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About This Report

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Developing and Evaluating Teacher Effectiveness at Colorado State University

Jennifer Todd, MEd, Tonya Buchan, MSEd, Debora Colbert, PhD, and Karen Falkenberg, PhD

An international conversation around an increased focus on high-quality teaching at R1 institutions has been gaining momentum for several years. A recent shift in the conversation, focused on identifying fair and valid measures to evaluate effective teaching, continues to grow. On the one hand, individual departments and colleges look to their institutions' teaching and learning centers for guidance in matters of pedagogy. On the other, university policies for compensation and promotion often complicate the construction of a university-wide process for developing, evaluating, and compensating high-quality teaching. Colorado State University (CSU) faced this challenge head-on through two initiatives: the faculty-led Evaluating Teaching Effectiveness Task Force in 2015 and the effort of our team from The Institute for Learning and Teaching (TILT) in 2018. The task force was instrumental in changing the CSU Faculty Manual code, requiring departments to define effective teaching and assess it using as evidence multiple measures instead of a single average score from student evaluations. To support departments, TILT constructed a definition of effective teaching, which led to the creation of a collection of tools (the Teaching Effectiveness Framework) and a recommended process for developing and evaluating teaching at CSU.

Since its inception, the framework has been well received by faculty and administrative focus groups who appreciate the focus on research-based teaching and a process for growth.

THE TEACHING EFFECTIVENESS FRAMEWORK

Seven essential, interrelated domains of effective teaching practices, each grounded in the scholarship of teaching and learning, create the foundation for the Teaching Effectiveness Framework (Figure 1). The framework includes leveled criteria within each domain, a goal-setting process, a collection of teaching practices to improve student learning, and materials to measure growth in teaching effectiveness. Recently added as an essential component in the annual review process at CSU, the framework allows instructors to reflect on their teaching practice and identify areas of strength and challenge, while providing administration a process to support and evaluate this growth.

Designed to support faculty as they grow their teaching practice, the framework provides much-needed guidance during the Process for Developing and Evaluating Teaching Effectiveness at a Glance seen in Figure 1. The process recommends that faculty set a personal teaching goal for the academic year, align the goal with a domain on the framework, plan professional learning, triangulate evidence by identifying three measurement tools to demonstrate goal achievement, integrate practices into their teaching, and reflect on progress and student success. We recommend basing evaluation on goal achievement and teaching growth rather than student opinions of the instructor or one-time peer observations and evaluations.

Figure 1. Colorado State University Teaching Effectiveness Framework

For years, TILT has provided a substantial number of professional development opportunities on teaching and learning. Without redesigning all our seminars and workshops, we aligned each learning experience with a primary and secondary domain on the framework. Throughout the year, interested faculty seek out and attend sessions that align with the domain of their annual goal. In spring 2018, TILT launched **Teaching Squares**, a nonevaluative, growth-based peer observation program grounded in the framework. In Teaching Squares, a group of four faculty agree to observe each other throughout the semester. Participants choose a domain focus, set a personal teaching goal, and then observe others to give feedback and reflect on their own practice. Additionally, the **TILT website** provides best practices and supporting research for each domain so that faculty can pursue development on their own. The alignment of the seven domains with professional development opportunities and our website content streamlines the growth process for busy faculty.

GAINING BUY-IN: CULTURAL CHANGE TO ELEVATE THE CONVERSATION AROUND TEACHING

We shared our initial thinking and early drafts of the framework with several stakeholders—the vice-provost for faculty affairs, the committee on teaching and learning, the committee for non–tenure

track faculty, department heads and executive committees, and many faculty—and asked for input and recommendations so that departments might adopt this new definition of teaching effectiveness and process for improvement. Gaining support from such groups has been instrumental in our success thus far. Our eventual rollout of the Teaching Effectiveness Framework to a larger audience provided our team with input and encouragement from faculty to continue to develop the framework and goal-setting process. Since its inception, the framework has been well received by faculty and administrative focus groups who appreciate the focus on research-based teaching and a process for growth.

Once we shared the framework with several hundred faculty and campus administrators, we realized its potential to elevate the conversation around teaching at CSU, which not only validated but also placed high value on our work. This new process provides faculty and administrators with a common language to talk about teaching as well as a common experience in which to reflect, assess, learn, and integrate new knowledge and skills into their teaching.

In our previous experience supporting faculty, when instructors planned a class or worked to improve their teaching, they often limited their focus to only adding instructional strategies to their classrooms. The framework assigns equal importance across all seven domains. As we introduced these domains to faculty, many admitted they had never considered classroom climate, student motivation, or inclusive pedagogy as a focus to improve their teaching effectiveness. They might have wanted or hoped for a classroom that felt collaborative and supportive but did not have the knowledge or resources to make that happen. The framework intentionally calls out each of the seven domains as being independently important while acknowledging significant interdependence among them. Ultimately, if faculty focus on one domain, they are more likely to see improvements in other domains as well.

