



## Applied Leadership in Higher Education Program

**TENTATIVE 2025-2026**

### **Program Mission and Values:**

The National Association of Advisors for the Health Professions (NAAHP) is committed to developing ethical, compassionate, and servant leaders. NAAHP-Leads aims to develop enlightened, progressive, adaptable, and competent leaders that ensure vitality, sustainability, and the relevance of the pre-health advising profession and leadership within NAAHP and regional organizations. To meet this mission in the academic space, the Applied Leadership in Higher Education Program offers a curriculum designed to strengthen members' knowledge and skills in areas necessary for success in academic leadership.

Some guiding question in the curriculum:

- Do you have a current mission/vision? How is it used (or not) for driving decisions?
- Do you know who you are leading? How do you lead others (leading down)?
- How do you collaborate with others on the same level?
- How do you assess whether existing policies work as intended?
- How do you assess if change initiatives are successful?
- Who and what will these changes impact?
- How do you focus on a problem and be open to possible solutions?

### **Program Structure:**

The NAAHP-Leads ALHE Program will follow a cohort model via eighteen synchronous online classes that run from September through June, with an optional second year focused on applying what you are learning the program on a project for your home institution.

### **Eligibility:**

After selection and confirming interest in participating, enrolled scholars must maintain NAAHP membership throughout the program and pay the \$500 program fee to retain eligibility. This fee should be paid before the first class meeting to retain eligibility. Payment questions can be directed to Pam Smith [psmith@naahp.org](mailto:psmith@naahp.org)

**Commitment to a Welcoming Classroom:**

We are committed to creating a welcoming classroom for all scholars in keeping with the expectations outlined on the NAAHP Membership Code of Conduct including but not limited to the following. For more information, see [here](#):

- **Professional Conduct:** You are expected to: treat others respectfully, regardless of race, religion, gender, sexual orientation, age, or professional background; behave professionally and refrain from engaging in any behavior perceived as harassing, threatening, or discriminatory; maintain confidentiality and respect the privacy of others; and respect the intellectual property rights of others and refrain from using any materials without proper attribution or permission.
- **Communication:** You are expected to: communicate respectfully and professionally, regardless of the medium (e.g., online, email, phone, in-person); refrain from using offensive language or making inappropriate comments; and respond to communications promptly.
- **Meetings and Events:** You are expected to: attend meetings and events on time and prepared; be respectful of others' time and refrain from engaging in side conversations or other distractions during meetings or events; and follow any guidelines or protocols the organization sets for meetings and events.

**Time Commitment:**

The curriculum will be further facilitated through asynchronous pre- and post-class homework. You can expect to engage in approximately 1.5-2 hours of pre- or post- classwork in addition to the 2 hours of in-class time per session. Asynchronous pre-work may include readings, watching videos, or assignments necessary to prepare for class. Post-work will be focused on applying course content specifically to analyzing/critiquing your home institution or completing your portfolio project. (36 synchronous contact hours; 27-36 asynchronous assignment hours)

**Attendance Requirement:**

To complete the program, you must attend 80% of total sessions, where “attendance” requires attending 80% of each individual class.

**Participation & Completing Assignments:**

Assignments help usher you through the topics in a logical way that builds from one concept to another. For this reason, it is essential that you keep up and complete the assignments at the time they are assigned. Successful scholars will show up ready to be fully present in class and participate genuinely in classroom discussion as well as complete pre- and post-class assignments. While your approach to any assignment can be personalized, all work should be motivated by a desire to grow and learn through the activities, incorporating the topics covered in class in a genuine way.

**Collaborative Classroom Expectation:**

In this course, we are privileged to offer two sources of learning and growth – (a) a robust curriculum provided by highly qualified speakers and (b) a cohort that offers an impressive diversity of leadership experiences. You can make the most of the latter by contributing generously to classroom discussion and any group activities.

**Portfolio Project – year one:**

As a result of the diversity of scholar's individual roles and home institutions, each topic discussed in class cannot be covered specifically; instead, we will use class to teach basic information and skills with targeted exploration of your institution completed by deeper exploration and reflection occurring through your portfolio project. Year one of the AHLE program will culminate in a thoughtful review of your office/institution as well as suggesting next-step recommendations based on this review. Successful completion of the portfolio requires a good faith effort at the portfolio at the culmination of the class.

**Portfolio Project – optional year two:**

Year one's portfolio culminates in an analysis of your office/institution as well as suggesting next-step recommendations based on this analysis. In the optional year two, you will focus on implementing a selected step or project identified in year one. We will facilitate successful completion through coached project development, peer group sessions, and office hour opportunities designed to celebrate progress and overcome challenges.

**Contact:**

This class will include many NAAHP and non-NAAHP speakers; any speakers who provide contact information may be contacted with follow-up questions. Otherwise, please contact the ALHE course faculty (TBD). If you have LEADS questions, please contact Alex Tan, NAAHP-Leads Coordinator ([alextan@jhu.edu](mailto:alextan@jhu.edu)).

**Tentative Schedule:**

Since this is a new course, note that this schedule is tentative, and topics may need to be moved within the calendar to accommodate speakers or flow of topics more effectively. Additionally, the needs of the cohort may impact how content is covered within each class and how each topic is addressed. Any changes that are made will be done with scholars in mind and clearly communicated in a timely fashion.

