroom: Tips and Strategies for the Next Decade and Beyond

Program Planning and Implementation

(Pershing)

The panel discussion will highlight high-quality examples of the types of resources that can be used to promote interaction in the online environment. We will discuss appropriate pedagogical techniques that can be used to create collaborative and interactive learning environments. This includes strategies for course development and facilitation in the online environment. This session will allow for all attendees to contribute their thoughts for an open-panel discussion. The goal of this session will be to allow for attendees to share their thoughts and strategies.

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

- Attendees will be able to identify learning resources that promote interaction and engagement.
- Attendees will be able to implement emerging technologies for interactive assignments.
- Attendees will be able to create engaging discussions that foster interaction in the online classroom environment.
- Attendees will be able to create coursework that focuses on reaching a diverse student population.

Charles Lively, Colorado State University

A Guide To Programming in the Professional Master's Degree Space *Program Planning and Implementation*

(Lindell)

For more than two decades the number of master's degrees granted in the U.S. has risen steadily. Much of the anticipated continued growth will come from professional master's programs—programs focused on developing advanced knowledge and professional skills that will help students advance in a current job or shift career orientation. This session will look at key trends in professional master's programming, discuss what these trends portend for future programming, and introduce useful strategies, tools and tips for developing successful programs, building a professional master's curriculum, and engaging faculty.

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

- Guidelines for identifying new professional master's programs
- Ideas for engaging faculty in designing effective master's degrees
- Strategies to collaborate with regional partners to design and deliver professional master's degrees

John Stone, University of Wisconsin - Extension

Seth Meisel, University of Wisconsin - Whitewater

4:00 - 4:30 p.m. **Dessert with Exhibitors | Landmark Foyer**

SCHEDULE

UPCEA Central Region Conference
September 26-28, 2018 – St. Louis, MO

4:30 - 5:30 p.m. **General Session II | Landmark Ballroom 5-7**



The Millennial Manager

Jim Fong, Chief Research Officer and Director, UPCEA Center for Research and Strategy

This presentation by Jim Fong, Chief Research Officer for UPCEA, will focus on how higher education is being shaped by the growing audience of millennials which is quickly becoming the majority of decision-makers, influencers, managers, directors, and organizational leaders.

5:45 - 7:00 p.m. **Opening Reception | Statler Ballroom**

Thursday, September 27

7:30 a.m. - 3:30 p.m. **Registration Open | Landmark Foyer**

7:30 - 8:30 a.m. **Breakfast | Landmark Foyer**

7:45 - 8:30 a.m. **UPCEA Central Regional Annual Update (All Attendees Welcome) | Landmark Ballroom 5-7**

8:30 - 8:40 a.m. **John Christopher Leadership Award Presentation | Landmark Ballroom 5-7**

8:40 - 9:40 a.m. **General Session III | Landmark Ballroom 5-7**

PCO 2025: The Future of Professional, Continuing, and Online Education Panel

Ray Schroeder, Associate Vice Chancellor for Online Learning

University of Illinois Springfield and Founding Director, National Council for Online Education; *Sandi Pershing*, Assistant Vice President Engagement University of Utah and President, UPCEA; *Nelson Baker*, Dean, Professional Education Georgia Institute of Technology; *Bob Stine*, Interim Dean, College of Continuing and Professional Studies University of Minnesota – Twin Cities

Moderator: *Bob Hansen*, CEO, UPCEA

****Emerging Leaders****

Engage in a highly interactive session with a panel of senior leaders on where our dynamic field is headed. Alternative credentials, shifting demographics, and new models are already shaping how institutions serve students. This group of panelists will provide their unique perspectives on organizational and market forces that are emerging, how they are responding at their institutions, and how UPCEA members will lead us into the near-term future (2025!).



