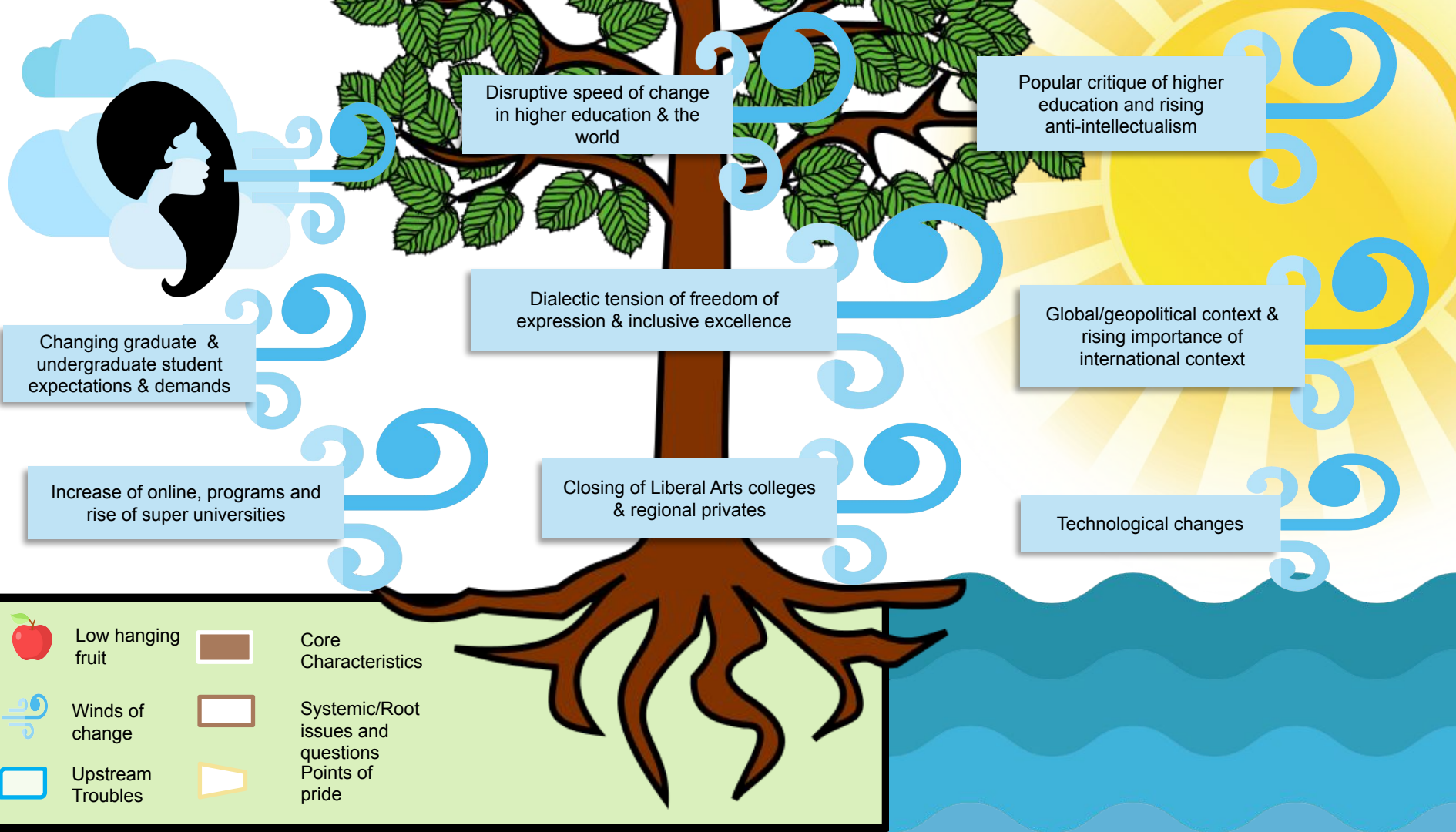


An aerial photograph of a dense, lush green forest. The trees are packed closely together, creating a textured canopy of various shades of green. A semi-transparent, light gray rectangular box is centered over the image, containing the title text. The overall scene is bright and natural, suggesting a healthy, thriving ecosystem.

