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LEADING FACULTY WITH PURPOSE AND VISION

INSTITUTIONAL CULTURE

Emotionally Intelligent Leadership That Empowers, Moves Culture, and Creates Engagement

David R. Katz III

The core of these beautifully powerful and elegantly simple concepts on the neuroscience behind emotionally intelligent leadership is the happy wedding of over 40 years of teaching and leading experience with the current research on motivation, learning, and empowerment. My leadership roles as a teaching professor, head college basketball coach, and executive-level college administrator have taught me that first and foremost I must positively connect with the faculty and staff I am hoping to lead.

Since positive connection is a prerequisite to people being open to being led, it is helpful to keep in mind that the neuroscience is clear on the fundamental orientation of human beings (Davidson & Begley, 2012). We process, filter, and understand the world first through our emotions. Then we develop our understanding cognitively, ascribe meaning, and respond behaviorally. As leaders, our ability to appreciate the impact of emotions on cognition, motivation, persistence, resilience, and a sense of inclusion is essential to our practice. A corollary concept is that as leaders we have a profound effect on the emotional states of the people we engage with each day because of the ways we interact with them and the relationships we establish.

> *Leadership is about empowering others, and empowering others requires an ability to cultivate affirming relationships*

Consider this: how we treat people affects their emotional state; their emotional state impacts their brain chemistry; their brain chemistry impacts their ability to think clearly, solve problems, persist, trust, feel safe, feel confident, and be their best, most generous selves. I believe leadership is about empowering others, and empowering others requires an ability to cultivate affirming relationships. So for me it has always been about how I apply this

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Coaching: Developing Your Faculty One Conversation at a Time

Carla B. Swearingen, PhD

Coaching is a relationship frequently leveraged in the business sector but is not a well-established paradigm in higher education. Academics, however, can benefit just as much from a coaching approach, and the field is beginning to gain traction for training academic leaders (Robison & Gray, 2017). This article defines coaching, elucidates the benefits, outlines two basic competencies, and provides a few examples of how to coach in the context of a typical conversation.

What is coaching?

The preeminent accrediting organization for coaching, the International Coach Federation (ICF), defines coaching as "partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential" ("About ICF," n.d.). Coaching is related to but differs in significant ways from other helping approaches. Mentoring, which represents a more common model in academics, is a relationship in which a senior or mid-career faculty member advises a junior one. Sponsorship implies a more heightened level of responsibility, with a sponsor advocating on behalf of a less experienced employee. Both approaches diverge from coaching because while mentoring and sponsoring are hierarchical, coaching is a partnership of equals. Another helping approach related to coaching is counseling, and the line between the two can be blurry. But two major differences are coaching's focus on the future rather than the past and its emphasis on finding solutions rather than working extensively through problems.

What are the benefits of coaching?

Changing the way something is done always takes effort, so the payoff to modifying an approach to a task must be significant. There are many benefits of taking a coaching approach, both for the faculty member and for the administrator. First, coaching keeps a future focus and encourages faculty to set themselves goals that they are motivated to achieve, which may not be the case when goals are externally imposed. Second, this approach fosters independence and self-efficacy, which means that faculty will spend less time asking for advice or help. Third, coaching helps to break down the wall that can exist between faculty and administrators, as the two work together in a partnership. Fourth, coaching encourages reflection, and the ability to slow down and contemplate both situations and ourselves is an important aspect of moving forward. Finally, coaching is compassionate because it considers people as holistic individuals rather than data to accumulate and problems to solve. Willis (2019) summarized the value of coaching in a recent article in Inside Higher Ed: "After just one conversation, I had profound clarity, a slightly different focus and a renewed sense of purpose. It was invigorating and led to immediate and actionable steps."

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What are the two most important coaching competencies to apply in conversations?

The ICF defines a set of core competencies that accredited coaches must demonstrate. Besides the basic principle of maintaining confidentiality, administrators can learn and practice two primary core competencies to facilitate coaching conversations: *active listening* and *powerful questioning* ("Core Competencies," n.d.).

Hearing is a random, involuntary process in which we perceive sounds. Active listening, on the other hand, is focused and purposeful and involves giving full attention. Verbal and nonverbal signals can communicate that a listener is actively engaged in the conversation. Smiling, nodding, maintaining an attentive posture, and making appropriate eye contact are examples of nonverbal indicators that convey active listening. Verbal signals include using affirmative language, summarizing, and asking thoughtful follow-up questions. The listener should also try to limit interruptions to times when it is absolutely necessary. It may be obvious, but far too often people forget that to be effective listeners, they must stop talking.

A second important skill is the ability to ask powerful questions. These inquiries move toward action, generate new possibilities, produce insight, create awareness, and enable reflection (Goldvarg et al., 2018, p. 89). Powerful questions are often met with responses such as "I've never thought about that" or "That's a good question," if not silence. The benefits of asking powerful questions are plentiful. First, both parties forge a partnership as they work toward a goal, breaking down a hierarchical approach where one party dispenses advice and the other receives it. Second, powerful questions cultivate positivity and expand options by focusing on forward movement toward positive outcomes. There are always more than one or two options, and asking for alternatives creates space for creative solutions. Third, powerful questions promote reflection by inquiring about both cognitive and emotional processes. Despite what we believe, we often make decisions based on emotions, and it is a mistake to omit feelings from the discussion. Fourth, faculty members' self-awareness increases as they answer questions that encourage new discoveries. Finally, powerful questions move toward an action plan and include accountability for progress.