A DEPARTMENT EMBRACES THE FRAMEWORK

In one case, a department that had rarely, if ever, discussed teaching at a department meeting began the goal-setting process at the beginning of the year. The department chair approached us and asked whether we could provide professional development on feedback and assessment since most instructors set a goal in that domain. The framework provided a toolbox of strategies and research related to feedback and assessment, enabling discussion and collaboration amongst faculty. It also gave the department chair valuable information with which to support the development of effective teaching.

LOOKING AHEAD

Recently, the vice-provost for faculty affairs tasked departments to create promotion criteria for teaching faculty and to uphold university code by using multiple measures to assess teaching effectiveness using the framework as the tool to carry out this task. As departmental administration and faculty explore options to develop and evaluate teaching effectiveness, many have reached out to TILT to learn more about the Teaching Effectiveness Framework. These collaborative conversations have led to the refinement of the Framework as well as the development of additional tools to support faculty and administration in the goal setting, personal development, and evaluation process. During these processes, TILT continues to collect data related to faculty teaching practices, goal setting, and the framework—and will use this information to hone the framework and support faculty in their growth as effective teachers.

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Fundraising for Academic Leaders: Five Practical Strategies for Deans and Department Chairpersons

Craig Hlavac, MM, EdD

As traditional revenue streams continue to wane, academic leaders at colleges and universities are increasingly expected to acquire new sources of support. While fundraising is nothing new for colleges and universities, those tasked with these responsibilities are expanding to include not only professional fundraisers but also those on the academic side of the house. Deans, associate deans, department chairs, and even faculty are requested (or required) to aid in fundraising efforts. Most academics, however, feel ill-equipped for these activities. In fact, some are unsure—or anxious—about what fundraising even looks like for academic leaders. Potential donors look for ways to make an impact, and they want to know that the institution will effectively use the financial support they provide to further a shared vision.

If you're an academic leader, determining how and where to start can seem like a daunting task. Here are a few suggestions:

1. START WITH YOUR UNIT'S MISSION, VISION, AND NEEDS ASSESSMENT

Fundraising is often less about asking for money and more about building relationships and telling a compelling story. This is particularly true when raising funds for academic units; as prospective donors are likely already connected with the institution, providing an accurate, updated vision and mission are great first steps in building relationships with them. Next, the leader must have a clear and concise message regarding the needs of the unit. Why is financial support needed? What specifically would these funds do for the unit? For the students? These points must be well-considered and communicated in a simple, cogent manner. Next, collaboratively determine how the prospective donor might make a difference. If the donor knows what is needed and has the interest and ability to address this need, the conversation will feel less like an ask for support and more like a dialogue about how they might help.

2. MEET WITH INSTITUTIONAL ADVANCEMENT

Once you can effectively communicate your unit's mission and vision, it is time to consult with your institutional advancement or development office. Ideally, your college or unit will have one or more embedded development officers. These fundraising professionals will be a great source of prospective donor research, can provide the names of engaged alumni who may be interested in becoming more connected, and will provide both advice and assistance as you reach out to potential donors. Additionally, development officers will know not only the institution's various fundraising strategies but also—and more importantly—which large prospects are already assigned to others at the institution. While excitement and enthusiasm are welcome in this line of work, collaboration and open communication are critical; without clear communication, donor contacts can easily be mismanaged, leading to confusion. To avoid this potentially devastating circumstance, keep an open line of communication with your development professionals.

3. ENGAGE YOUR ALUMNI

For most academic units, the vast majority of prospective donors will have an obvious connection: as former students who can point to positive institutional experiences as the foundations for their vocational success. Capturing this sentiment while reengaging your alumni is a great way to build relationships with them. Academic leaders can contribute to this effort by first considering ways to get alumni involved with campus events that allow them to interact with current students. Some ideas include

- lectures by faculty or other disciplinary experts;
- meetings of student organizations connected to the disciplines in your unit;
- alumni gatherings outside the immediate vicinity of campus (major cities are common);
- opportunities for networking (segmented by age, subdiscipline, or interests); and
- regional gatherings that allow for alumni segments to meet and network.

These types of events should cater to the attendees' specific needs—needs that will inevitably change over time. For instance, recent alumni are generally more interested in networking with peers and industry leaders who may be able to help them advance in their careers. Alumni who are established in their careers (or even approaching retirement) may be interested in events that provide opportunities for enrichment (e.g. lectures, performances, exhibitions) in addition to connections with current students—always a source of energy. When planning a gathering for alumni, it is always best to seek advice from your development office. The people there can advise on how best to segment your prospective donors and craft the event in a way that is most meaningful to attendees.

4. DEVELOP AN ADVISORY BOARD

Academic units frequently use advisory boards to inform curricular initiatives and ensure close ties with corporations, industry, and the community. These boards, however, can also aid in the fundraising efforts of colleges, schools, and departments. Assess the makeup of your advisory board and consider including the following stakeholders:

- Successful alumni with connections to important businesses or community organizations
- Respected experts in the unit's discipline (or related field) who can help build relationships with your alumni
- A current student
- A recent graduate
- A current donor to the unit
- A marketing expert
- Others as advised by your development office

This combination of members, coupled with your current board membership, may allow you the opportunity to effectively discuss fundraising efforts and have the appropriate connections and experience necessary to make positive progress.