Ecosystem of Challenges & Opportunities



Disruptive speed of change in higher education & the world

Popular critique of higher education and rising anti-intellectualism

Changing graduate & undergraduate student expectations & demands







Dialectic tension of freedom of expression & inclusive excellence

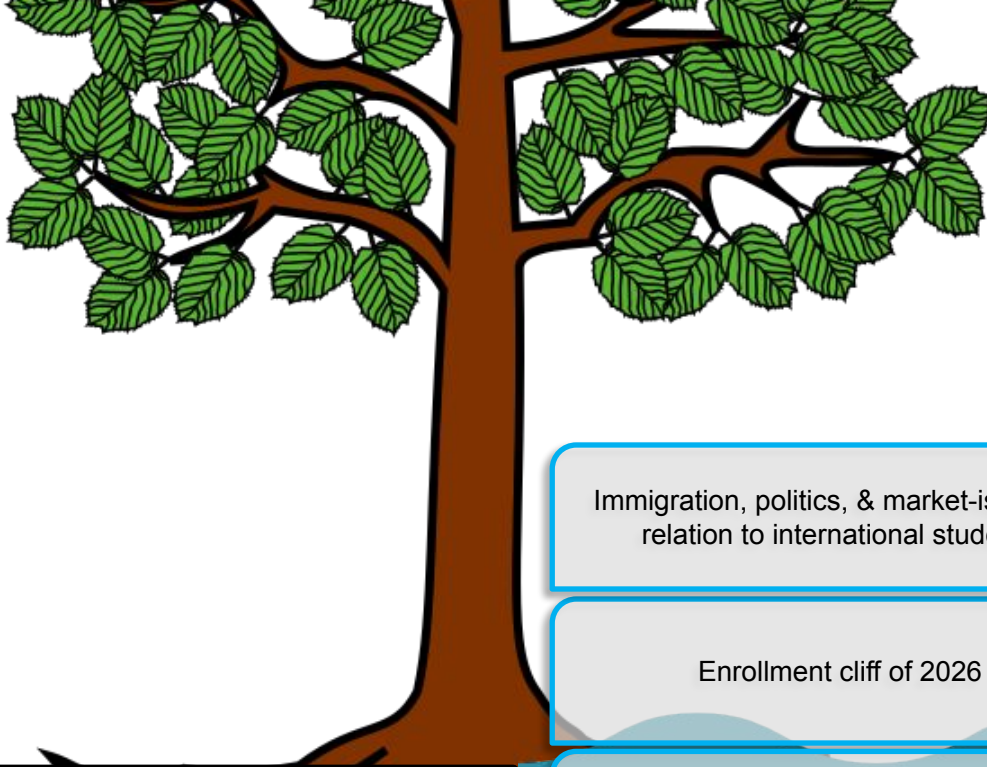
Global/geopolitical context & rising importance of international context

Increase of online, programs and rise of super universities

Closing of Liberal Arts colleges & regional privates

Technological changes

-  Low hanging fruit
-  Core Characteristics
-  Winds of change
-  Systemic/Root issues and questions
-  Upstream Troubles
-  Points of pride



Immigration, politics, & market-issues in relation to international students

Increasing competition for federal funding

Enrollment cliff of 2026

Federal aid changes

The future of work (AI and beyond)

Ecosystem effects of closing universities and waterfall effects of population decline

