

## Faculty Development

Engineering Deans Institute

April 27, 2012, Lihue, Kauai

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The EDI Faculty Development session focused on mid-career faculty development and development for academic leadership. Session participants responded in writing to two questions:

1. What should EDI be doing to help foster mid-career faculty development and leadership development, and how?
2. What will *you* do in the next 3 weeks to advance faculty development or leadership development for your institution or for individual faculty member(s)?

A few participants also provided responses to the question:

3. What should ASEE be doing to help foster mid-career faculty development and leadership development, and how?

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Responses (unedited) to Question 1: **“What should EDI be doing to help foster mid-career faculty development and leadership development, and how?”** (BLUE CARDS)

- Organize twice-a-year workshop for new deans instead of a single one at the Annual EDI meeting
- Have a workshop including deans and department chairs
- Workshop exercises – we should participate so we can execute the exercises ourselves if cannot send someone to the workshop
- Develop Engineering Leadership Institute for new dean/chair – taught by engineering deans/Provost/Presidents
- Provide materials for faculty development we can use in our universities
- Collect best practices and share with universities
- Identify and send announcements for leadership development opportunities to all deans.
- Webinars on Faculty development or online seminars to be more effective so one can work at our own pace and convenience
- Document experiences
- Collate tools, reports, ideas...for download
- Work toward convincing institutions to have flexibility in faculty evaluation process so that faculty are rewarded for what they enjoy doing as their career advanced (not stated well!)...idea is to allow faculty to “bloom wherever planted”.
- Coordinate content and get to existing leadership development programs for chairs, assoc. deans on campus ones and independent programs for fees

- Share best practices
- Mid career faculty development focusing on the transition from assistant to associate ranks in e.g. broadening research areas, building academic coalitions, run research center/institutes from associate to full professor e.g. leadership
- Provide pre-dean chair development to prepare next generation of deans
- EDI should catalyze a national discussion on how engineering and engineers can contribute to solving some of the most compelling problems of the next generation
- Need to focus on raising bar for under-performers
- Promote mid-career review process “post-tenure” assessments
- Sharing best practices (like we did today) which programs really work?
- Collect and share best practices from Deans on what is done at their institutions for mid-career faculty development
- Case examples – faculty profile, school engagement, outcomes, discuss details & strategies considered, selected outcomes
- Provide a set of best practices
- Provide a list of resources – CIC, CLA
- Workshop @ ASEE conference for future leaders and current leaders
- Programs especially available for mid-career faculty in industry, government agencies, etc.
- Have a leadership program like Big 10
- Best practices for leadership with case studies
- Organizing a session on truly innovative best practices at other institutions
- Creating a network of volunteer mentors
- Defining subareas where deans can provide meaningful contributions
- Collecting and sharing best practices
- Organize focused workshop to help new deans get started
- EDI should have sessions during the conference related to leadership development for deans for example: what are the pros and cons of responsibility based budgeting models? Other examples: Lesson from experienced deans who have written case statements and raised money for new buildings
- Bring Deans and chairs together @ EDI. Let chairs know how important they are
- Develop a training program for department heads/chairs
- Create best practices document for department heads/chairs
- Establish some best practices for faculty development
- Create a task force to do the best practices
- Have more dialogue on the topic
- Gather and distribute information on activities and assessment

- Workshops (with provosts and past deans) for new deans and current deans to share best practices
- Session – share best practices
- Share best practices that Deans have used to promote faculty development
- Need to consider diversity of institutions as part of this
- Should have leadership workshops -- perhaps in conjunction with the annual conference. This would help the many schools that don't have these resources.
- Collect and provide access to shared experience – maintain
- Leadership development workshop for new deans held either at EDI or at annual meeting. Contract out to an established organization directed solely at engineering college leadership
- Session to share exemplary practices
- Create briefs of best practices to share through website
- Create lists of model professional development programs with statements from engineering faculty who have participated.
- Development workshops for administrators
- EDI should develop collaborative leadership opportunities for faculty with multiple institutional experiences with CIC (Big 10) as a model. This will encourage more faculty to consider an opportunity in educational administration
- Use our meetings to give more time to meet on focus groups to more thoroughly enrich attendees learning from each other while at EDI on this topic as well as others
- Sharing best practices
- Realize that the talent for information is diverse within the EDC – consider if it is being used as effectively as it should be at our meetings.
- Holding Deans Leadership Forum
- Share best practices – collect and disseminate better
- Develop online community devoted to career development (specific interest group)
- ACE – like fellowship opportunity or program for chairs/directors
- Create clearinghouse for administrative sabbaticals at our institutions
- Leadership workshops
- Sharing best practices
- Discover interest in leadership Ask why? Devote time to discover the reason for interest in leadership.
- If the idea is worthwhile (maybe share the suitability of the idea with associate deans. Create an appropriate position for the individual at the college level.
- Providing information on best practices and facilitating partnership opportunities between institutions

- Through EDI sessions and evergreen communication tools; possibly active work groups passionate about the topic
  - Consider development of case studies workshop for deans. Examples of successful faculty development paths.
  - Bring in experts in career development; this should be a plenary session
  - Have on-line resources available to Deans concerning this subject to others
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Responses (unedited) to Question 2: **“What will you do in the next 3 weeks to advance faculty development or leadership development for your institution or for individual faculty member(s)?”** (YELLOW CARDS)