9:40 - 10:00 a.m. **Break with Exhibitors | Landmark Foyer**

10:00 - 11:00 a.m. **General Session IV | Landmark Ballroom 5-7**



StoryUP

Michele Spry, Co-Founder of Honor Everywhere VR

Michele Spry will share the important work StoryUP is doing in the realm of virtual reality and through storytelling. StoryUP is a tribe of storytellers, psychologists, developers, filmmakers, audio engineers and technologists. They began in 2015, trying to find a solution for terminally-ill WWII Veterans who were not able to physically travel to see their memorials in Washington, DC. Through honoreverywhere.com, they learned VR appeared to be impacting users' moods and physiology.

11:10 - 12:00 p.m. **Concurrent Session III**

A Project Management Approach to Institutional Online Readiness Assessment Program Planning and Implementation

****Emerging Leaders****

(Benton)

The presenter will examine the various institutional operational pieces that need to be considered in initiating a mass production of online courses.

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

- Identify the various areas that need to be assessed for operational readiness.
- Discuss the challenges involved in securing the needed resources to be successful.
- Discuss strategies to alleviate the pain of the change management issues for various stakeholders.

Adam Samhuri, Higher Learning Partners of Regis University

Using Gap Analysis to Target Improvements and Enhance Student Success Marketing, Enrollment, & Student Services

(Westmoreland)

There will always be courses with high D/F/W rates simply because of the nature of their content and the preparation of students who take them. One can, however, use student characteristics to predict D/F/W rates in particular courses and then compare these predictions with actual success. We call such an approach "gap analysis" and will show how it can be used to pinpoint courses in which students are exceeding or falling short of expectations.

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

- Not all courses with high D/F/W rates are problematic – some exceed expected success rates while others meet or fall short of them.
- Gap analysis can identify such courses by comparing predicted success with actual success to provide a more nuanced understanding of gateway courses.
- Courses identified through gap analysis can then be more closely examined to target course improvements and enhance student success.

Karen Swan, University of Illinois Springfield

Bill Bloemer, University of Illinois Springfield

Scott Day, University of Illinois Springfield

Leonard Bogle, University of Illinois Springfield

#WelcomeOnlineStudents: Collaborating to Build Flexible Orientation Experiences for Online Learners

Marketing, Enrollment, & Student Services

(Portland)

Orientation is a quintessential moment for residential students heading off to college. But what about online learners? IU Online is creating flexible, scaffolded orientation experiences that allow students to select resources relevant to them. Join us for a lively discussion-focused presentation and test drive some of our orientation experiences (BYOD).

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

- How to evaluate orientation needs of online learners
- Strategies for building orientation content targeted to adult and online learners
- Building effective collaborations to develop orientation content and orientation experiences for online learners

Mitchell Farmer, Indiana University

Julia Sanders, Indiana University

Behind the Scenes – Scaling and Growing Online Classes at a Public University

Online Administration

(Kingsbury)

Online course demand exceeds supply at Southeast Missouri State University. Learn the strategies and tactics to address demand including part-time instruction, graduate students, SPOCS, co-copyright courses and our newest tactics – the Master Template Studio and Adjunct Integrity plan. Master Template Studio was developed to support full-time faculty in creating master course templates for high-need online courses and programs. The Adjunct Integrity plan is a framework that can be used to train and support online adjuncts.

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

- Understanding different ways to meet demand for online courses and programs.
- Knowledge about the benefits and functions of master template courses, and how to develop a program to create them.
- Develop an understanding of how to recruit and support online adjunct faculty.

Chelsea McNeely, Southeast Missouri State University

Dennis Kinkead, Southeast Missouri State University

Tell Me Now! Asynchronous, Online Communications Assessment

Online Administration

(Pershing)

Communications assessment that mimics real situations is necessary and challenging in online medical education. Traditionally, effective training requires modeling in clinical settings, but the Master of Science in Palliative Care at University of Colorado Anschutz Medical Campus has limited opportunities for in person modeling, assessment, and feedback. This session highlights the use of YouSeeU to facilitate spontaneous, asynchronous communications assessment and shares tips for participants to develop similar assessments in their courses without specific software.

