MSHEA Launches Administrative Leadership Series

The Fall 2020 Administrative Leadership Series hosted by Duquesne University’s Master of Science Program in Higher Education Administration (MSHEA) featured a webinar given by Dr. Sarah L. Collie, Associate Vice President for Organizational Excellence at University of Virginia, on October 21, 2020. The Annual Administrative Leadership Series brings students into conversation with accomplished scholar practitioners who serve in senior roles in post-secondary institutions.

Dr. Collie is a recognized expert in the areas of change management and continuous improvement within higher education. She has served on the Board of Directors for the Network for Change and Continuous Innovation (NCCI) and was the recipient of that organization’s Maury Cotter Leader of Change Award in 2015. Dr. Collie founded and leads Organizational Excellence (OE), a pan-institutional quality and improvement program at the University of Virginia. In this role, she oversees an office that partners with units, schools, and the University to develop strategy, implement improvements, lead complex collaborations, enhance organizational effectiveness, and build organizational capacity for change to support and advance the institution’s mission and priorities.

In her lecture, titled “Leading Improvement, Innovation, and Change: Principles for Organizational Excellence in Higher Education,” Dr. Collie shared her knowledge and personal experience concerning how to integrate improvement, innovation, and excellence into higher education administration. She presented seven principles for any individual or department to follow when seeking positive change in the college context: (1) Be intentional and purposeful; (2) Keep mission at the center; (3) Be data informed and results oriented; (4) Collaborate and integrate; (5) Be flexible and adaptable in approach; (6) Try, fail, learn, try again; and (7) Embrace and foster a learning mindset. At the end of the presentation, Dr. Collie challenged the listeners to think of practical application to their daily work: How do these principles relate to us? What could we do tomorrow? How can we apply these to our work? During the question and answer session, Collie emphasized the value of cultivating informal interaction, flattening hierarchy through networking across campus, and revamping meetings to foster curiosity and create dynamic experiences.

Several students commented on the helpfulness of Dr. Collie’s advice and her focus on implementing innovation in their workplaces. T.J. Carpenter, a member of the Spring 2020 cohort, stated, “Dr. Collie brought a unique perspective on higher education leadership, but she broke it down in a way that made it applicable to each of our individual departments and roles on campus.” Fall 2020 cohort member Olivia Cerniglia observed that “Dr. Collie was sharp, insightful, and impactful.”
The Master of Science Program in Higher Education Administration at Duquesne University proudly introduces four new faculty members: Dr. Lisa Lopez Levers, Dr. Gibbs Kanyongo, Dr. Rick McCown, and Dr. Case Willoughby.

Dr. Lisa Lopez Levers serves as a Professor in the School of Education at Duquesne University, where she teaches in the Department of Educational Foundations & Leadership. During her tenure, she has developed several graduate-level courses related to her passion and areas of interest in counseling and education. As an expert on counselor education and psychosocial development, Dr. Levers brings both national and international experience as a professor and a licensed counselor to the MSHEA Program. She received her Master’s of Education in Rehabilitation Counseling and her Ph.D. in Counselor Education and Human Development from Kent State University. Dr. Levers previously directed the Rehabilitation Counseling Program at Ohio University and chaired the Counseling and Human Development Department at the University of Rochester. Shortly after coming to Duquesne University, she was awarded a Fulbright Scholarship and spent a year at the University of Botswana as a professor of counselor education and researcher. She has served as the Francis Philben, C.S.Sp., Endowed Chair in African Studies at Duquesne University. Her scholarship can be found in multiple journals, including the *African Sociological Review, Development and Education, Journal of Mental Health Counseling, Journal of Psychology in Africa, and Rehabilitation Education*. When asked to comment on the current climate of higher education, Dr. Levers said, “Higher education has been undergoing change in recent times, and the COVID-19 pandemic has pushed the acceleration button, leading one to wonder: What will become of HE? At the heart of this question is the issue that inspires me to be so delighted about the high quality and intellectual capacity of the students with whom I engage in Duquesne University’s Higher Education Administration Program. They continually renew my faith that HE will adapt to necessary and imminent changes, that we all will be the better for it, and that this next generation of HE administrators will facilitate the productive transitions that are necessary.”