Increasing costs of higher education



Low hanging fruit



Core Characteristics



Winds of change



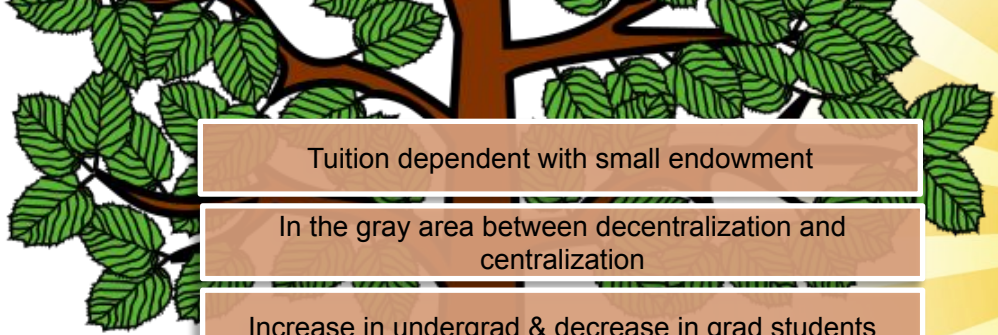
Systemic/Root issues and questions



Upstream troubles



Points of pride



Tuition dependent with small endowment

In the gray area between decentralization and centralization

Increase in undergrad & decrease in grad students

The both / and of being a liberal arts & prof. school

NTT Faculty


The future of the teacher-scholar model

Modified RCM model (financial model)

Upper administration changes


Predominantly white institution & need for increased diversity

Both/and of market forces and community & values

 Low hanging fruit




Core Characteristics

 Winds of change



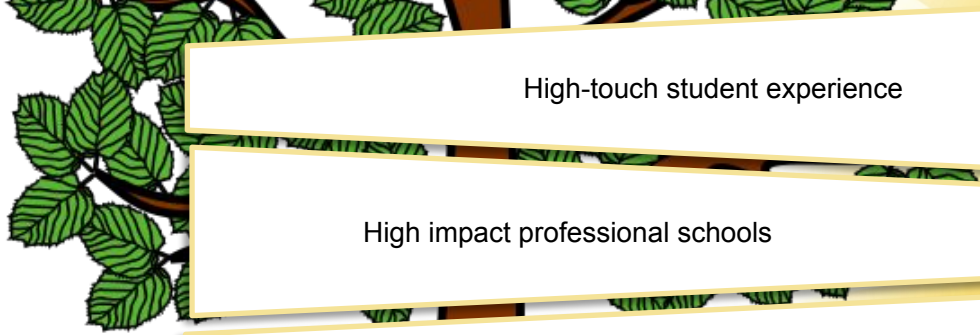
Systemic/Root issues and questions

 Upstream troubles



Points of pride





High-touch student experience

High impact professional schools







Global emphasis

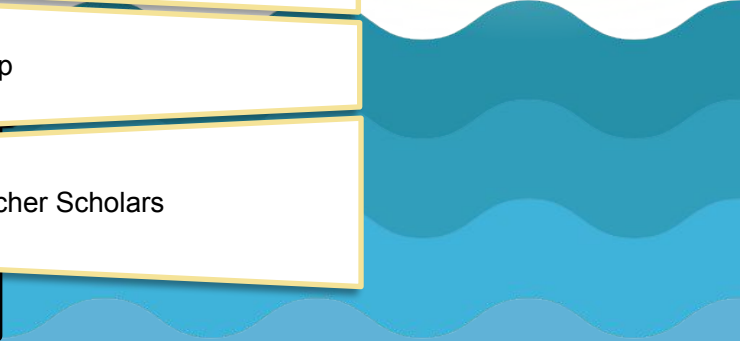
Public good & community partnerships

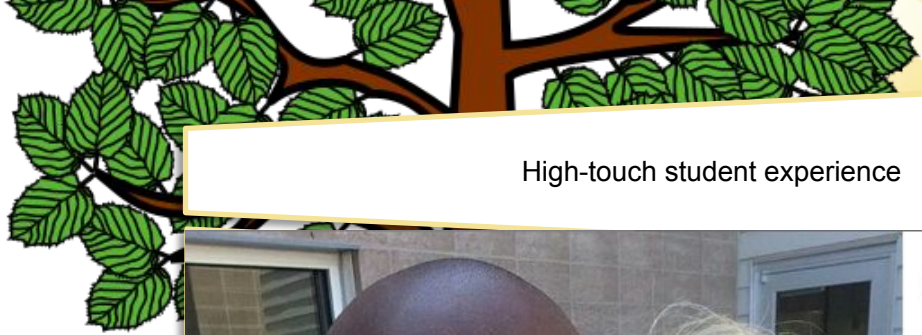
Blend of problem-based and basic research