5. BUILD A CULTURE OF PHILANTHROPY

While it is crucial to engage alumni and other interested parties in an academic unit's fundraising efforts, building a culture of philanthropy before students graduate is also important. Much fundraising support goes directly to students in the form of merit- or need-based scholarships. Students who benefit from these gifts are grateful for this aid and, while not in position to financially support the school or department while enrolled, are very often willing to help raise funds if asked. Their assistance may include thanking current donors and their families, attending prospective donor gatherings to directly articulate how they benefit from scholarship aid, and even giving modest sums of money in support of specific initiatives that involve fellow students. Although the moneys students raise may be small, the relationships they help to develop, along with their appreciation for philanthropy, are critical in building a culture of philanthropic support within the academic unit.

FINAL THOUGHTS

When I've discussed fundraising with faculty members, many have expressed to me that these efforts are somehow demeaning to them and unwelcomed by prospective donors. In my experience, donors who have trusting relationships with the institution and understand the needs of the academic unit will see their gifts' impact and do not feel awkward when included in fundraising efforts. Rather, when their passion for an initiative is cultivated, donors will seek out ways to provide financial support. Including them in the process and being receptive to their interests helps to fulfill your financial need while satisfying their philanthropic preferences.

Practical Branding Strategies for Women in Higher Education

Tanjula Petty, EdD

Many women aspire to leadership positions in higher education. Yet research reveals that women continue to be underrepresented among deans, chief academic officers, provosts, and presidents (Gallant, 2014). Additionally, researchers have identified numerous motives for the persistence of this underrepresentation. For women to progress toward leadership positions in higher education can be a complicated, intricate, and multifaceted process (Johnson et al., 2010). Unfortunately, many are not afforded the opportunity to lead due to lack of knowledge, skills, or political maneuvering. According to Thomas, Bierema, and Landau (2004), women have not made advances in the academy, and they have not climbed career ladders with the same speed or ease as their male counterparts. The White House Project (2009) implied that having women leaders in higher education is much more than a mere gender parity issue: women leaders will potentially have a significant influence on institutions' knowledge and scope of research. The presence of women in higher education leadership roles will contribute to positive and unique experiences for students that they will not have under gender-homogenous leadership.

Consequently, Strayer (2018) cited research conducted at the Pew Research Center documenting that although women have advanced in the workplace, they account for only a small percentage of top leadership positions. In the same study, 94 percent of female participants who were focused on moving into higher-level positions identified personal brand as being very important; however, 75 percent acknowledged that they do not have a personal brand vision for themselves. Additionally, compared to their male counterparts, women do not strongly advocate for themselves. Women who desire to seek leadership roles must be willing to explore their personal, organizational, and community spheres of influence to empower themselves to embrace practical strategies to maneuver successfully within institutions. To this end, creating a personal brand provides women with the stability, empowerment, value creation, and recognition critical to success in an increasingly dynamic marketplace (Jayabalan, 2015).

Your personal brand tells those you aspire to lead and influence who you are (Tagore, 2017). It says what you stand for and helps you get noticed for your performance and work. Developing a personal brand can help provide leverage for a leadership position you seeking and make it likelier that you will ascend to it. Leadership branding encourages women leaders to see themselves as integral and vital components of the organization. It helps them to develop a clear and deliverable picture of what they want their employees and students to know them for (Mirza, 2012).

As women climb the leadership ladder, others see that opportunities are present for women. A number of recent efforts have the potential to bridge the gender gap; however, there is still a lot to be desired. As women seek to grow in leadership capacities at their respective institutions, implementing the following six practical branding strategies can help.

1. ESTABLISH A LEADERSHIP BRAND STATEMENT

A leadership brand is a clear statement supported by leadership behaviors that respond to the questions Who are you? and What is your leadership philosophy? As you build a leadership brand, everything you do either contributes to that brand or takes away from it (Tagore, 2017). Make sure that you are building and contributing in a positive way.

2. KNOW YOUR EXPERTISE

Ensure that you have a clear understanding of your area of expertise and what differentiates you and your marketability from others. Brand yourself by understanding your value set.

3. PARTICIPATE IN LEADERSHIP DEVELOPMENT PROGRAMS

A number of professional development programs across the country are offered to focus specifically on women leaders in education. Women should be strategic about developing and nurturing their future selves as leaders. Therefore, they should participate in leadership development programs to help them make more effective decisions and assist in implementing the most appropriate leadership styles for their respective organizations.

4. BE OPEN TO NETWORKING

It is true that making professional connections is critical. It is vital to understand that networking means more than attending events at which you exchange information and develop professional contacts. Be open to expanding your network across industry lines, which can lead to new opportunities to establish your leadership brand—including business partnerships, speaking engagements, and writing articles that promote your thought about leadership.

5. BE MENTORED AND MENTOR OTHERS

As women in leadership, we have opportunities to inspire other women who are around us and want to get to where we are. Therefore, serve as a mentor and role model to women starting out on the path to leadership. Also remember that you need wisdom. Thus, seek out a mentor whom you can bounce ideas off of and who is instrumental in your professional growth. Mentoring can have a positive impact on your leadership and increase your value.

