



The University of Georgia

Teaching Academy

Date: April 11, 2014

To: Professor Pamela Whitten
Senior Vice President for Academic Affairs and Provost

From: Faculty Leadership and Engagement Break-out Group: Tim Foutz (facilitator), Meg Amstutz, Robert Beckstead, Marin Brewer, Bob Capuzzo, Marianne Fortuna, Claiborne Glover, Brian Higgins, Laura Jolly, Melissa Scott Kozak, Denise Lewis, Kim Love-Myers and Naomi Norman

Re: Recommendations for Faculty Leadership and Engagement

Dear Provost Whitten,

The members of the Faculty Leadership and Engagement group had a lively discussion about the importance of raising up new leadership within departments and units, engaging faculty to aspire to such roles within their unit and beyond, and valuing faculty who effectively serve in such roles. We believe that identifying faculty who would be effective leaders and equipping them with the skill set to succeed is an effective method of succession planning that ensures the health of the unit and promotes its progress. Effective leadership within units leads to individual faculty success that in turn ensures UGA success. There is a perception that departmental/unit leadership is a burden on faculty that they would prefer to avoid, rather than an opportunity to effect real change and thus enhance the unit and the wider university community. This kind of change in UGA culture is not easily or quickly accomplished, but a clear message from you and the deans of the value and importance of faculty leadership is an easy first step. Similarly, we believe that, if faculty members have an opportunity early in their careers to experience a leadership role and then return to the faculty, younger faculty may begin to think about themselves as leaders. This too would help build a culture that is more accepting and supportive of those seeking leadership. Some faculty members-such as heads, directors, coordinators and the like-are leaders by virtue of their service within a unit. Others exercise leadership roles because of their personal interest in program development, curricular issues, or departmental service and because of their ability to engage others' interest in these initiatives. Regardless of whether UGA faculty leaders are "made" or "born," they need support and training to be effective. Their service is valuable to the university community and should be recognized as such.

We make the following recommendations under the broad rubrics of training, support and value.

- I. Training. It is important for faculty leaders both to identify others who are interested in assuming leadership roles and to reach out to those who have recently been appointed to such roles and then to mentor and train them to be successful. This mentoring and training could take different forms.
 - a. We recommend that every school and college create a program to train new department/unit heads, directors and the like.
 - b. We recommend that the university create a leadership program consisting of periodic, "open enrollment" seminars, workshops, and talks designed to build up the leadership toolkit for faculty. This program would be accompanied by a Faculty Learning Community on faculty leadership that would allow faculty who are committed to faculty leadership to acquire more skills, learn from experienced leaders, and share ideas. We note that the Institute for Leadership Advancement in the Terry College of Business already offers leadership training for students and believe that similar leadership training should be offered to faculty (broadly defined).
 - c. We recommend that the university initiate a competition for small grants (\$3000-5000) to send current or future faculty leaders to established leadership seminars or to visit with faculty in leadership roles at other institutions to gather information on best practices in whatever leadership role they hold or aspire to.

- II. Support. Faculty need an appropriate level of staff support to ensure that leadership roles do not overwhelm them, leaving them little time for creative problem solving and for effecting real change. Staff members who are well-trained and appropriately classified help leaders balance their leadership responsibilities with their other responsibilities, such as teaching and research. We believe that many faculty members shy away from assuming leadership roles precisely because they worry that their research and teaching may suffer and thus hinder their promotion and/or tenure prospects. This is a real impediment to raising up new leadership that needs to be addressed.
 - a. We recommend that the university fund student internships within departments / units etc. to provide additional support; perhaps federally-funded work-study students could be directed into such internships (this would also be a value-added position for those students).
 - b. We recommend that every school or college encourage heads or, in large colleges, groups of heads to meet on a regular basis to discuss issues of concern and to share perspectives, strategies, and ideas. This meeting would be separate from the monthly meetings of heads with their dean and would be entirely voluntary.

- III. Value. Effective leaders add value to the university. Therefore the university should attach value to such roles in order to increase faculty buy-in and enthusiasm for undertaking these roles. Value takes many forms, from course releases to supplemental salary, to support funds, to awards and recognition. All of these options need to be in the mix.
 - a. We recommend that departments/units find a way to recognize effective leadership in their promotion and tenure guidelines.

- b. We recommend that the university be more flexible about re-defining faculty EFTs to reflect what individual faculty members are actually doing at different points in their careers.
- c. We recommend that the Provost collate and assess the professional development opportunities for all faculty, but especially for those not on the tenure track.
- d. We recommend that the university create ways to celebrate UGA and its faculty leaders.

Beyond these recommendations, we would like the university to find a way to schedule a free-hour every week for visiting speakers, meetings, symposia and the like. This would encourage dialogue across the campus and help foster a greater sense of community at UGA, a chance to remember what we have in common.

We believe that great leaders create a culture of success. They help faculty achieve success in research, teaching and a myriad of other activities-in other words they promote productivity. Effective leadership empowers faculty to innovate, to find creative solutions to problems, and to effect real change. These new faculty leaders must be identified, mentored, equipped with the appropriate toolkit, and valued.