Focus on ethics & leadership

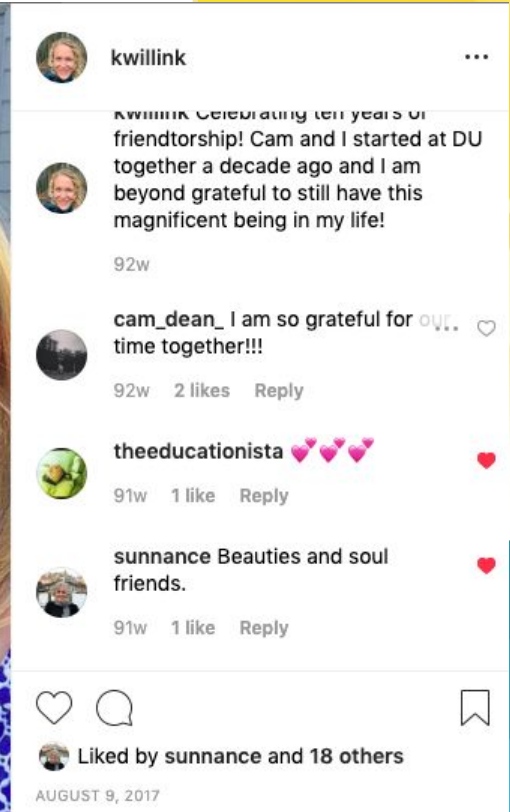
Committed Teacher Scholars

	Low hanging fruit		Core Characteristics
	Winds of change		Systemic/Root issues and questions
	Upstream Troubles		Points of pride





High-touch student experience



Low hanging fruit



Core Characteristics



Winds of change



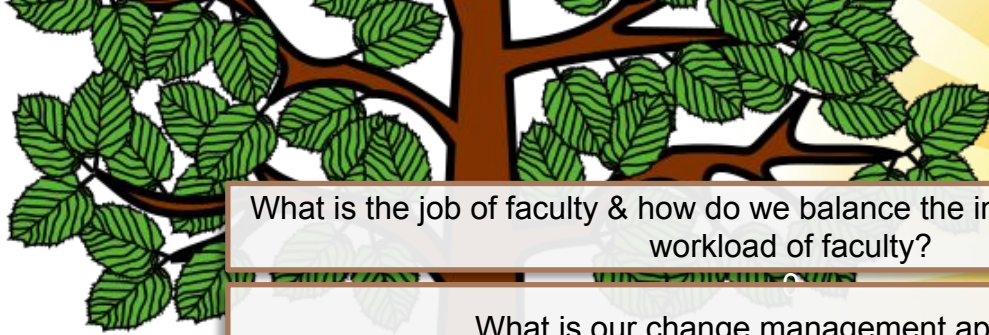
Systemic/Root issues and questions



Upstream Troubles



Points of pride



What is the job of faculty & how do we balance the increasing and expanded workload of faculty?

What is our change management approach?

How do we balance our community needs & values with market forces?







How do we best position the university moving forward in terms of student population changes?