Coaching helps to break down the wall that can exist between faculty and administrators, as the two work together in a partnership.

There are some easy-to-follow guidelines for transforming ordinary questions into powerful ones. Questions should be short, open-ended, and begin with what or how. Avoid beginning a question with why as doing so can put faculty on the defensive and damage partnerships. You should also maintain a future focus. While it is occasionally appropriate and necessary to explore the past, you should do so only to understand the present and create plans for the future. Do not get too focused on asking about details or other people, both of which can derail momentum. Finally, beware of giving advice even if you disguise it as a question. Like all individuals, faculty are "naturally creative, resourceful, and whole" (Kimsey-House et al., 2018, p. 4), and they alone know all the information to make solid decisions or plans.

How can these two competencies be applied?

Active listening requires full attention, so the first step is to clear away as many distractions as possible during a conversation. Practice focusing on the other person rather thinking about a response, and provide both verbal and nonverbal signals to the talker. Be cognizant of the desire to evaluate what is being said and offer advice. "Within thirty seconds, the judge within us decides that we know what the other person is thinking, feeling, and about to say, but often, we can't resist the urge to tell him in the form of a suggestion, advice, or command" (Boyatzis et al., 2019, pp. 144–45). An efficient way to gauge success is to practice with a partner. Ask a question, apply the active listening principles, self-reflect on feelings of judgement or evaluation, and solicit honest feedback.

You can transform ordinary questions into powerful ones by applying the guidelines elucidated above. Three reframing scenarios between an administrator and faculty member will help to illustrate.

Question: Why did you decide to teach your class using that outdated technology?

Analysis: This question begins with why, which could put the faculty member on the defensive. In addition, the tone is judgmental because of the word outdated. Instead, the administrator should keep the question positive and seek to understand the reasons behind the decision.

Powerful question: How does that

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Supporting and Understanding Open Scholarship

A. Nicole Pfannenstiel, Stephanie Pennucci, and Krista Higham

Discussions of "open" in education predate and extend far beyond open educational resources (OER). For decades educators have carefully crafted assignments and spaces to help students freely and responsibly connect with public conversations. Alongside OER, discussions of open scholarship emphasize remixing the open knowledge principle at the heart of OER to be at the core of knowledge sharing assignments within courses. In this article we discuss spaces of open scholarship to help education administrators celebrate and draw attention to the work already being done and to help facilitate additional work in the future.

Defining open scholarship

Open education strives for accessible and affordable access to education. Open scholarship expands on this idea striving for easy and affordable access to knowledge for everyone. Breaking down the barriers to accessibility and affordability calls on educators—faculty, teachers, librarians, and administrators—to create public assignments that support students' accessing and developing knowledge and their actively participating in knowledge creation with the world around them.

Open scholarship celebrates public knowledge creation. Following appropriate rules surrounding remixing, citation practices, and attribution, open scholarship harnesses students' and educators' creativity while helping students become credible contributors to public discussions. Importantly, open education is not simply about educators requiring students to create blogs and add posts only for the blog to cease activity as the semester ends. While that is one step forward, educators working in open scholarship find ways for their students to add to existing blogs and books, annotate existing source material, and engage in public conversation.

Working in open scholarship

Designing open scholarship opportunities for students needn't mean reinventing the wheel. There are many opportunities that professors can take advantage of that will create meaningful learning opportunities for students and contribute to a larger project on the local, national, or international level. The first step is to identify learning objectives and the type of activity that would most benefit student learning. Conducting, recording, and transcribing oral history interviews might be useful for history majors; photographing slides for creative commons databases in the sciences could benefit biology majors. Partnerships between teaching and library faculty are beneficial at this stage for identifying quality experiential learning experiences, as many are available through museums, libraries, and archives. There are also private organizations and foundations that sponsor community-driven data collection.

> *Open scholarship striv(es)g for easy and affordable access to knowledge for everyone.*

Here are some questions to consider when selecting a project that requires the inclusion of student work:

- What is the organizing agency (university, private foundation, government organization, museum, etc.)?
- Do the agency's goals and mission align with the assignment learning objectives?
  - ¤ Is the agency open to working with a new group of students each semester?
- Is the overall project likely to be sustained and kept accessible by the organizing agency for a long time, or could it disappear in the near future?
- Who retains copyright of the submitted work?
  - ¤ Is the work licensed in an open manner (e.g., through Creative Commons)?
  - ¤ Are students' names included with their contributions?