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

- Integrate realistic, asynchronous communication assessments in your course.
- Identify opportunities for soft skills assessment in your course.
- Experiment with your institution's learning management system options to create higher stakes assessments.

Lynée Sanute, University of Colorado

Making ideas happen – Leading change in your program

Program Planning and Implementation

(Lindell)

Join this session to learn strategies for implementing small or big change in your program. Liz will share her experience leading her program through a large-scale remodel - from inception to implementation. You'll learn what worked well, what didn't and why it's always worth it.

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

- Invest time in querying and analyzing data to drive your decision-making
- Give your data the lead role in your story supporting program change
- Identify your change champions and secure their buy-in

Liz Bush, University of Wisconsin

12:00 - 1:30 p.m. **Lunch & Awards Recognition | Landmark Ballroom 5-7**

1:30 - 2:00 p.m. **Dessert with Exhibitors | Landmark Foyer**

2:00 - 3:00 p.m. **General Session V | Landmark Ballroom 5-7**

Missouri's Best in Midwest and Talent for Tomorrow

Rob Dixon, Director, Missouri Department of Economic Development; *Mardy L. Leathers*, Director, Missouri Division of Workforce Development; *Zora Mulligan*, Commissioner of Higher Education

Moderator: *Joel McNutt*, Industry Partner Specialist, Mizzou Online

Commission Mulligan, Director Dixon, and Director Leathers will present on Missouri's Best in Midwest and Talent for Tomorrow Initiatives. Best in Midwest is an initiative to transform Missouri's Department of Economic Development into the top economic development agency in the Midwest. Missouri's economy has fundamentally changed and how we approach economic development over the next generation is critical. This initiative focuses extensively on helping businesses grow and create jobs and helping workers access training

SCHEDULE

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and acquire skills to find employment. Talent for Tomorrow is the cornerstone of a comprehensive suite of initiatives that will position Missouri to excel in a global economy changed by trade, technology, and other dynamic forces. To be sure, ensuring that our economy has available, productive and talented workers is the single most important factor for success in economic development. Our businesses will thrive, and Missouri will be more competitive if we attract, retain, and grow our workforce.



3:30 - 5:00 p.m. **Museum at the Gateway Arch Tour | Hotel Lobby**

5:30 - 7:00 p.m. **Washington University Receptions | Statler Ballroom**
****Emerging Leaders****

Friday, September 28*

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

7:30 - 11:30 a.m. **Registration Open | Landmark Foyer**

7:30 - 8:00 a.m. **Breakfast | Landmark Foyer**

8:00 - 8:50 a.m. **Concurrent Session IV**

Increasing Retention through Targeted Student Outreach Marketing, Enrollment, & Student Services (Westmoreland)

Within a 21 semester timeframe, our student services team increased retention from 66% to 91%. We will share the methods we implemented to accomplish this, including the 5 categories we group our students into and how we tailor advising outreach to the unique needs of those groups. The objective in our advising methodology is to develop effective advising techniques that address the various obstacles non-traditional, online students encounter throughout their academic careers.

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

- High-touch advising methods increase a student's sense of connectivity to the program, therefore improving the likelihood they stay engaged in courses.
- Student grouping allows for easier identification of the type of outreach best suited to addressing potential problem areas during a student's progression.
- Fostering a strong relationship between advisors and students early in and frequently throughout the program creates a support system that encourages students to reach out for assistance when needed.

Sarah King, University of Colorado Skaggs

Jennifer Hope, University of Colorado Skaggs

Shaun Gleason, University of Colorado Skaggs

Jennifer Payne, University of Colorado Skaggs

Moving Beyond “Content” and “Information”: Applying Instructional Design Techniques to Enhance the Self-Paced Learning Experience

Online Administration

(Pershing)

Self-paced learning is sometimes viewed as static, one-way communication in which an expert “offloads” knowledge. This approach can leave learners feeling isolated, dissatisfied, and overwhelmed. This 50-minute presentation challenges that view by discussing instructional design solutions that make self-paced learning more student-centered, engaging, and interactive—while also promoting increased retention and deeper learning overall. These techniques can be applied to any instructional situation but are especially suited to enhancing the learning experience in self-paced contexts.