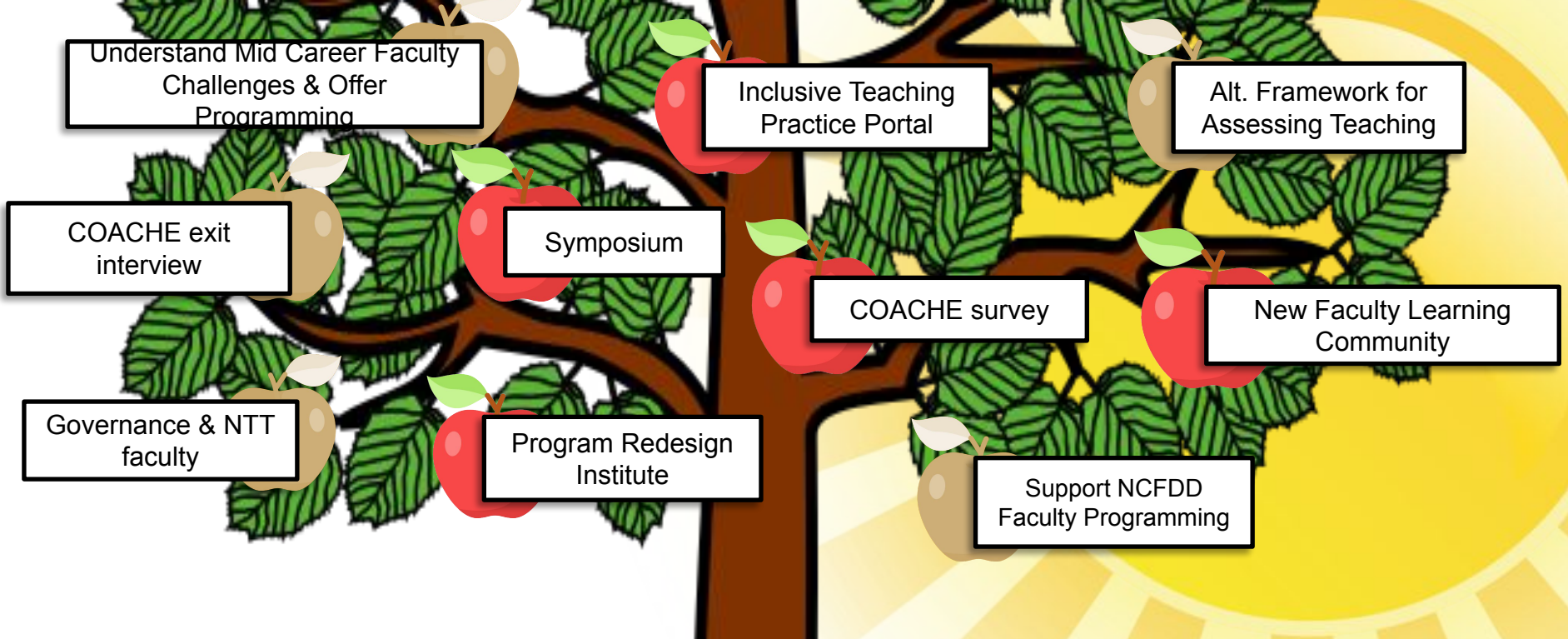
How does our financial model affect decisions, innovations, and aspirations?







How can we as a hierarchical, deliberative organization adapt with unprecedented agility?

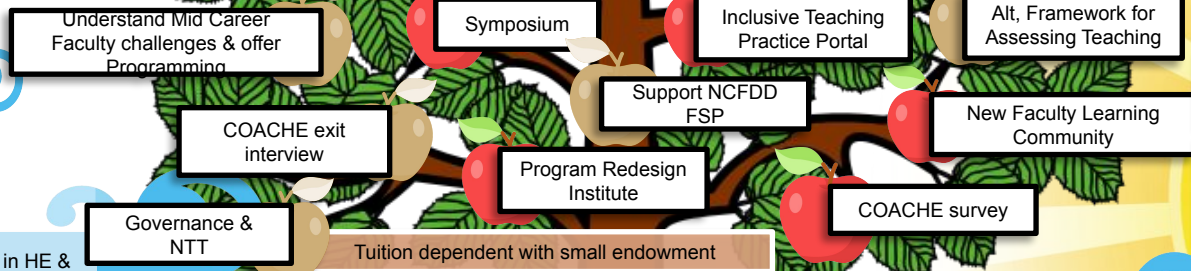
Given the current employment market, how can we teach to prepare students for the world they face?

What is the new social contract between faculty and students when traditional ideas of authority are no longer the modus operandi?