6. BE STRATEGIC IN YOUR SOCIAL MEDIA TOUCH POINTS

Every interaction is an opportunity, specifically as you navigate the world of social media. You have control, and you must control everything you post on social media channels as you are developing your leadership brand. You do not want to post something that is contradictory to what you are trying to develop. Social media is one of the most powerful tools for expressing your brand and engaging in conversations with others who will benefit from your brand. Therefore, make your touch points meaningful.

As women pursue leadership roles in higher education, there are opportunities that can come from leadership branding. Leadership branding will also help women gain confidence in making career and leadership choices and understand the importance of building a support network.

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Campus Civility Project: Emotionally Intelligent Conversations

Elizabeth Lewis, MA, and Emily Moore, MEd

Because divisive national political rhetoric has spilled over into higher education, Wake Technical Community College launched the Campus Civility Project: Emotionally Intelligent Conversations in 2017. This project was part of a Campus Compact Fund for Positive Engagement mini-grant, focusing on improving civil discourse among Wake Tech students, faculty, and staff. Creating an environment of civility and respect "is a college-wide responsibility including the words and actions of administrators, faculty, staff, and students. It must be ongoing and interactive" (Popovics, 2014). To reach all areas, levels, and members of the college, the Campus Civility Project was a collaborative effort led by a provost, dean, department head, and faculty member. Through emotional intelligence training, online professional development, assimilation in course curriculum, student promotional video creation, and tailoring training to specialized groups, the Campus Civility Project has successfully reached hundreds of administrators, faculty, staff, and students in less than two years.

EMOTIONAL INTELLIGENCE TRAINING

To first establish a strong foundation of knowledge as project leads, we developed our awareness and comprehension of elements of civil discourse by each completing and ultimately becoming certified in administering the Emotional Quotient Inventory (EQ-i 2.0). The EQ-i 2.0 "is the world's leading assessment tool used for assessing emotional and social intelligence"; upon completion, users receive a report outlining their scores in "15 competencies, grouped into five composite areas: Self-Perception, Self-Expression, Interpersonal, Decision Making and Stress Management" (EITC, 2019). Through the guidance of a coach and a two-day comprehensive workshop, we used the data and feedback from our individual reports to identify, understand, develop, and refine our distinctive strengths and weaknesses in emotional and social intelligence. By the end of our training, we acquired a thorough understanding of the strengths each team lead could bring to the various components of our project, allowing for thoughtful, productive collaboration.

ONLINE TRAINING

The second phase of the Campus Civility Project was the creation of a training course designed to increase a core group of Wake Tech stakeholders' ability to demonstrate and facilitate emotionally intelligent conversations. This goal was based on research providing evidence of the positive correlation between increased emotional intelligence and better social relationships (Schutte, Malouff, & Thorsteinsson, 2013). Initially, we conceived of this training as several in-person training sessions for administrators, faculty, staff, and students. As the team began to build the training course, however, we realized that an online format would allow us to reach a greater number of stakeholders. As a result, we decided to create an online course in our learning management system (LMS) with modules for faculty and staff. These modules can also be copied directly into instructors' course shells through our LMS and thus delivered virtually to students.

Considering the core elements of emotional intelligence that we learned during the EQ-i 2.0 certification program, the team decided to focus on two main areas of emotional intelligence— assertiveness and empathy—as the foundation of the lessons created for the online course. We chose these two

skills because they are necessary for individuals in civil conversations to understand others (empathy) and make themselves understood (assertiveness). The online course consisted of two lessons, one on each skill, with instructional slides, videos, quizzes, and discussion boards in each lesson. We designed course materials to appeal to a wide audience. Examples include a Brené Brown video on empathy (The RSA, 2013) and a Mayo Clinic article on assertiveness (Mayo Clinic Staff, 2017). We initially shared the online course with instructors in the Arts, Humanities, and Social Sciences Division at Wake Tech and eventually with faculty, staff, and students throughout the college. More than 90 faculty and staff members have enrolled in the online course, and the online modules have reached over 500 students.

COURSE INTEGRATION

In addition to the online course, the team integrated the training modules into seated courses. During this training, students completed the coursework and then engaged in an application activity. Instructors paired students with opposing views on a topic and directed them to discuss the topic using civil conversation techniques. The students were given a list of sentence starters to help them demonstrate empathy and assertiveness during these conversations across difference. Students who participated in this activity were asked to reflect on their experiences. Representative student comments included the following: "Society should focus less on who is wrong versus who is right. We should be more focused on listening where the other person is coming from and trying to find the best solution for everyone" and "Being able to experience and listen to someone else's viewpoints made me feel and be more accepting."

STUDENT VIDEO CREATION

From the initial group of student participants, we recruited volunteers with divergent beliefs about current political and social issues to participate in videotaped dialogues during February of 2018. Using skills developed during the emotional intelligence training, they discussed their perspectives on controversial issues with each other and demonstrated how to respond to differences in a civil and productive manner. We combined excerpts from these sessions into a short video during April 2018 (Wake Tech Instructional, 2018). We shared this video in classrooms across our campuses, in online classes including the Campus Civility Project course, and on our college website. In addition, we shared the video with the national Campus Compact organization as part of the final Fund for Positive Engagement report.