- Leadership development
- Identifying faculty who can lead our international programs
- Faculty who can manage faculty affairs
- Faculty who can lead recruitment effort
- Faculty development survey
- Have discussions/survey about faculty contributions to the College
- Ask for 2012-2013 development plans from each faculty – have they been developing?
- Survey seminars for 2012-13 based on seminars this past spring
- Meet one on one for lunch to discuss faculty strengths with the less engaged faculty & identify travel money to send them to organized workshops
- Encourage faculty to attend leadership seminar series
- Ask faculty for ideas to develop – enhance development programs
- Take the ideas from this conference and explore them
- Speak with some faculty who have shown interest in leadership and share information
- Talk to the chairs to encourage them to take advantage of opportunities for them and their faculty
- Identify the mid-career faculty
- Get their CV’s and any official information about their skills
- Talk to them about today’s learning
- I will write and distribute report on this conference that contains a section on reevaluating our faculty evaluation process. I want this process to be flexible, to recognize contributions to teaching, research and service appropriate to the faculty members’ stage in their career and talents.

- Ask chairs for 3 or so mid-career or early full professor faculty they feel have leadership potential and hold/design a meeting with the group to have open discussion of leadership roles, paths, attributes, opportunities, etc. in careers. Explain to them why they are invited
- Develop a workshop to brainstorm key topics of interest for mid-career faculty; specifically at the newly promoted associate and full professor levels
- New roles/aspirations and change in career goals
- Survey faculty on ideas for professional development – by rank, by topic
- Implement a faculty recognition system to provide positive reinforcement for meaningful contributions by faculty; leadership within teaching, research and service.
- Discuss with dept chairs the need to actively engage mid-career faculty on key leadership issues
- Meet with faculty from underrepresented groups to encourage them to consider leadership positions
- Recruit faculty from underrepresented groups
- Discuss priorities with assoc dean for faculty development and check alignment of my priorities.
- Discuss mid-career leaders programs and programs for those with zero, low or negative inertia
- Discuss with department chairs and faculty director positions at college level to focus on one component of the strategic plan.
- Talk to my associate deans for AAA. Determine full range of opportunities for our faculty within the university
- I am in the process of developing our strategic plan. Faculty development as well as staff development is a subject of one of the working groups. I will use some of the ideas that were raised here.
- I will form a task force to develop and propose actionable strategies for “our college” for faculty development to be presented to the faculty during the fall retreat.
- Ask mid-career faculty who is interested in academic leadership
- Meet to identify specific areas of interest; create opportunity to pursue that interest after appropriate training (seminar, workshops)
- Highly recommend Don Chu’s book “The department Chair Primer”. I have used it to train new department chairs. We meet every couple of weeks and discuss 2-3 chapters. The book is short (less than 120 pages) and jam packed with great advice and insights
- Plan a workshop for mid-career faculty, with chairs to listen to their aspirations for advancement

- Have open discussions with faculty who would like to pursue leadership positions. Make myself accessible. Have solicitation to identify these faculty.
- Longer term – implement a more consistency from department to department; faculty mentoring program
- We already have a comprehensive program at the college and university levels
- Identify and allocate some resources for faculty development
- Discuss with chairs about the need and importance of faculty development
- Survey faculty to determine the types of programs they would like to see. This way, I will have data over summer to begin developing a program
- Make materials available to all EDC
- Create ways to support faculty in service leadership activities
- Annual evaluations
- Include faculty development as a topic at our annual retreat. Assign the task to part of the leadership team to develop for the retreat
- Meet with assoc deans to create admin leaders fellow in deans office
- Discuss with associate deans potential and mid-career development programs
- Review faculty evaluation of chairs
- Developed a Deans Fellow program which will be in place by Fall of 2012. We are now in the process of selecting candidates for 3 main areas of focus. This is a 1 year program with an option for a 2<sup>nd</sup> year. I have encouraged heads to consider a similar program.
- I will tell all faculty at my next meeting that I request that they add personal aspirations to the activity report due to their department chairs. I will make sure I glean that same info from the staff and chairs
- We are holding a retreat to discuss this topic. We have scheduled a workshop for June
- Commit to meeting 10 mid career faculty and hear their concerns, aspirations, fears, etc.
- Start the discovery process – survey of interest in leadership among tenured faculty in the last 3 years
- Set up seminars or some process to discover ideas and why the interest
- Share with associate deans to vet the idea
- Mini retreat already scheduled
- Map out leadership development opportunities
- Identify what we would like the culture to be be (expectations for mid-career development and leadership exploration
- Discuss with the associate deans for faculty development a survey to identify what faculty at different levels understand what the wants and needs are

- Ask department chairs who, among their faculty, would they encourage to consider for future leadership training
  - Take back some of the ideas learned to faculty directors, encouragement of faculty to participate in external programs, etc.
  - Start developing practices and procedures to initiate faculty development in the college.
  - As a part of the annual performance review – meeting with heads – ask them to think about and identify faculty with possible interest in leadership
  - Identify faculty ready for deans committee and faculty director positions leading strategic initiative
  - Work on an incentive and reward program
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Responses (unedited) to Question 3: **“What should ASEE be doing to help foster mid-career faculty development and leadership development, and how?”** (*PINK CARDS*)

- Develop fellowship program (academic leadership program) for engineering faculty
- Create a department heads/chairs institute
- Distribute material to develop awareness on what is faculty development and share success stories
- Create a mid-career leadership development workshop – to offer at annual conference
- Develop method to share best practices