Local citizenship in a global context

Contemporary citizenship discussions frame citizenship as global, especially given the ways travel and the internet have connected the whole world. This global citizenship is often difficult for students to grasp, and asking students to understand their place within a global population of billions of humans is a huge ask. Open scholarship is a way to globally connect students with local projects, with their local communities—especially using web-based tools, materials, and spaces. Students working in local archives encounter the histories of their local communities and the global

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history experienced by those communities' citizens. Students working on, for instance, local river cleanup projects can find helpful resources to improve their approaches, learning from and sharing them with people around the world. Here too the possibilities for connecting learners to their communities are endless. Recognizing how global communities make and share knowledge within web-based tools, connecting with how local communities make change possible are goals of open scholarship. These goals overlap with the goals of academic disciplines.

The value of an institutionalrepository

An institutional repository (IR) gives local control over the digital collections created by the university community. The aforementioned learning experiences involved a partnership with an outside organization. Hosting an IR on campus provides a location to house not only dissertations, honors and graduate theses, yearbooks, student newspapers, and other traditional documentation of student work but also multimedia collections of art shows, performances, local conferences, and collections of locally created teaching resources. Students could partner with outside organizations to get experience in interviewing and transcription, or they could assist the university archivist in transcribing local history documents or interviewing university community members about local or national events to provide a snapshot in time for the campus archives. An open-access institutional repository allows researchers from outside the university to access the digitized materials.

Next steps

The examples included here illuminate the value of open scholarship and require faculty to craft assignments and make connections. Knowing the spaces and opportunities educators already engage as well as how educators collaborate to connect their students with global and local communities helps administrators recognize and celebrate the open scholarship their students create.

While open scholarship offers important and meaningful knowledge creation spaces to students, it is not necessarily easy to craft public knowledge creation assignments, nor do open scholarship assignments offer *the* answer to structural inequalities within society and within education. As necessary first steps, administrators should support and publicly celebrate these assignments as well as the public knowledge creation of students on their campuses. Recognizing and commending the scholarship of students is crucial to supporting open scholarship initiatives.

Additionally, providing monetary support for these activities is crucial. Monetary support can help faculty engage with open scholarship in the form of grants and stipends. Support can provide institutional support for access to journals, archives, institutional repositories, and public websites. The time and support afforded to faculty create time and space for these public connections that help the created work live on accessibly. When faculty connect class assignments to digital repositories, graduated students can showcase their work to potential employers and graduate schools.

Currently, open scholarship assignments don't easily appear to fit within the scope of all classroom curricula, but moving toward greater institutional support and meaningful opportunities for students to engage in the creation of public knowledge needs campus champions. We urge academic leaders to champion the amazing work of their faculty, teachers, students, and librarians and increase opportunities for new open advocates to join the discussion.

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knowledge. I have to wrap skill around the insights so I can actually use this in my real life with the real human beings I am trying to inspire and lead. The good news is we can develop skills, which build relationships that put people in a positive emotional state that supports their most productive contributions and generous engagement.

When we look at people's emotional states, the primary and, from an evolutionary perspective, most primitive and least nuanced response is the stress, fear, or threat response. By any name it is well designed to maximize our ability to survive by launching an immediate response to perceived danger (response suggests reaction, not thought). Adrenaline and cortisol levels soar, heart rates climb, blood pressure rises, respiration increases, and we are poised to fight, flee, or freeze.

The chemical cousins of this stress response maximize our ability to physically react quickly by hijacking cognition that would come from activation of the prefrontal cortex. So stress inhibits cognition. The stress response literally makes it difficult for the people you are leading to be thoughtful as opposed to reactive. It is vital that we appreciate the fact that when human beings do not feel safe, secure, included, respected, cared about, or affirmed, they are likely to be in some degree of stress. This is not a moral statement about a person. All of us, when feeling threatened and unsafe, are subject to this response and the behavioral offspring it produces.

For great leaders, this insight creates an obvious imperative: to build relationships with those we are leading that ameliorate the stress response and create feelings of connection, safety, and caring. In the wake of the pandemic, the reawakening around social justice and systemic bias, and the myriad of forms othering can take, this insight becomes even more critical. The prerequisite to creating a sense of inclusion, connection, and equity within the communities we are privileged to lead is to have the emotional intelligence to nurture relationships that mitigate the stress response.

The really good news is that we do have an antidote to the damaging effects of the stress response and its chemical cousins of adrenaline and cortisol. Our secret sauce is to ignite the reward pathway in the brains of the people we are leading. The reward pathway of the brain is connected to areas of the brain that control behavior and memory. Whenever human beings engage in behavior that dramatically improves our chances of survival, the reward pathway is ignited. The brain begins to make connections between the critical, survival-enhancing activity and the release of an entirely different set of chemical hormones that are extremely pleasurable, thus ensuring that we will repeat the behavior.