CUSTOMIZED TRAINING

After one year of implementation, popularity surrounding the Campus Civility Project increased, resulting in faculty and staff across the college reaching out for more information about and inclusion in the online training. Also, Wake Tech's Office of the Registrar specifically requested in-person, specialized civility training in handling student and parent complaints and invited us to lead a customized, two-hour session at their office's spring professional development retreat. In preparation for the seated session, we asked that the attendees complete the two-hour online training course. Using their responses to the reflection questions on the course shell, we then designed the seated session as a customized extension of the material in the online course, complete with relevant student and parent scenarios for contemplation and group discussion. We gave participants the opportunity to openly share their concerns, frustrations, and potential techniques in handling these matters. Participants left with tools and strategies to promote civil discourse for emotionally intelligent communication with parents, students, and one another.

CONCLUSION

Wake Technical Community College's Campus Civility Project has successfully helped numerous administrators, faculty, staff, and students both in and outside of Wake Tech. In fact, as a result of the Campus Civility Project, almost 90 percent of Wake Tech participants report feeling more confident about engaging in civil conversation with people who hold opposing views. Eager to spread this confidence and increase awareness regarding the importance of campus civility, we have shared our project with other community colleges and four-year colleges and universities at local and national conferences. During these presentations, we provide participants with strategies, resources, and tools, as well as our contact information for informal consulting and help with troubleshooting, so that they may successfully tailor and implement this initiative at their respective institutions. We firmly agree that "colleges cannot exist, untainted, in a context of incivility, violence, and bigotry" (Morris, 2016) and hope other institutions of higher education will adopt their own campus civility projects to promote thoughtful, productive, and emotionally intelligent discourse.

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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 motived 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."

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.

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 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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Building Trust among Employees: Secrets to Success

Courtney Plotts, PhD

Change is everywhere in higher education (Ceschi et al., 2017; Warr Pedersen et al., 2017). Numerous articles discuss the rate of change, impending changes, and reflection of the changes made in higher education institutions (Bouckenooghe, 2010). But comparatively little is written on how higher education professionals support faculty and staff in coping with such change. Additionally, higher education leaders are rarely prepared to cope with the rate of change or to support their faculty and staff through the change process (Cunningham, 2006). Professional development and mentoring opportunities for higher education leaders rarely focus on such topics (Cunningham, 2006). Conversely, coping and management of change is usually learned through practice and application. Yet, many leaders struggle to adapt to the newness that changes bring to a team, workplace culture, or to themselves as individuals (Hao & Yazdanifard, 2015; Mosquera et al., 2014).

Investing in faculty and staff will facilitate collaboration, support, and a sense of community developing team members' coping skills in a meaningful way

Change influences human perceptions (Ceschi et al., 2017). Many individuals perceive change as a negative process with negative outcomes. This perception can destabilize a person's ability to complete a job task (Mosquera et al., 2014). Faculty and staff lose confidence in their skill sets and question their purpose within the organization. Additionally, change threatens a person's happiness or contentment. Such perceptions greatly depend on the purpose and presentation of the change occurring in the workplace. Unforeseen change absent of meaningful reason can significantly affect workplace climate and increase workplace stress, resulting in negative outcomes (Bouckenooghe, 2010).

Consistent changes can increase stress levels among faculty and staff. Increased stress levels lead to fights (increased conflicts), flights (staff loss), or freezes (little or no productivity) (Webster et al., 2016). Personal experiences associated with prior changes cause resistance even if a benefit for an individual or a team is present. Such resistance breeds unhealthy and maladaptive behaviors (Sartori et al., 2018). In most instances, individuals rely on their previous experiences to cope with present change, which can lead to undesired outcomes in the workplace.

But positive outcomes are also associated with change (Cameron, 2008). They depend on the leadership's ability to support faculty and staff. Understanding change and how it affects a work environment requires significant amounts of introspection and intentionality. Investing in faculty and staff will facilitate collaboration, support, and a sense of community developing team members' coping skills in a meaningful way (Smollan, 2017). Ideally, this occurs during the beginning of new leadership and continues through maintenance as the leadership develops. Investments in these concepts foster a sense of security prior to change taking place. So how can leaders prepare themselves and their teams for change in higher education environments? The following questions are meant to assist leaders in identifying how they can implement change at their institutions.

PERSONAL INTROSPECTION

- When was a time in my personal life that change was unpleasant?
- How did I cope with that change?
- What helped me understand my new reality after the change?
- How did people help me transition through that change?
- How do I cope with both infrequent and frequent change?

Building on those above, the following questions explore individuals' understanding of how they lead when changes are occurring.

LEADERSHIP INTROSPECTION

- Have I collaborated with my faculty and staff in understanding how they view change?
- What supports have I provided for them prior to, during, and after the last change?
- How often do I make the time to invest in my staff (weekly? monthly?) with general check-ins?
- Have I taught my faculty and staff how I cope with change?
- How have my faculty and staff coped with change in the past? Is this how I want them to cope with the change?