	Low hanging fruit		Core Characteristics
	Winds of change		Systemic/Root issues and questions
	Upstream concerns		Points of pride



	Low hanging fruit		Core Characteristics
	Winds of change		Systemic/Root issues and questions
	Upstream troubles		Points of pride



- High-touch undergraduate experience
- High impact professional schools
- Global emphasis
- Public good
- Blend of problem-based and basic research
- Focus on ethics & leadership

- Disruptive speed of change in HE & the world
- Changing grad & undergrad student expectations & demands
- Increase of online, and rise of super universities
- Closing of Liberal Arts colleges & regional privates

- Tuition dependent with small endowment
- Governance structures
- Increase in undergrads & decrease in grad students
- The both/and of being a Liberal Arts & prof. school
- NTT Faculty
- Teacher-Scholar model
- Modified RCM model (financial model)
- Upper administration changes
- Predominantly white institution
- Both/and of market forces and comm & values

dialectic tension of freedom of expression & inclusive excellence

Technology

- Popular critique of higher ed and rising anti-intellectualism
- Global/geopolitical context & rising imptx of intl context

- What is the job of faculty? & how balance increasing and expanded workload of faculty?
- What is our change management approach?
- How do we balance our community needs & values with market forces?
- How do we best position the university moving forward in terms of student population changes?
- How does our financial model affect decisions, innovations, and aspirations?
- How can we as a hierarchical, deliberative organization adapt with unprecedented agility?
- Given the employment market students face, how can we teach to prepare them for the world they face?
- What is the new social contract between faculty and students when traditional ideas of authority are no longer the modus operandi?

- Immigration, politics, & market-issues in relation to intl students
- Enrollment cliff of 2026
- The future of work (AI and beyond)
- Increasing costs of higher education

- The future of work (AI and beyond)
- Federal aid changes
- Increasing competitiveness of federal funding
- Ecosystem effects of closing units and waterfall effects of population decline

Low hanging fruit

Core Characteristics

Winds of change

Systemic/Root issues and questions

Upstream troubles

Points of pride



“

“While the faculty role has changed over time, [faculty] leadership has always remained critical to innovation in teaching, advances in knowledge, and alteration to many campus policies and practices, but evidence from recent studies... suggests this leadership role is threatened by changing conditions in the last 20 years.... Loss of faculty leadership could potentially be detrimental to the success and health of higher education institutions. Faculty, who work most directly with the institutional mission of teaching, learning,... and research, represent the core human resource in higher education, the steward of campus decision making and leadership”
(Kezar & Lester, 2009, pp. 716-17) .



The Symposium Model

*CREATING COLLABORATIVE
DEPARTMENTAL CULTURES AND CHAIRS
SYMPOSIUM*

FACULTY SYMPOSIUM MODEL

“The symposia change model is not top down or ‘center periphery,’ but rather more like a ‘problem-solving and social interaction model’ with the brainstorming of problems and solutions under the umbrella of the topic” (Morris, p. 68).



Morris, L.V. (2008). Faculty engagement in the academy. *Innovative Higher Education*, 33, 67-69.