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

- Self-paced learning is not inherently boring or dry—it can be made personally relevant, engaging, and interactive for learners!
- There are many basic, tried-and-true instructional design solutions that can be easily applied in almost any instructional context to enhance the learning experience and make it less “instructor-centered” and more “student-centered.”
- Thinking like a student—prioritizing the learners’ needs, desires, and expectations above any concerns about “content”—will result in a better learning experience overall.

Amanda Stafford, University of Missouri-Columbia

Managing Online Course Development at Scale

Online Administration

(Portland)

Get inspired with (and equipped via downloadable files) various tools and processes for “scoping” online course development projects, articulating team capacity, prioritizing which courses to develop, tracking time spent on projects, and refining one’s estimation accuracy. Together, these tools help the University of Illinois at Urbana-Champaign’s central support unit produce approximately 100 fully-online courses per year and can help a single instructional designer or a team of 30 designers and media professionals manage their workloads.

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

- A comparison of three resource allocation models
- An understanding of how to use downloadable Excel spreadsheets to better estimate total staffing needs and capacity
- A comparison of various tools used to track time spent on projects to ultimately compare with estimates

Jason Mock, University of Illinois at Urbana-Champaign

State Authorization in the Wake of July 2018

Program Planning and Implementation

(Kingsbury)

Since at least 2010, many have known about the impending approval of out-of-state online or distance education degree programs when we had thought we were serving “a world without borders.” Federal rules of December 2016 did not go into effect July 1, 2018: deferred to 2020. However, SARA (State Authorization Reciprocity Agreements) rules required notifications to prospective students regarding any degree-- often with out-of-state internships-- leading to professional licensure and potential applicability in other states.

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

- Relativistic planning, governmental delays, steadfastness in compliance

Evan Smith, University of Missouri/Mizzou Online

Design Thinking Leading to Academic Innovation and Success

Program Planning and Implementation

****Emerging Leaders****

(Benton)

If you are not implementing design thinking to your program development, you are missing a critical method that has proven to be successful. Come see how MSU's Innovation HUB and other institutions have used Design Thinking to create successful programs, centers, and processes to become more successful.

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

- What is design thinking?
- What new ways can we build programs and processes?
- What are successful implementations in the past?

Jerry Rhead, Michigan State University

Meni Sarris, Story+Structure

Affordably Managing Accessibility Compliance: A Pilot Using Student Workers

Online Administration

(Lindell)

Many institutions struggle with how to efficiently meet accessibility requirements for digital learning content while having limited staff and financial resources. This presentation will examine an initiative begun in the Spring 2018 at the University of Illinois Springfield that has already proven to work well in helping faculty meet accessibility requirements. This presentation will describe how the initiative was developed and managed, its performance and cost metrics, and explore the challenges faced and lessons learned.

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

The primary outcome will be considerations for how participants can replicate or modify a similar program at their institutions. Primary takeaways include:

- a model process for managing and remediating course materials
- suggestions and lessons learned from hiring, training, and supervising students
- performance metrics that can serve as a benchmark for determining the financial impact

Vance Martin, University of Illinois Springfield

Michele Gribbins, University of Illinois Springfield

Vickie Cook, University of Illinois Springfield

9:00 - 9:50 a.m. **Concurrent Session V**

**The secret sauce of storytelling: Harness the power of structure to increase engagement
*Marketing, Enrollment, & Student Services***

****Emerging Leaders****

(Benton)

Structure is the secret sauce of storytelling and is applicable to any medium: a testimonial, blog, email campaign or Facebook post. Structure is invisible to the viewer, but yields an emotional response. Understanding how to apply this simple four-part system gives you the same power as pop culture. Best of all, applying this structure is free. Any marketing department, regardless of budget, can implement this system and increase engagement.