So often, leaders do not explore how teams have previously dealt with change, how leadership presented change, and how they provided support through the change. For those reasons, some other questions leaders can ask themselves are as follows:

- How do I want to prepare my faculty and staff to weather change in the future?
- How have I dealt with individuals who are extremely resistant to change?
- Have I ever considered that the individuals who are extremely resistant have not been adequately prepared for the change they are experiencing?
- How do I want to help my team and myself experience change in a way that results in the highest probability of desired outcomes?

QUESTIONS FOR FACULTY AND STAFF

- What are your thoughts about how change has occurred in the last six months?
- How has leadership assisted you during this change or these changes?
- In what areas could leadership have been more present and supportive in the change process?
- What are three pieces of advice you would like to give leadership about how change has been implemented?
- What is something that leadership can change in the next 72 hours that has no cost and would help support the team via change?

Change is embedded in the culture of higher education. The presence of change affects the quality of workplace climate and behavior. Leaders have an opportunity to engage and support their teams through thoughtful and meaningful consideration. Leaders should express care for the individuals under their leadership regarding the rate of change in higher education. Helping leaders and their teams cope with the fast pace of change is crucial to healthy workplaces in higher education.

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How to Respond to Toxic Leadership: Six Practical Approaches

Stephanie Hinshaw, MBA

Do you work for a dean, provost, president, or department chair who belittles you regularly? Or someone who seems to enjoy criticizing you and brings up your past mistakes? Perhaps your leader is someone who believes they are destined for greatness and refuses to admit they have faults. Or do you report to a leader who has explosive outbursts and unpredictable moods? Maybe none of these apply and the person you work for is simply trying to solve problems with other departments and has asked you to help "bring them down."

If any of these descriptions seems familiar, you may be working for a toxic leader. Toxic leaders are leaders who through a range of counterproductive to destructive behaviors leave organizations and followers worse than when they found them (Lipman-Blumen, 2005).

In today's global society, toxic leaders are entirely too common. Admittedly, I have no way to officially quantify the percentage of leaders who are toxic or the number of individuals who report to toxic leaders. But most people I have met when researching and discussing toxic leadership have shared that they reported to or are reporting to a toxic leader. Despite the high frequency of toxic leaders, we rarely discuss them, how they affect us, or how to respond to them.

If you find yourself in this unfortunate situation, the six strategies listed below may help you survive.

ATTEMPT TO COACH THE LEADER

In some cases, a leader may be unaware that their actions harm others or are inappropriate (Lipman-Blumen, 2005). Thus, I believe in giving them (and everyone) the benefit of the doubt in the beginning. In these instances, discuss your feelings with your leader and provide specific examples of their actions and the feelings they caused. If they seem genuinely receptive, provide them with some leadership resources (books, articles, videos, etc.). If they are not receptive, at least you know you tried and can move on to another approach. (I have found that I always feel better with other actions if I have attempted to address this problem directly first.)

FIND SUPPORT

Reporting to a toxic leader is hard and finding individuals who can support you through this experience is important. Talk with your family, friends, or mentors about what you are going through, and lean on them for guidance. The best support, however, can be found in colleagues who are experiencing the same toxic leader. Identifying an authentic collegial support system can help you feel less alone and confused. These colleagues are perfect for swapping stories, coping, and strategizing ways to address the situation or leader.

USE YOUR VOICE

Followers of extremely toxic leaders often forget they have power. Often, they go to work and hear how little power they have from their leaders; thus, the followers start believing nothing can be done about their situation. This is rarely the case (Padilla, Hogan, & Kaiser, 2007). If you are in this situation, you can use your voice to elevate your concerns to your leader's manager, your president, human re-

sources, your board, your accrediting agency, or other third parties. Remind yourself of your options, and use them when they feel right. Remember: when a toxic leader is exposed, we often ask why no one said anything before.

CREATE BOUNDARIES

Know that you are dealing with a toxic leader who probably does not recognize or respect boundaries. With this in mind, if you establish rules, you will more than likely end up in uncomfortable and bothersome situations. Spend time identifying your boundaries and then stick to them. If one of your boundaries is that you are unwilling to work on weekends, make sure you do not answer emails on weekends and refuse to make exceptions to this rule for something critical. Likewise, if one of your boundaries is avoiding conversations that put down others, excuse yourself from those conversations when they start or change the subject. You have more control than you think, and it all starts with setting your boundaries and not budging on them then sticking to them—no matter what.

PROTECT YOUR CHARACTER AND INTEGRITY

Much like creating boundaries, you can protect your integrity by knowing your limits and values. In other words, you do not have to stoop to your leader's level. When your leader is angry, you can be calm. When they are disrespectful, you can be kind. While behaving this way is sometimes hard in the moment, it helps you feel better when you look at yourself in the mirror and ask whether you like what you see (trust me on this one).

BE KIND TO YOURSELF

The kindness mentioned above should apply not only to others but also to you. Acknowledge that you are in a difficult situation, and allow yourself to feel hurt, disappointed, and confused. Give yourself time to process these feelings, and do not discount them because "it's just work." Work, our work lives, and our work relationships are important to us and matter. So treat the situation as if you were going through a difficult time with a friend or family member and do what helps you feel better. That may be meditating, working out, reading, traveling, spending time with loved ones, or finding a new position. Whatever it is, make sure to take care of yourself.