Dr. Gibbs Kanyongo currently serves as the Interim Department Chair of the Educational Foundations & Leadership Department at Duquesne. Dr. Kayongo received his bachelor’s degree from the University of Zimbabwe and pursued his Master’s in International Development Studies from Ohio University, which led to his Ph.D. in Educational Research and Evaluation from the same institution. He has served as the Director of the M.Ed. Program in Educational Studies at Duquesne University, the Associate Editor for the academic journal *Educational Measurement: Issues and Practice*, and Chair for the Research Methodology division of the Mid-Western Educational Research Association. Dr. Kayongo’s passion for statistics and for researching the relationships and practices that operate in the education environment is apparent in both his scholarship and his classroom teaching. As a recipient of two noteworthy Duquesne awards, the 2006 Duquesne University Creative Teaching Award and the 2017 School of Education Award for Excellence in Scholarship, Dr. Kanyongo brings the expertise he has acquired in statistics education and the multivariate analysis of large-scale datasets to the MSHEA Program. His scholarship can be found in numerous research publications, including the *Internal Review of Education, International Education Journal, Journal of Modern Applied Statistical Methods*, and *International Journal of*
School and Cognitive Psychology. Dr. Kanyongo is enthusiastic about his involvement with the MSHEA Program: “The Master’s in Higher Education Administration Program at Duquesne University is a cutting-edge program which prepares students to meet the 21st-century challenges in higher education. I am excited to be part of the program and to have the opportunity to work with dynamic and talented students who bring a diversity of knowledge and experience to enrich the program.”

Dr. Rick McCown hails originally from Indiana University, Bloomington and currently serves in Duquesne’s School of Education as the Pierre Schouver Endowed Chair in Mission. Dr. McCown’s professional and teaching experience is in the area of educational psychology, where he explores design-based research and development, improvement inquiry, collaboration across boundaries, educational research, and learning methods. He has authored numerous articles and books focused on the teaching-learning process, and two of his most recent publications are *Ed Psych* and *Psychology Applied to Teaching* (14th edition), both co-authored with Dr. Jack Snowman. Dr. McCown has been honored by Duquesne’s Office of Research Hall of Fame and has received, among several teaching awards, Duquesne’s President’s Award for Excellence in Teaching. In addition to his current chair position, he serves as Duquesne’s Principal Investigator for the Carnegie Project on the Education Doctorate (CPED), the co-editor of the CPED White Paper Forum, and an active participant with the University Council for Educational Administration (UCEA)’s Center for Educational Leadership and Social Justice.

Dr. Case Willoughby currently serves as the Vice President for Student Affairs and Enrollment Management at Butler County Community College in addition to joining the faculty here in the MSHEA Program at Duquesne. Committed to student learning, development, and success, Dr. Willoughby believes that organizational growth and student flourishing are fostered when efforts are taken to invest in people. Dr. Willoughby strives with his team to foster an atmosphere that promotes student success and responsible citizenship. In addition to his roles as instructor and Vice President, he has served on the ACPA/NASPA Task Force on Student Affairs Professional Competencies, the ACPA Senior Student Affairs Officer Advisory Board, and is currently the Faculty Lead for the Donna M. Bourassa Mid-Level Management Institute. Dr. Willoughby holds a M.A. in Hispanic Civilization from New York University and an M.A. and Ed.D. in Higher Education from Columbia University. Within his current and past positions, he has and continues to strive for change and betterment within the campus environment in support of the student experience. Along with his daily work and teaching, Dr. Willoughby has presented at over twenty national conferences and published in ACPA’s *About Campus* on issues affecting higher education and student affairs. Dr. Willoughby expressed his excitement to be a part of the MSHEA Program: “I am delighted to begin teaching and learning with the students in Duquesne’s innovative Master’s in Higher Education Administration Program. My philosophy is that of scholar-practitioner—dedicated higher education professionals have a responsibility to keep abreast of research in the field and use that research to improve outcomes for students.”
Current Student Spotlight: Tony Johns

What are your current employer, role, and responsibilities?
I am currently a program coordinator for the First Year Student Enrichment Program (FYSEP) and the King Scholarship program at Dartmouth College. Most of my time is spent working with our student staff to create, plan, and execute programming for our first-generation, low-income population (FGLI), including our Summer Session, a four-week bridge program, which includes sample classes taught by Dartmouth faculty, a mentor program with 42 active mentors, skill-building workshops, and seminars.