Sept 12 1-3p ET	<b>Using Mission and Vision</b>  Understanding your office's "why" and "how" is key to leading a cohesive and productive office, and a mission statement gives you that cohesive message. Do you have one? Do you need one? Does it need updating? In this class, we will lay
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	the foundation to help you create and leverage a valuable and usable mission and vision to help you make future decisions.
Sept 26	<b>Structure of the Institution</b>  To understand how to be a good leader, you have to understand the context of <u>where</u> you do your work. Centralized, decentralized, public, private, and how your office is located within your institution – these things matter. In this class, we will help you dig into your institution's structure and understand how this impacts your approach to your leadership and decision-making in a meaningful way.
Oct 10	<b>Who Makes Decisions?</b>  Building off the structure of your institution, knowing who and how decisions get made dramatically impacts strategy and success. In this class, you will consider how you should take into account your decision-making structure in your work.
Oct 24	<b>Leadership Styles: How Do You Make Decisions?</b>  Having contextualized your leadership within your office's goals, institution, and other decision makers, we will now focus on you and how you are inclined to lead. This class will be focused on reflection and self-awareness as well as how to best leverage your strengths and manage weaknesses to be an effective leader.
Nov 7	<b>Leading Down &amp; Leading Sideways</b>  Leadership looks differently in different spaces. Although we most often focus on “leading down” leadership – how to lead a team under your care – much of the work we do also includes leading or facilitating teams or partnerships, or “leading sideways.” In this class, we will discuss these two types of leading to help you be more effective in these spaces.
Nov 21	<b>Educating Up</b>  Your success as a leader can be enhanced or hindered by who oversees your work; one challenge is having a boss whose professional expertise does not include your office's work. In this class, we will discuss how to gracefully and respectfully educate your leaders and advocate for yourself and your office.
Dec 5	<b>Data Driven I: How to Collect &amp; Use Data to Make Decisions</b>  We will begin the new year with revisiting mission/vision as a way to identify and collect data that allows you to assess your goal progress effectively. In this class, we will discuss these topics as well as creating a data collection plan and how to use data to make decisions.

Jan 9	<b>Data Driven II: Focus on Analysis &amp; Identifying Gaps in Information</b>  Building off the prior class, we will continue to discuss data and address how to analyze it. Additionally, we will cover limitations in the data including the voices not included.
Jan 23	<b>The “B” Word I</b>  Budget. Although your work is directly impacted by the resources that support it, most of us possess learn-by-doing-it training on how to navigate academic financial questions. Regardless of whether your program has its own budget or not, this class will help you better understand academic budget management.
Feb 6	<b>The “B” Word II</b>  Continuing the topics of the prior class, we will dig deeper into this topic.
Feb 20	<b>Cross-Unit Collaboration: When Your Team Isn’t “Yours”</b>  Your office does not exist in a vacuum, so your work should not either. Working collaboratively with other offices on campus can expand your productivity and improve utilization of campus resources while also supporting shared goals and institutional values. In this class, we will discuss how to identify valuable collaborations, navigate campus policies, and get buy-in at all levels.
Mar 6	<b>Self-Care for Leaders</b>  Being a leader can involve a lot of pressure to succeed and, with today’s do-less-with-more culture, lead to burnout and other unsavory outcomes. This class will be focused on an honest discussion of academic pressures as well as practical strategies you can employ to ensure that your team is getting the best leader possible.
Mar 20	<b>Dealing with Disappointment: What to Do When It Doesn’t Go Your Way</b>  Not all decisions are in your hand, and often those that make decisions have many competing priorities that may be more urgent than yours. Nonetheless, that doesn’t make decisions against your perspective any less disappointing. In this class, students will learn strategies to employ to reconcile professional disappointments.
Apr 3	<b>How to Make Policies &amp; Procedures a Good Thing</b>  Ideally, policies and procedures should create transparent, fair, and understandable systems that clarify expectations and streamline mechanisms for the work done. In this class, we will discuss the anatomy of a good policy/procedure, the typical

	challenges of P/P creation, and how to build policies and procedures that best support the work you do.
Apr 17	<b>Project Management Bootcamp</b>  All leaders are, by their nature, managing projects. In this class, we will be learning the basics of “project management,” a well-defined structure for effectively and efficiently tackling projects. Although this skill set is directly applicable to the optional year two project, all scholars should find the vocabulary and tools learned useful in their daily work.
May 1	<b>Managing Change for Dummies</b>  Change can be necessary and valuable for your team, but that doesn’t make it easy. In this class, we will discuss the field of “change management” and how leveraging what’s already known about change can help you lead others through change.
May 15	<b>What’s Your Communication Plan?</b>  Whether to your boss, collaborators, your team, or those you serve, having a plan of how you’ll communicate project outcomes, policies/procedures, available resources, deadlines, expectations or anything else can be key. In this class, we will discuss the possible impacts of a well-defined communication plan and how to create one.
May 29	<b>Coming Full Circle: Postcards from Our Journey</b>  In our final class, we will look back throughout the year and connect topics together in a more cohesive and connected way that is only possible in hindsight and after this year of reflection and growth.