



WHAT WORKS - THOUGHTS FROM THE COMMUNITY

ROLES & RESPONSIBILITIES OF ACADEMIC LEADERS

At the Departmental Level

- ◆ Have clear departmental goals that reflect:
 - ◆ the current state and the future direction of the discipline
 - ◆ your understanding of your students: their backgrounds, learning styles, career aspirations
 - ◆ the institutional mission and identity.
- ◆ Have periodic departmental discussions about how those goals play out in:
 - ◆ faculty hiring, promotion and tenure decisions
 - ◆ plans by faculty for engagement in individual scholarly activities
 - ◆ shaping departmental courses (major's sequences, programs for general students)
 - ◆ linking departmental efforts to inter/cross-disciplinary programs
 - ◆ decisions about securing, allocating and reallocating departmental resources, including space, equipment, leaves, office support, etc.
- ◆ Understand that developing people is not only hiring right, but also getting everyone to blossom. Understand the value of having a clear departmental sense of the scholarly pursuits and interests of individual faculty, including where s/he is:
 - ◆ on the review and tenure agenda
 - ◆ on the sabbatical timetable
 - ◆ in his/her research (at an early stage in a new project, finishing up an extended project), with a communal awareness of what is needed to bring that project to its next stage
 - ◆ in exploring and implementing new approaches in classroom and lab, with a communal awareness of what is needed to advance that work
 - ◆ engaged in off-campus collaborations.
- ◆ Be certain adequate resources are in place to support efforts of faculty to build and sustain their scholarly careers, including:
 - ◆ mentors within and beyond the department
 - ◆ internal faculty development funds
 - ◆ assistance from colleagues and from the grants office in identifying potential sources of support and preparing competitive proposals.

Jeanne L. Narum

Director

Project Kaleidoscope

TAKE TIME TO:

- ◆ encourage individual faculty to write down something s/he would like to accomplish in the next three years (in classroom/lab/research agenda/collaborations/etc.)
- ◆ work with individual departmental colleagues to figure out what is needed to make that happen (time, money, visits to library, travel abroad, etc.) and make it happen
- ◆ take collective pride in the individual accomplishments of faculty
- ◆ listen to and respect all voices in the department
- ◆ make certain that the administration recognizes how the department (people and program) serves the larger institutional mission.
- ◆ talk about emerging ideas about new directions in research, in pedagogical approaches
- ◆ meet with colleagues outside the department
- ◆ understand the wide range of resources available for departmental colleagues to support their ideas (federal grants, internal grants, etc.).



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Get as many people involved as possible in discussions about scholarly plans of individual faculty.



- ◆ take collective pride in the individual accomplishments of faculty
- ◆ listen to and respect all voices in the department
- ◆ engage in discussions about the purposes of education in a changing world
- ◆ get as many people involved as possible in discussions about scholarly plans of individual faculty.

◆ Also take time to:

- ◆ make certain that the administration recognizes how the department (people and program) serves the larger institutional mission.
- ◆ talk about emerging ideas about new directions in research, in pedagogical approaches
- ◆ meet with colleagues outside the department
- ◆ celebrate and build upon the achievements of departmental colleagues
- ◆ understand the wide range of resources available for departmental colleagues to support their ideas (federal grants, internal grants, etc.).

At the Administrative Level

- ◆ Generate community-wide understanding of critical questions that need to be asked of individuals in the process of building and sustaining a vital scholarly career:
 - ◆ how does the work you plan for the coming year fit into your long-range scholarly plans?
 - ◆ what do you need— time, money, connections, other resources— to undertake your plans?

◆ Send signals:

- ◆ that ideas matter: keep intellectual issues on the table in campus discussions
- ◆ that the institution recognizes its responsibilities and opportunities in regard to sustaining faculty vitality:
 - with adequate policies, programs, and structures in place to support the generation, discussion, and development of good ideas and the translation of those ideas into projects
 - with time taken to meet with selected faculty individually, perhaps at a regular stage in regard to their sabbatical eligibility, career trajectory, etc.
- ◆ that individual faculty are encouraged to maintain active connections to scholarly communities beyond the campus.
- ◆ Understand the impact of an investment in building and sustaining a vital faculty:
 - ◆ how it has an impact on institutional culture and climate
 - ◆ how it helps leverage internal dollars with external dollars
 - ◆ how it leads to visibility within the larger academic community for the quality and character of scholarly work accomplished by faculty. ■