> *Our secret sauce is to ignite the reward pathway in the brains of the people we are leading.*

We have most likely all heard of these chemical cousins (sometimes dubbed the happy hormones) that are released when we ignite the reward pathway in our brains, and we have certainly basked in the warmth of their uplifting effect. Dopamine creates a sense of joy, excitement, and pleasure. It plays a role in motivation and is your brain's signal that a reward is at hand, meeting a basic need (think chocolate). Serotonin stabilizes our mood, feelings of well-being, and happiness (think great sleep). Oxytocin promotes bonding, generosity, and establishing trust (think physical affection). It is a neurotransmitter that helps regulate stress responses and calms the nervous system. Endorphins trigger a positive feeling in the body, similar to what morphine does (think exercise and laughter).

What's most remarkable about igniting the brain's reward pathway and flooding our systems with these happy hormones is this: it dramatically enhances our ability to think clearly, solve problems, be creative, persist in the face of challenge, and behave cooperatively, generously, and magnanimously. Our sense of efficacy, confidence, and motivation improves. In short, we are operating at far closer to our full potential and the learning centers of our brain are opened up instead of being hijacked.

So for us as real-world team leaders, the most critical question is, What are the activities and behaviors that ignite the brain's reward pathway and engender the release of these stress-inhibiting, potential-opening happy hormones? We can then build them into our consistent everyday leadership. They cannot be once-in-a-while practices that we pull out when things aren't going well. That will rightly be perceived by the folks we are leading as disingenuous.

There are three major conditions which are so critical to human survival and well-being that the brain's reward pathway is ignited to reinforce the behaviors that create these conditions. Our goal is to develop skills that help create these conditions.

Condition #1: Caring relationships

When someone is in the presence of another person whom they perceive as caring about them, respecting them, wanting to help them, and seeing them as important, that person feels safe and valued. The happy hormones are released, and they are empowered to be their best self. What if every day in our leadership practice we prioritized build-

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ing trust and leading with empathy, and in each interaction (text, email, Zoom, face to face) communicating our desire to be helpful and supportive? Unbelievable as it sounds, our very presence could ameliorate the stress response and ignite the reward pathway. We could literally alter the brain chemistry of those people we work with to their benefit.

Condition #2: Sense of belonging

The brain's reward pathway is ignited when people feel a powerful sense of belonging, acceptance, and inclusion within a group. When they feelpart of a team that is safe, connected, cooperative, and interdependent. Our very survival and success evolutionarily can be traced back to our social and communal roots. We thrived physiologically, emotionally, and spiritually within the context of a caring group that was invested in our success and well-being, and in return we were invested in the success and well-being of the group. This powerful symbiotic synergy exponentially improves our chances of survival and thereby ignites the reward pathway. What if through our leadership we created work cultures designed to create a sense of belonging, acceptance, and interdependence? What if the work our teams did became opportunities for connection and cooperation by design?

Condition #3: Pattern finding and problem solving

The third condition that triggers the ignition of the reward pathway is pattern finding and problem solving. When people are in safe, caring relationships and part of supportive teams, they love to solve problems that move them and their group forward. The pattern finding behavior is so primal that it has an addictive element that can be seen when observing someone playing a video game. The key for us as leaders is manageable, solvable challenges where we provide the resources, training, and emotional support while carefully aligning the challenges to our groups' and individuals' capacity. No one wants to play a video game where there is no sense of progress or success.

My leadership experience has reaffirmed these principles of neuroscience. The emotional state and morale of the people we lead is the single greatest factor in helping them to reach their full potential individually and as team members.

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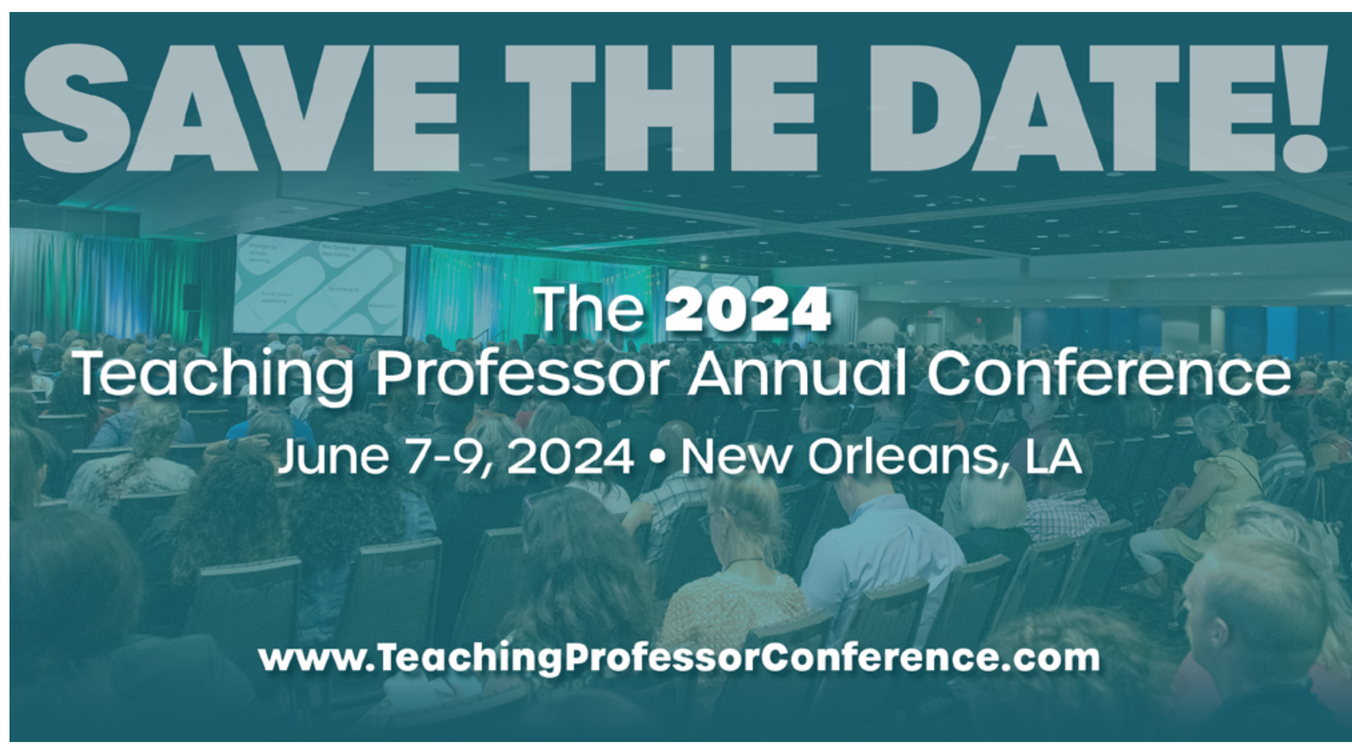

