

## **ADVANCE WINTER 2012 LEADERSHIP SMALL GROUP DISCUSSION SUMMARY**

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The ADVANCE Center for Institutional Change hosted a leadership workshop for university deans, chairs, and directors on March 12, 2012 entitled, “Navigating Your Departments through Generational Differences.” The workshop engaged approximately 45 participants on the benefits and challenges of generational differences within their departments and within the university as a whole. During one portion of the workshop, all participants were asked to individually consider the question, “list one thing you have done to bridge generational differences at a faculty or student level,” and write their feedback on note cards. Each participant provided several responses for the question. Following the workshop, the ADVANCE program compiled all responses and organized them into the document below.

The original workshop question: “List one thing you have done to bridge generational differences at a faculty or student level”

### **PARTICIPANT RESPONSES**

#### **a. RESEARCH AND TEACHING**

- Departmental colloquium that includes papers delivered by faculty, graduate students, and undergraduates
- Require graduate students to meet one-on-one with all faculty members to learn about their research interests and teaching expertise
- Have all faculty participate in regular research presentations to entire department faculty and staff
- Many research workshops—required for assistant professors, expected for others
- Initiate research reading group with faculty and grads at all levels
- Offer junior faculty opportunities to teach core PhD courses normally taught by senior faculty

#### **b. LEADERSHIP**

- Bring junior faculty into more administrative positions
- Provide leadership roles for advanced grad students on federal projects
- Engage younger faculty in cross-department activities and decision making
- Applying the same rules to myself as my students—in other words, I evaluate their talks/presentations and they evaluate mine—I seek their advice on hiring decisions, etc.

#### **c. COMMUNICATION**

- We have become much more explicit about faculty workload, which is somewhat a generational issue
- “Naming the beast:” I think some senior faculty members are not aware that younger faculty members see there being a generational gap. In blunt terms, making clear that regret and nostalgia are no substitute for vision and leadership
- Support junior faculty when they are bullied
- Feel free to vent at chair

**d. MENTORING AND PARTNERING PRE-TENURE AND TENURED FACULTY MEMBERS**

- Pair faculty with grad student teams in planning a major conference and running related discussion series
- Partnering in running the graduate program
- Partner modifying of curriculum
- Arrange for emeritus faculty to informally mentor new faculty
- Mentoring teams

**e. CULTIVATING COMMUNITY**

- Make sure junior faculty are networked outside their department
- Huge staircase art mural depicting many faculty hobbies
- Create and support a sense of unit community
  - Engagement: Retreat; Series of events throughout the year; Reward good teaching on a quarterly basis
  - Retention: Engage senior faculty to discover interests/passions; Give them temporary leadership, a team, and a charge to accomplish (with a time-table)

**f. COMMITTEE COMPOSITION**

- Committee assignments with both junior and senior faculty
- Use a mix of ranks of committees, especially recruiting (faculty and PhD students)
- Try to put junior faculty on decision making committees
- Try to put junior faculty on decision making committees as early as possible
- Make sure that composition of committees reflects various ranks
- Give junior faculty members assignments to important committees (grad recruiting, etc)
- We have made sure that junior faculty play important roles on search committees, graduate student recruitment committees, and participate in our standing undergraduate and graduate program committees

**g. FACULTY MEETINGS**

- Specifically solicit input from junior faculty in faculty meetings
- Actively encourage junior faculty to speak out in meetings