These are just six possible ways to respond to toxic leaders. Hopefully at least one approach here can assist you. It is also important to know that you are not alone, others have gone through this and survived, and you should handle the situation in whatever way that feels best for you. Much like protecting your character, you must decide what you're willing to live with as you approach this situation.

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Well-Being and Well-Thinking: How to Stay Healthy in Academia

Seena Haines, PharmD, Jenny A. Van Amburgh, PharmD, and Susan M. Stein, DHEd

Resilience is about growing both personally and professionally when we face difficult situations. It is about coming out the other side as a stronger or more prepared person rather than bouncing back to the status quo. We know that our brains are highly adaptive: we can create new patterns of thinking and acting, yet we need to purposefully practice to make those patterns stick. The brain has neuroplasticity and can rewire itself with consistent practice, persistence, and training—even when we face life's most difficult challenges.

It can help to think of taking care of ourselves as akin to the routine maintenance that supports a car's longevity, high performance, and efficiency. As regards our mental and physical well-being, we sometimes forget to watch for the signs to slow down, to get "into the shop." In this analogy, we share some guidance toward well-being and well-thinking to promote resilience in your "dream car."

CHECKING UNDER THE HOOD

Take the opportunity to self-assess and "check under the hood" to gauge your resiliency. In life, you may reach a time in life known as the fertile void (McDargh, 2014). This is a threshold to something new, a growth opportunity. It can happen after a major event, when you may feel you don't know what to do next. In this time, hold onto this "space" and listen: Seek support from your pit crew (crew of support and nurturing) to aid you in decision-making and to provide encouragement. Complete a resiliency inventory to self-assess where you are *right now*, at this point in time. It might benefit you to routinely check your resiliency gauge—just as you perform regular maintenance on your car. Consider investing about 10 minutes to complete an inventory and perhaps sharing it with an accountability partner, coach, or trusted colleague for additional value.

Here are two examples of instruments to consider a self-assessment to help evaluate areas that may need growth and development:

- **Building Resiliency through Personal Assessment**
- **Your Personal Resiliency Quotient (RQ) Assessment**

MAINTENANCE PLAN

In addition to checking your resiliency gauge, it is important to have a maintenance plan for the other components of developing your resiliency well-being. Just as a car needs four wheels to move forward, you will need four skills to grow your resilient life: *adaptability*, *agility*, *laugh-ability*, and *alignment*. These make up the core components of your maintenance plan.

- **Adaptability:** A change in thinking and feeling, reframing what is possible rather than impossible. Knowing what you can control and what is out of our control.
- **Agility:** Your ability to move quickly, which includes your thinking. Creating multiple actions and solutions while avoiding analysis by paralysis—overanalyzing to the point you can't move forward. In your body, action can take the form of physical needs (nutrition, hydration, sleep, and

exercise). Remember the importance of sleep hygiene, which is the best step in clearing your mind and unleashing the power of creativity and innovation.

- **Laugh-ability:** Your playtime. Think about "FISH!," a philosophy created by Luden, Paul, and Christensen (2000) based on their observations at the Pike Place Fish Market in Seattle. They encourage people to play, to make others' days, to be present with each individual, to choose their attitudes, and to avoid adopting a persona.
- **Alignment:** To remain standing through your sturdy foundation. Your personal mission statement, your *why* in life (your core values), your *why* for your career, and your sense of purpose and a higher calling. Alignment can help guide your adaptability.

WAYS TO FUEL YOUR TANK

It is important to learn what gives you energy and what drains it. We've all had days when we leave work smiling, energized, and feeling on top of the world; what makes those days so positive? It is possible that we have positive interactions with our colleagues, are able to laugh and laugh a lot, celebrate someone's success, or feel valued in the work we do. And yet we've also had days when we wish we could hit the reset button—whether because we don't feel valued, there is unnecessary tension or drama, or we are unable to work to our fullest on account of leadership or management actions.

Research indicates that individuals who have a daily ratio of three positive emotional experiences to one negative emotional experience are likelier than those with lower ratios to be resilient and successfully reintegrate

Our energy comes from what psychologists Salvatore Maddie and Suzanne Kobasa call *psychological hardiness* (McDargh, 2014). Their research states that there are three ways you can practice to improve your emotional and physical energy: *commitment* (living your *why*), *control* (knowing what you can manage and change), and *challenge* (being willing to handle what ends up in your work space). Positive and negative emotions can cooccur. Research indicates that individuals who have a daily ratio of three positive emotional experiences to one negative emotional experience are likelier than those with lower ratios to be resilient and successfully reintegrate (Fredrickson, 2001).

Apply these concepts and be purposeful as you develop your personal and professional resiliency by identifying your energy boosters and drainers. Identify those activities or situations that fuel your tank, commit to keep them coming, and celebrate them. And when you identify energy drainers, challenge and reframe them. Maybe all you can control is your reaction to them—and that takes training in learning to let them go. Keep practicing these three so you can keep your tank full.