SYMPOSIUM IN A



**Involve a large, diverse group
of invested stakeholders.**

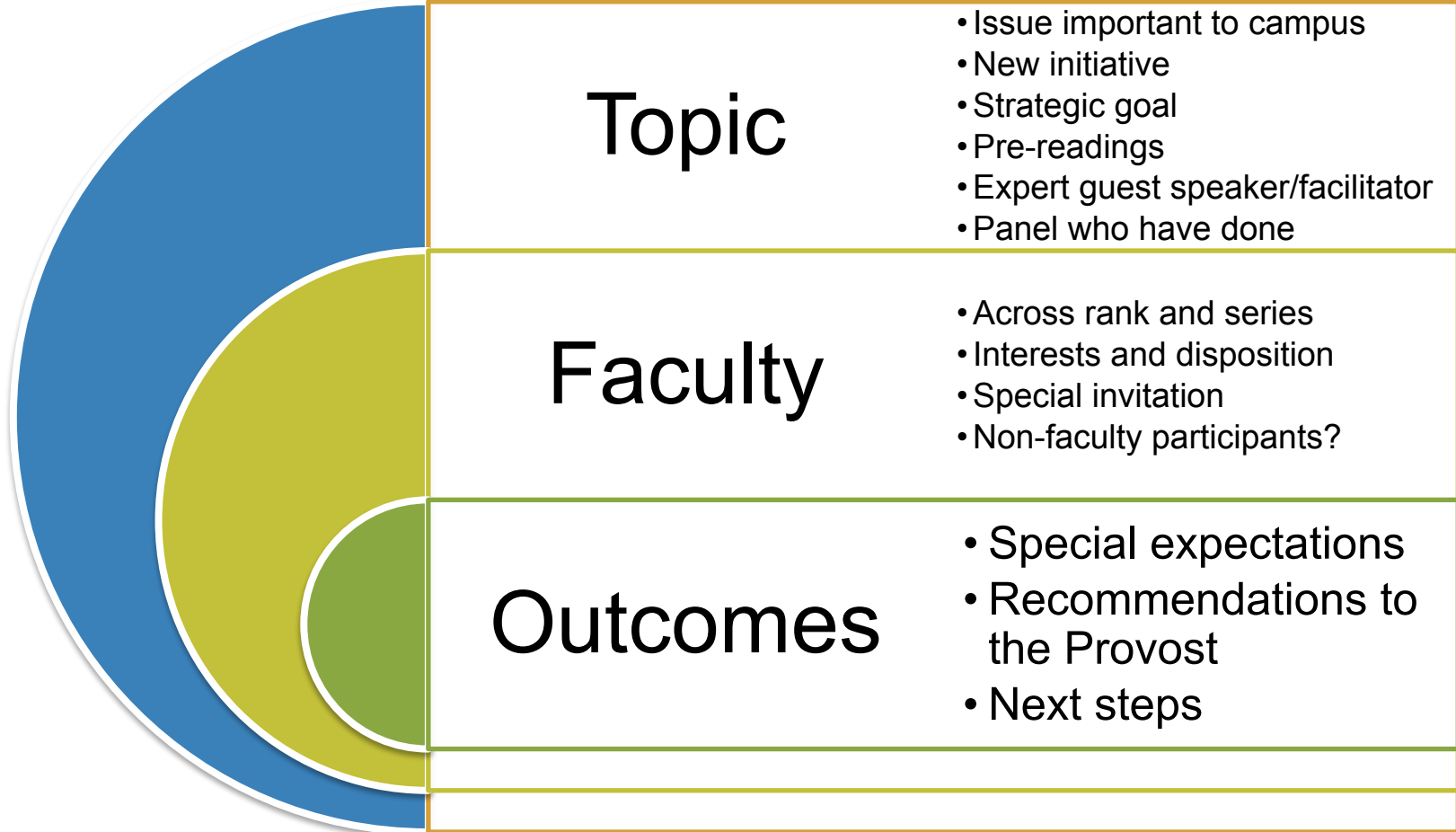
**Prepare them
to do the
work.**

**Give them a
problem to solve.**

**Take action
on their
recommendations**



SYMPOSIUM MODEL



Symposium Schedule

- 5 Themes: Departmental Climate, Inclusive Climate, Conflict, Deliberative Processes, Chair Development
- Keynote Speaker that threads through the 2 days
- Day 1: Work groups thinking about their theme
- Day 2: Panel of experts and same work groups create an implementation plan at the department/college level and for big ideas to be pitched to the Provost for sustainability

Outcomes

- Individual ownership for impacting change
- Departmental goals for impacting change
- College goals for impacting change
- Institution-wide committees and initiatives to catalyze change

POST SYMPOSIUM



A Systemic Solution: Activating Change Leaders

- Takes seriously impact of departmental climate on everyday faculty life and how it conditions trust and motivates participation in other university wide initiatives
- Cultivates informal, bottom-up, grassroots leadership
- Addresses department dysfunctionality in ground up way
- Chair as fulcrum for micro level and meso level (by supporting fac who drive instit change or creating dept condit to make work possible within collective)
- Instit. needs to examine structures that inhibit dept chairs from playing role to foster faculty and faculty orgs (Kezar & Stewart p 735)
- Creates connections among people and values collegiality-within units and across them

Aligning Values & Action

- Disrupts inauthentic processes when input doesn't translate to action weakening sense of faculty agency
- Increases faculty pre-decisional voice
- Creates platform for thinking together
- Expands network of faculty leaders and relies on and reaches out to new people