Supporting Faculty with Disabilities

Eric Lyerly, Esq.

Around 25 percent of Americans identify as having a disability. (CDC, 2018). A much smaller percentage of faculty report having a disability—approximately 4 percent. (COACHE, 2020). However, there is a recognition in disability circles that this percentage is likely higher.

In some faculty departments, there may be skepticism that faculty with disabilities won't be able to produce adequate scholarship or take on a sufficient teaching load. However, this attitude frequently influences faculty's decisions not to disclose their disabilities or seek support from their college or university. They may also prevent individuals with disabilities from entering the academe at all, depriving it of talent and perspectives that could advance scholarship and enrich the education experience for students.

Faculty with disabilities benefit from the support and advocacy of their colleagues, especially faculty leaders. This article provides tips and insights on how to support faculty with disabilities, ranging from the practical, such as seeking training, to the conceptual, such as viewing disability as diversity.

1. Understand the basics of disability law

If you want to support faculty with disabilities, you should know the basics of federal disability law. This knowledge can help you understand what actions your department is legally required to take to support faculty with disabilities and help you advocate for colleagues with disabilities.

Here is a summary of the salient disability laws that affect colleges and universities and their faculty/employees.

A. Section 504 and the Americans with Disabilities Act

Section 504 of the Rehabilitation Act of 1973 prohibits institutions that receive federal assistance from discriminating on the basis of disability in their programs or activities. See 34 C.F.R. § 104. The Americans with Disabilities Act precludes *public entities* from discrimination based on disability—irrespective of whether they receive federal funding. See 29 C.F.R. § 1630.

Both Section 504 and the ADA prevent colleges and universities from excluding qualified faculty with disabilities from employment opportunities. These laws define individuals with disabilities as persons with a physical or mental impairment that substantially limits a major life activity, e.g., walking, hearing, seeing, speaking, performing manual tasks, etc. A faculty is a "qualified individual with a disability" if they meet the essential qualifications of their positions, with or without accommodation.

Section 504 and Title II require postsecondary institutions to provide reasonable accommodations to address a faculty's disability-related limitations. Examples of possible reasonable accommodations for faculty with disabilities include:

- Access to assistive technology
- Flexible course load or schedule
- Workspace adjustments related to lighting, seating, or technology
- Workspace reassignment to be nearer to accessible parking or building entrances

Institutions are not required to provide accommodations that would cause undue hardship, i.e., accommodations that would be too expensive or difficult to implement (given the institution's size and resources).

B. The Family and Medical Leave Act

The FMLA is another law that implicates faculty disability rights. The FMLA provides eligible faculty with up to 12 weeks of unpaid medical leave to address a serious health condition, including a flare-up of disability-related symptoms. See 29 C.F.R. § 825. Faculty may take FMLA all at once. Alternatively, they may take their leave intermittently or on a reduced daily or weekly leave schedule if medically necessary. When a faculty returns from FMLA leave, the institution must return the employee to the same position or an equivalent role.

There may be other local, state, and federal laws that affect the disability rights of employees at your institution—including ones that offer more stringent legal protections. Consider speaking to your human resources department if you would like additional information on the employment laws that impact your institution.

2. Seek faculty training

Many faculty report a desire for training regarding their responsibilities under disability law and how to implement disability-related accommodations for students. Faculty, especially faculty leaders, would also benefit from training on their institution's responsibilities to accommodate *employees with disabilitie*s under state and federal law.

If you are a dean or department head, consider coordinating training opportunities that offer faculty the opportunity to learn about their disability rights, and sitting in on any training sessions your college or university offers on these topics.