THE AUTOBAHN—ROAD OF LIFE

Ashley Good (n.d.), founder and CEO of Fail Forward, believes that our relationship with failure can either unlock our full potential or keep us from ever realizing it. Have the courage to try and the resilience to fail. While failing may seem daunting because of how we define ourselves, it doesn't need to

be that way. Perspective is key. By embracing failure and setting yourself up to win no matter what, you pave the way for your success.

To summarize, just as a car needs four wheels to move forward, you need four skills to grow your resilient life: adaptability, agility, laugh-ability and alignment. It truly is a combination of all four resiliency skills that will aid you in bouncing back. Adaptability helps you reframe situations and challenges as you work toward solutions. Agility keeps you nimble and helps you avoid potholes. Laugh-ability brings you energy in difficult times. Alignment helps you stay true to yourself—your purpose, your *why*. All these are relevant on and off road. We wish for you a long, adventurous, and successful journey.

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Pure Heart Leadership

Shana Garrett, PhD

Pure Heart Leadership™ is a leadership approach that recognizing the individuality and strengths of leaders. This model that draws on my more than 20 years of professional experience within higher education and blends the ideas of Maslow, Rogers, and Bandura with a mindfulness approach to developing talent.

We all have a heart. But what does it mean to have a pure heart—and to be a Pure Heart Leader?

- A pure heart is one that operates from the intention to help others—and the situation.
- A Pure Heart Leader leads from a place of pure intention wanting the best for others and the organization.

As a Pure Heart Leader, you check your ego at the door because the leadership you provide becomes about the person seeking mentoring. While staying strong in your own values and skills, you ask, "What is that person going through? How can I understand that person's emotions and the situation, and how I can be that person's best leader?"

Pure Heart Leadership involves getting to the heart of a person and the heart of the matter at hand—while reconciling the situation in ways that are true to ourselves and constructive to others. Pure Heart builds a relationship from a place of understanding and empathy. Once people know that you genuinely care about them and their success, you can have direct conversations without ever sounding like a bully.

Once people know that you genuinely care about them and their success, you can have direct conversations without ever sounding like a bully.

As leaders of organizations, we spend a lot of time and money on professional development. But often it is a generalized approach to the mechanics of good management. The information and training are not necessarily designed to cultivate authentic leaders. Couple that with day-to-day activities, organizational goals, and responsibilities, and professional development gets lost in the shuffle of priorities and unforeseen challenges.

Leaders often get so busy checking boxes, like the one that says "put out fire," that they forget about their teams. Sometimes it's intentional, sometimes not, but it's an unfortunate side effect of our dynamic, multiple and complex responsibilities. Employees become cogs in the wheel—a part of processes, organizational culture, and lost in the elements of the work. But the strength of relationships with the people you lead requires an intentional investment in how you develop and sustain them.

But not all leaders know how to connect, and in some ways it's more complicated now that it's ever been. This is the first time we have five different generations in the workforce, and those generations could not be more extreme in differences and preferences on all fronts. Millennials seek inspiration in feel-good moments and efforts, and they feel unrestricted to boundaries set forth by previous generations with 20–30 years of experience when it comes to making decisions. And then you have Baby

Boomers, Gen Xers, and Gen Yers who bring their own flair and style to the workplace. In each of these groups, there is such a void in terms of who to go to for leadership development. Combine that with different cultural values, communication styles, and entitlement beliefs, and it's easy to see how we misconnect in the workplace.

In a competitive workplace, people need anchors. Every workplace needs leaders who are authentic, care about people, and want to see others succeed. Be that leader, and others will follow. Live as a Pure Heart Leader, and your followers will become well-anchored leaders. Pure Heart simplifies the process, helping leaders navigate relationships and achieve results—even in a complex, diverse, fast-changing environment. And sometimes that means helping people with whom you do not have a reporting relationship.

Pure Heart Leadership is for you if you have one important trait: *you are willing to be open and vulnerable enough to improve yourself*. Anyone who supervises a team can use Pure Heart. Even if you don't supervise a team, you still have leadership abilities to influence people. If you are genuinely interested in working with and influencing others, this approach will work. None of us walk into the office one day being the perfect, all-in-one authentic leader. But with a strong self-awareness, practice of reflection, and focus on professional development, you can develop your authentic strengths within your leadership style in a way that also supports Pure Heart Leadership.

Your self-awareness is your own self-worth. Understanding who you are is the start to becoming a Pure Heart Leader. At your core, you are a combination of your life experiences, both good and not so great; how you perceive those experiences; and your cultural influences and societal sway. Psychologically speaking, these pillars of your personality affect how you perceive stimuli and encrypt them into responses or actions. You are a culmination of each interaction, sensation, and life experience, both positive and negative. Your exposure to new experiences, new people, and new events enters your mind, heart, and soul to create your unique dialogue with the world.

With a Pure Heart, you authentically do the right things for the right reasons. You don't have any ulterior motives. You have a level of self-awareness and intentional focus not only on your development and strengths but also on your whole organization. Pure Heart Leadership can meet you where you are and guide you in whatever situation you find yourself in. A Pure Heart will serve you better in leadership than any other trait you may learn or skill you may develop. And the best thing is, a Pure Heart is something you already have. It's just a matter of recognizing it within you and consciously using it to lead.

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About the Contributors

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