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

- The proper structure (need, solution, struggle and triumph) creates an emotional response
- Connect with prospective students by acknowledging the full journey of going back to school
- The harder the struggle, the more powerful the victory

Sarah Whorton, Mizzou Online

Transforming the College Application into a Simple Survey

Marketing, Enrollment, & Student Services

(Westmoreland)

With services like Amazon and Netflix shaping the expectations of online consumers, the landscape of the college application is shifting. Learn how IU Online demystified the application process, turned a survey instrument into a flexible college application, and increased applications without compromising the integrity of the online student applicant pool.

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

- Removing barriers to the college application
- Creating an application platform
- Data-informed decision making

Mitchell Farmer, Indiana University

The Path to Creating an Online Master of Mass Communication Program

Program Planning and Implementation

(Portland)

This session explores the best practices of creating and administrating an online master's program by reflecting on the development of the first online master of mass communication program accredited by the Accrediting Council for Education in Journalism and Mass Communication.

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

- Challenges and suggestions for recruiting online graduate students.
- Navigating the traditional higher education administrative structure with an online program.
- Seeking validation and respect for an online program within the institution.

Rocky Dailey, South Dakota State University

Carey Kilmer, South Dakota State University

Transforming Instructional Practice through Digital Learning

Online Administration

(Kingsbury)

Launched in September 2017, the Digital Faculty Fellows program at Winona State University supports the use of digital courseware to improve engagement, personalization, and successful completion in one or more lower-division gateway courses and builds significantly on WSU's history of transforming instructional practice through digital learning.

Participants will learn about the development of the Digital Faculty Fellows program and hear about the first two Faculty Fellows.

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

- Why it is important to provide reassigned/release time to faculty fellows.
- Process for recruiting and working with faculty fellows.
- Overview of a campus-wide approach to enhancing digital teaching and learning.

Linda Kingston, Winona State University

Scaling Online Classes – How to Build Master Course Templates and a Network of Qualified Adjuncts

Program Planning and Implementation

(Pershing)

Demand for online classes is far exceeding supply at Southeast Missouri State University. To address this, a holistic plan was developed that can scale online courses. This includes the development of master course templates, an adjunct recruitment pool, training, and an adjunct support system. This program utilizes different programs working in harmony to not only scale online course offerings, but locate and support adjunct faculty to teach the courses.

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

- Understanding the process of having full-time faculty develop master course templates.
- Knowledge about ways to create an adjunct pool, and different support services for online adjuncts.
- Develop an understanding of how multiple programs can be designed around each other to work and support each other to support online programs, instructors, and students.

Dennis Kinkead, Southeast Missouri State University

Chelsea McNeely, Southeast Missouri State University

10:00 - 11:00 a.m. **General Session VI | Landmark Ballroom 5-7**



It's a New Day and Change is the New Normal

Karen Pedersen, Dean, K-State Global Campus, Kansas State University

****Emerging Leaders****

No matter your institution type, location, or size, it is highly likely you are experiencing some degree of change. Whether it is a senior leadership change, organizational makeover, or program/market transformation, how do you survive and thrive in today's increasingly VUCA world? What are the tools, strategies and approaches you can use as you lead and manage in a time of heightened ambiguity? Join me in exploring these change essentials for today's continuing and digital learning leader.

11:00 - 11:30 a.m. **Closing | Landmark Ballroom 5-7**

Terrie Nagel, University of Missouri, Chair

Mark Bernhard, University of Southern Indiana, Chair Elect

11:30 - 12:15 p.m. **UPCEA Emerging Leader Regional Program | Benton
Capstone Session: Recapping the Program and Next Steps
Emerging Leaders**

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