With training, faculty with disabilities could gain a greater understanding of their legal rights and be more inclined to request accommodations that help them to succeed in their roles. Likewise, faculty

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leaders will be better prepared to support colleagues in need of accommodation.

3. Understand that not all disabilities are visible

Disabilities come in many forms; not all of them are apparent. Non-apparent disabilities are not immediately perceptible based on outward physical symptoms. Around 10 percent of individuals with disabilities have an illness or health condition. (Salamon, 2023). Such disabilities can affect individuals physically, mentally, or neurologically. They embrace a whole spectrum of conditions, including learning disabilities and psychiatric disorders.

Research shows that nearly 90 percent of employees with non-apparent disabilities choose not to disclose their condition to their employers. (Tillotson, 2023). Such employees may fear the stigma associated with disabilities or be concerned that their colleagues will be skeptical of their disability since it is not immediately observable.

Colleges and universities lose out on important benefits when these faculty choose not to seek the accommodations they need to perform their jobs. In such scenarios, faculty may not be able to make their desired impact—in the classroom or the department. By understanding that not all disabilities come with external indicators, you can be better prepared to support and advocate for colleagues with invisible disabilities.

4. View disability as diversity

Historically, disability has been viewed more as an individual health condition than a group identity. However, there is an emerging trend to treat disability as a group demographic. For example, just this year, the National Institute on Minority Health and Health Disparities, designated people with disabilities as a population with health disparities. The upshot of this trend is that more institutions are considering disability in their diversity and inclusion efforts, recognizing the key perspectives individuals with disabilities bring to campus.

Faculties, too, should be encouraged to see disability as diversity. Faculty with disabilities bring distinct experiences, outlooks, and problem-solving skills to the academe—qualities that can enrich the learning environment for students and strengthen departmental culture.

Practically, viewing disability as diversity means recruiting and retaining individuals with disabilities to serve on your faculty. It also means promoting accessibility beyond the classroom.

5. Promote accessibility beyond the classroom

There is a concept in disability services known as "accessibility beyond the classroom." This principle encourages colleges and universities to provide accommodations in every area of student life—not just academics—so that students with disabilities can have the same robust campus experience as students without disabilities. This concept can also be useful in faculty settings.

Faculty leaders should not only strive to make the classroom/workspace accessible for colleagues with disabilities—but also faculty meetings, social gatherings, and other engagement opportunities. This process will ensure that faculty with disabilities are able to fully participate in your department's operations. For example, in planning a meeting or event for faculty, you should consider holding the event in an accessible place, using accessible materials. Communications about the event should also be accessible.

If you need ideas or assistance on how to promote accessibility beyond the classroom, your college's disability services office is a ready partner. Most of the time, DS staff are eager to make their institution more accessible and will be willing to help you increase accessibility in your department. You can also communicate with heads of other departments to see what steps they are taking to assist faculty with disabilities.

The bottom line

The academe would benefit from greater numbers of individuals with disabilities in its ranks. It would also benefit from greater involvement from those currently within its number. How do we achieve these goals? By supporting faculty with disabilities, understanding the laws that affect them, viewing disability as diversity, and promoting accessibility beyond the classroom. These practices will help ensure that our colleagues with disabilities have the opportunity to thrive in their teaching, research, and writing roles.

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How to Talk to Faculty Who Receive Low Course Evaluations

Maryellen Weimer

How do you handle the conversation that needs to occur with a faculty member whose end-of-course ratings are low?

To get started, you must first consider whether low ratings are clearly defined at the institution and in the department. In general, we haven't been good at setting benchmarks. If ratings in the department are averaged, there's going to be a cohort that are below average. Does that mean their teaching is unsatisfactory or simply not quite as good as others?

After determining the ratings are in fact cause for concern, consider how long they've been low and how many courses are getting low ratings. There are indications that new faculty members, faculty members teaching a course for the first time, or teachers who've implemented a lot of changes in a course tend to get lower ratings. In all three cases, there's also evidence the ratings recover. Academic leaders have been known to overreact to low ratings, or at least faculty have been known to tell stories to that effect.

That said, if the ratings are low, they need to be discussed. Admonishments to "Do something about your ratings." or "Get those ratings up!" aren't helpful. Yes, that's what needs to happen, but that's not where the focus should be. If the faculty member starts feeling desperate, there are any number of ways to get the ratings up, like handing out chocolates before students complete the ratings (Youmans and Jee, 2007). The focus needs to be on teaching that more effectively promotes learning—that's how you want to get the ratings to improve.

Furthermore, the conversation should not dwell on the "need" to improve. Focusing efforts to improve on premises of remediation and deficiency does not make improvement a very positive process, especially for independent-minded faculty with decades of experience. It turns improvement into something that's required rather than something that's embraced as part of one's ongoing professional growth and development. If there's a "need" to improve, that decreases the likelihood that others will be involved in the process, especially if that necessitates revealing there are teaching problems. Better to frame the conversation around the expectation that all faculty members can and should improve. It's an across-the-board expectation that avoids getting into who does and doesn't need to improve.

