

# **“Successful Faculty Retreats: Words from the Wise”**

UW ADVANCE

Spring Quarterly Leadership Workshop

May 24, 2013

# AGENDA

- |               |  |
|---------------|--|
| 10:30 – 10:40 | Welcome and Introductions                      |
| 10:40 – 10:45 | Diversity Learning Overview                    |
| 10:45 – 11:45 | “Success Faculty Retreat”<br>Panelists and Q&A |
| 11:45 – 12:00 | Small Group Brainstorming                      |
| 12:00 – 1:00  | Networking Lunch                               |

# DIVERSITY LEARNING OVERVIEW

# Diversity Competencies

## **From Diversity Requirement:**

Courses focus on cross-cultural analysis and communication; and historical and contemporary inequities such as those associated with race, ethnicity, class, sex and gender, sexual orientation, nationality, ability, religion, creed, age, or socioeconomic status. Course activities should encourage thinking critically on topics such as power, inequality, marginality, and social movements, and effective communication across cultural differences.

Betty Schmitz

# Task Force on Diversity in Undergraduate Learning: Opportunities for Studying Diversity

- **The College of the Environment** is considering creating a new suite of courses on environmental justice
- The College of Engineering's **PEERS Seminar** could be scaled up from one credit to three credits
- Ongoing **curriculum transformation** programs, such as the one in the iSchool, will create more courses focused on and integrating diversity
- **Undergraduate Research Program, Carlson Center, Freshman Seminars** and **study abroad** are all venues for study of diversity
- **University Libraries** is exploring new credit-bearing opportunities for studying diversity

Betty Schmitz

# PRESENTATIONS

# LARGE GROUP Q&A

# Retreat.....from Functional to Fun

*Functional* - contributing to and advancing the purposes of the unit

*Full participation* – administration, faculty, staff and students....the community

*Focused* – specific subject with expected outcomes

*Facilitated* – a neutral and effective facilitator can keep things moving

*Follow-up* - pre-work and follow up tasks and reminders of what has been accomplished

*Far away* – or at least far enough so that it is inconvenient to go back to the office

*Food* – keep the energy levels up and provide a hearty reception at the conclusion

*Fun* – an exercise where you discover something new about your colleagues

Gordon Bradley



1. Leave campus!
2. Use retreats to seek and build consensus on strategically important, potentially contentious issues (*e.g.*, faculty hiring, research priorities, teaching assignments, space)
3. Develop a structure that gives everyone a voice
4. **Follow through** (circulate a retreat summary with action items, point back to retreat when taking action later)



# SMALL GROUP ACTIVITY

## Brainstorm Session

- What topic(s) work well at retreats?  
make a list of suggestions for faculty retreat topics
- What topic(s) do not work well at retreats?  
Cause unnecessary conflicts?

# SMALL GROUP REPORT OUT

**LUNCH**