What excites you the most about working in a campus environment?
I am most excited to work with students. Supporting others through a tumultuous time in their life is important to me because student affairs supported me through my undergraduate experience. I had several speed bumps in my young adult life, and student affairs staff were there to help me work through it. I hope to provide that same support to the students I currently serve.

Why did you choose Duquesne’s M.S. Program in Higher Education Administration?
The M.S. program at Duquesne appealed to me because of its variety and flexibility. I did not want strictly a student affairs degree but wanted a well-rounded education. This program touches on many areas of higher education that I hope to utilize in my professional growth. I also needed a program that would fit my current lifestyle. I work in New Hampshire, but the M.S. in Higher Education Administration is flexible enough that I can both commit myself to it wholly and continue my work at my current position. The program, for me, finds the correct balance of flexibility and vigor to promote sustainable, valuable learning.

How has the program coursework helped you in your current professional role?
I feel that with each course I take, I am applying course material to my everyday work. In my current coursework, we are learning about student development theory and racial identity. I have been able to use these theories to assess processes at my workplace and see where there might be areas to improve.

What is your ultimate higher education career goal?
I would love to be an academic advisor, but my ultimate goal within higher education is to be a vice president or dean at a regional community college. I graduated from Harrisburg Area Community College, and the life skills I developed there continue to positively affect the trajectory of my life. Community colleges make a strong, direct impact on the communities that surround them. With a looming paradigm shift in higher education toward affordability and student outcomes, community colleges are poised to have significant growth due to their low cost and ability to prepare students for direct job placement. I would love to be on the cutting edge of that shift!
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<td>University of Mount Union</td>
<td>University Advancement/Alumni Relations</td>
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<td>Laura Knoop Very</td>
<td>New England Conservatory of Music</td>
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Name
Madison Pastrick
Undergraduate Institution
Duquesne University
Area of Interest
Student life & International Studies

Name
Darian Reynolds
Undergraduate Institution
Duquesne University
Area of Interest
Diversity and Inclusion/Student Affairs

Name
Olivia Cerniglia
Undergraduate Institution
Saint Vincent College
Area of Interest
Career Services, Academic Advising/Study Abroad, Marketing

Recent Graduates: Diploma Selfies

Melissa Keebler ‘20

Ashley Kane ‘20
News & Notes

Eylie Buehler (FA18) started working as a Career Services Advisor at South University in Pittsburgh, PA.

Lauren Bostedo (FA20) is serving as a Graduate Assistant in the Office of Greek Life at Duquesne University.

T.J. Carpenter (SP20) was recently hired by The Ohio State University Graduate School. In his new Administrative Coordinator role, T.J. oversees the review of course proposals, program proposals, and compliance with state and accrediting for all graduate programs at the university. He also provides support to the fellowship services division of the graduate school, which engages with current and prospective students.

Debra Conaway (SP19) joined the University Registrar’s Office at West Virginia University in Morgantown, WV, as a Program Coordinator.

Erin Kennedy (SP20) recently became a Transfer Counselor in the Admissions Office at La Roche University. She evaluates college transcripts for prospective students, advises students regarding course selection, creates course schedules, and registers new students for courses.

Kyle Lambing (FA20) is serving as a Programming Graduate Assistant at the Center for Community Engaged Teaching and Research (CETR) at Duquesne University.

Sabrina Mitchell (FA18) was named Graduate Enrollment Manager at Robert Morris University in Moon Township, PA. In her new role, she is responsible for the recruitment of all graduate students and manages international graduate admissions as well. Sabrina also oversees the 4+1 and 3+2 accelerated programs, registers graduate students for their first semester courses, and hosts various virtual and on-campus graduate events.

Brigette Novak (SP20) recently relocated to Washington, D.C., and now serves as Senior Grants and Finance Administrator at Children’s National Hospital.

Higher Ed Horizons is the newsletter of Duquesne University’s Master of Science Program in Higher Education Administration. This 30-credit, online program is designed to offer a broad, holistic, and integrated understanding of university structures and operational areas. For more information, please visit: www.duq.edu/highered

If you are interested in learning more about postsecondary leadership that sees the whole picture, please contact the Director of the Master of Science Program in Higher Education Administration, Dr. P. Jesse Rine: rinepj@duq.edu