The focus needs to be on teaching that more effectively promotes learning—that's how you want to get the ratings to improve..

Problems are also created when a department chair tells a faculty member to "get help" with their teaching." Nothing communicates deficiency and inadequacy quite as effectively as telling someone they need help. Any number of centers for teaching and learning have died slow and painful deaths because they became known, rightly or wrongly, as places where poor teachers go to get help. Moreover, teaching can be improved without the admission that help is needed.

For example, if faculty are asked, "are you interested in how much and how well your students are learning?" it's pretty hard to say no. Of course, they're interested. From there it's easy to launch into some of the things we know promote learning—getting students engaged, getting them connected with other students, getting them regularly reviewing content. Effective teaching strategies are what accomplish these goals, so you end up talking about changes that will improve teaching, but you've gotten there in a much less threatening way. It's not about needing help or getting the ratings up; it's about what teachers can do that effectively promotes learning.

The conversation should explore those aspects of teaching that aren't working, but there should also be a discussion of strengths. It's good to remember that teaching can be improved in two ways; by doing less of what isn't working and by doing more of what is or has potential to work well. Teachers with a history of low ratings frequently don't feel good about themselves as teachers (and maybe they shouldn't), but when it comes to improving sometimes it's easier to get the process going by starting with something seen as a strength that might be done more often, done in an elaborated or slightly different form, and done in different courses.

Like students who aren't confident learners, faculty who aren't very confident about their teaching (but who usually don't make that admission) are helped when they have an academic leader who believes in them. And that

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can be an honest commitment. There are all sorts of small things that can be done to improve teaching. They involve basic knowledge and simple skills (wait time after a question). Yes, there's artistry involved in teaching, especially exceptional teaching, but good teaching starts with basic skills and they are skills that can be acquired, especially by bright, well-educated persons.

Some faculty have been known to teach with low ratings for years. That's not fair to students. The longer those ratings have been allowed to remain low, the harder they become to change. It's important to intervene early and to do so with a conversation that is pointed but positive. Rating results can motivate improvement and provide useful data. Here's an article that offers great advice on doing so. Boysen, G. A., (2016). Using student evaluations to improve teaching: Evidence-based recommendations. *Scholarship of Teaching and Learning in Psychology, 2* (4), 273-284.

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feel concern for their colleagues' well-being" (Gappa et al., 2007, pp. 13–14). Collegiality represents a reciprocal relationship among colleagues with a commitment to sustaining a positive and productive environment as critical for the progress and success of the university community (Cipriano, 2013).

The chair's role

Department chairs can develop and maintain a productive and positive atmosphere in their departments by modeling the characteristics they wish their faculty, staff, and students to exhibit. Department climate is the chair's responsibility.

Research has shown (Cipriano, 2013) that a department chair is in a strategic position to promote a collegial and civil department, thus allowing faculty to remain engaged in the welfare of the department. Logically, faculty are less likely to leave if they are in a department that is collegial and where faculty, staff, and students are civil to each other. A seminal study conducted at Harvard revealed that climate, culture, and collegiality are more important to the satisfaction of early-career faculty than compensation, tenure clarity, workload, and policy effectiveness (Collaborative on Academic Careers in Higher Education, 2008).

It is logical to assume that chairs are in the best, most enviable position to help their departments avoid faculty from leaving as well as facilitate the hiring of new staff. A 12-year study of department chairs (see Cipriano & Riccardi, 2018) indicated that the two most important reasons, in order, for remaining as chairs were (1) to make a difference and (2) to shape the department's direction. The more than 2,000 respondents indicated that the five most important competencies, in order, chairs need to be effective were as follows:

- Ability to communicate effectively
- Leadership skills
- Character/integrity
- Interpersonal skills
- Problem-solving ability

It is important to note that for each of the 12 years of the study, the number-one reason chairs left their positions was dealing with non-collegial faculty. It is not extreme reasoning to think that working within a non-civil department would also lead to faculty leaving this toxic environment.

Current circumstances present a new challenge for department chairs and academic leaders. It is more important now than ever that academic leaders communicate with faculty and staff on a regular basis for each individual to feel that they are a valued member of a community and have colleagues who care about their welfare.

The confluence of a wave of Baby Boomer retirements and the COVID-19 pandemic has led to a disproportionate number of faculty leaving higher education. It is clear to me that there is a systemic collapse of the political, social, and economic model that used to exist throughout higher education.

It is safe to say that the **"Great Resignation"** has not spared higher education. More people are leaving higher education, and many people are not applying for faculty positions either. When a position opened at a university there used to be a minimum of 25–40 qualified people applying for the position. Now that number of applicants has dwindled significantly. I wonder whether academics in their 50s or 60s would choose to again become faculty members, chairs, or deans. This once-dream job—a tenured full professor—has lost its glamor and prestige and is no longer an enticing and rewarding career for a great number of people. To invoke an oft-repeated phrase: "that ship has sailed."

Can the changes brought about since the global pandemic began in early 2020 revivify the landscape of higher education? Or will the lugubrious, injudicious, and ubiquitous view that the good old days were far better for working in higher education persist? Whatever one believes, the core reality is the higher education from the 1960s through 2019 is pretty much gone. It is now 2023. Will this be the peak moment of your dream, and is it still possible to think of your career in higher education as still being possible?

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technology benefit your students?

Question: Have you considered that maybe you need to say no to committee requests?

Analysis: This question is clearly advice in disguise. Advice assumes that faculty need someone to tell them what to do and can also create codependent relationships.

Powerful questions: What are the upsides to agreeing to be on committees? What are the downsides?

Question: Tell me again exactly what happened in that department meeting two years ago.

Analysis: This is not even a question, but a command, which could easily hinder rapport. The conversation partner should always have the option to refuse to answer a question, and an administrator in particular needs to be aware of this. In addition, the focus here is on details in the past. Remember that coaching has a future agenda.

Powerful question: What did you learn in that meeting that could benefit the current situation?

Conclusion

Even though an administrator's relationship with individual faculty is hierarchical by nature, coaching can help to break down this barrier while also helping the faculty member to develop professionally. An attitude of coaching promotes an environment that fosters independence, builds partnerships, focuses on goal setting and achievement, encourages reflection, and demonstrates compassion. Applying only two competencies of coaching, active listening and powerful questioning, can go a long way in helping administrators make the most of every single conversation with their faculty.

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Collegiality in the New Normal

Robert E. Cipriano

There appears to be a genuine maelstrom affecting most institutions of higher education in the U.S. While clear data are elusive, there is emerging evidence that colleges and universities are seeing greater-than-usual faculty turnover.

As Colleen Flaherty (2022) reported in *Inside Higher Ed,* "19 percent of provosts say faculty members are leaving at significantly higher rates than in the past. Sixty percent indicate that faculty are leaving at higher rates. (The percentages were larger for questions about staff turnover." In the same study, 80 percent of respondents said that their campus has more open positions this year than last, and 84 percent stated that hiring for administrators and staff jobs has been more difficult in the past year. The reason may be forthcoming if we drill down and think through what the respondents said: 77 percent—among them presidents, deans, human resources leaders, and other senior officials—indicated that higher education is a less appealing place to work than it was a year ago.

The sudden pivot from primarily in-person teaching to remote learning that began in early 2020 with the spread of COVID-19 created many challenges. Fifty-five percent of faculty currently considered changing careers or retiring early since the pandemic began (Furstenberg, 2021). Salary increases of 0.69 percent for faculty is the lowest increase since 2010. Wages for full-time faculty fell 5 percent in 2022. Many existing faculty are determining whether they can afford to remain in the academy, and graduate students are reconsidering whether they even want to become faculty in view of the above. The current rate of inflation is a major factor for faculty thinking about leaving the academy altogether. The Professor Is In, an academic career consultancy that has a long history of aiding PhDs attempting to secure jobs within academe, started a private Facebook group in late 2020 specifically for scholars trying to transition out of academe. In May 2021, they reported they had about 170 responses from people interested in transitioning out of higher education. In early 2022, they had more than 450 people stating their desire to leave higher education, about half of them from tenure-track and tenured professors. Some of the reasons (not a complete list) professors say they are leaving higher education are:

Institutions' response to the pandemic

- Low pay
- Expanding job duties
- Lack of support
- Mental and physical health concerns
- Overworked and underpaid
- Toxic work environment
- Unremitting workload
- Burnout
- Bullying and harassment
- Abusive colleagues and administrators
- Spending and hiring freezes
- Increasingly activistic boards
- Censorship of faculty
- Disappearing benefits
- Legislative incursions into the curriculum
- Surveillance by politically motivated students
- Disappearance of shared governance
- Attacks on tenure
- Lack of tenure and tenure-track positions
- Low public regard for higher education
- Feelings of loneliness

Some academicians may see chronic underfunding as the root of higher education's woes; in this view, an influx of money from state and local agencies would do a lot to recommit faculty to academe. But a more honest assessment of the major reasons people are leaving higher education in such great numbers may have to do with a poor culture and climate and a lack of collegiality. Of course, these are not new issues, though the pandemic may have brought them to the forefront. This article explores these concepts more deeply and provides strategies for what leaders in higher education can do to mitigate problems and challenges related to them. It looks more closely at these issues and demonstrates how resolving them will be crucial to recruiting and retaining faculty post-pandemic.

Culture, climate, and collegiality

Culture is a set of assumptions, expectations, perceptions, and practices that distinguish one group from another. In higher education, we can think of culture more precisely as the set of values that helps faculty and staff understand which actions are acceptable and which are not. Climate looks at the present moment: what the atmosphere is like to faculty and staff. Culture has an historical basis—in our existing values and identities.

What is collegiality? As a noun, collegiality means cooperative interaction among colleagues. As an adjective, collegial indicates the way a group of colleagues take collective responsibility for their work with minimal supervision.

"Collegiality refers to opportunities for faculty members to feel that they belong to a mutually respected community of scholars who value each faculty member's contributions to the institution and

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