

MEMORANDUM

DATE: March 25, 2021

TO: Deans, Chairs and School Directors

FROM: John Bertot, Associate Provost for Faculty Affairs
Laura Rosenthal, Director for Faculty Leadership

SUBJECT: Call for Nominations: Big Ten Academic Alliance Academic Leadership Program, 2021-2022

The Office of the Provost encourages each college to nominate at least one tenured faculty member for participation in the Big Ten Academic Alliance Academic Leadership Program (ALP). Nominees should include current administrators and/or faculty members who have demonstrated exceptional ability, administrative promise, and a desire to pursue leadership opportunities. The goal of this program is to develop outstanding leaders from within our institution. We define academic leadership broadly, from chairing a department committee to serving at the highest levels of university administration. Big Ten Academic Alliance institutions have found this to be a valuable program, with many ALP Fellows taking key leadership positions at Big Ten institutions. The Provost will provide funding support for up to six individuals to participate in the 2021-2022 Academic Leadership Program. The eligibility criteria are listed below.

To learn more about the Big Ten Academic Alliance ALP, you may visit the website at <http://www.btaa.org/leadership/alp/introduction>.

Program Background

Established in 1989, the ALP develops the leadership and executive skills of academic administrators and faculty members on Big Ten Academic Alliance campuses. The ALP specializes in cultivating leadership skills for administration at major research universities. Participants also gain a clearer understanding of the challenges currently facing such institutions.

Program Expectations

ALP 21-22 will be a combination of virtual and in-person events, if possible. Fellows should be available to attend all of the BIG 10 events, including a series of debriefing sessions with a small group of fellows from other institutions. Meetings on various leadership topics and with various University of Maryland leaders will also be held on campus, either virtually or in person.

Module Events

Virtual Events via Zoom

- September 10, 2021—Welcome and Introductions
- October 8, 2021—Module 1: Contemporary Issues in Higher Ed, part 1
- November 12, 2021—Module 2: Contemporary Issues in Higher Ed, part 2
- January 21, 2022—Module 3: Internal and External Relationships, part 1
- February 18, 2022—Module 4: Internal and External Relationships, part 2
- *Friday, April 8, 2022—Module 5: Money, Management & Strategies, part 1

- *Friday, April 22, 2022—Module 6: Money, Management & Strategies, part 2

In-Person Event at the Big Ten Conference Center

- Thursday, April 7 – April 9, 2022—Module 5 & 6: Money, Management & Strategies, parts 1 & 2

Debrief Meetings – Specific day and time to TBD

- Week of September 13, 2021—Introduction to debrief group
- Week of October 11, 2021—Module 1 Debrief and discussion
- Week of November 15, 2021—Module 2 Debrief and discussion
- Week of January 24, 2022—Module 3 Debrief and discussion
- Week of February 21, 2022—Module 4 Debrief and discussion
- Week of April 11, 2022—Module 5 & 6 Debrief and discussion
- *Week of April 25, 2022—Modules 5 & 6 Debrief and discussion

*HOLD on calendars in the event we must pivot to virtual for the final modules

Fellows also are strongly encouraged to attend on-campus New Administrator Orientation, Chair Workshops, and Academic Leadership Forums. Fellows must be available to attend all of the off-campus seminars to be eligible.

Eligibility

Nominees should be tenured faculty members at the University of Maryland, normally at the level of Professor. Nominees should have demonstrated exceptional ability as faculty members and have an interest in and potential for leadership. While there is a preference in the program for full professors, associate professors may also be nominated. Nominators may also make a special case for a particular faculty member on the professional track. The University of Maryland is committed to training a diverse community of leaders and we encourage nominations that will contribute to that goal.

Nomination Process

Deans should work with their college's APT and awards manager to upload the following nomination materials to the APA system via faculty.umd.edu/apa by **May 3, 2021**:

- Letter from the applicant explaining why he or she would like to participate in the Academic Leadership Program and how the applicant will use this opportunity to benefit the university at any level (2-page limit).
- Letter of nomination from the Dean.

Materials should be combined into a single, searchable, PDF document.

The University of Maryland and Big Ten Academic Alliance reaffirm their commitment to diversity by strongly encouraging the nomination of women and faculty of color.

Criteria for Selection

- Evidence of academic excellence.
- Evidence of interest in academic administration, leadership issues, or challenges in higher education. Having a current formal leadership role is not a criterion for selection.

- Ability to present a coherent statement relating the Fellowship's personal and professional benefits and aspirations to the needs of the University and the mission of the academic unit. Preference will be shown to candidates who describe how the training will benefit the unit and/or institution.
- Endorsement from the Dean.

A committee of Associate Provosts will select the participants.

Questions may be directed to either Laura Rosenthal (x51022, lrosent1@umd.edu) or John Bertot (x54252, jbortot@umd.edu).



2021–2022 Academic Leadership Program

Overview of the Academic Leadership Program Hybrid Experience

ALP is a year-long extensive leadership development program. Traditionally, the program is comprised of three campus-based seminars, each three days in length. Due to the COVID pandemic, the program transitioned to a virtual program that consisted of six one-day synchronous online interactive modules and six module debrief sessions for 2020-2021.

For 2021-2022, we are planning for a hybrid approach. The welcome and first four modules will be one-day virtual events between September-February. The last module will be a three-day, in-person event at the Big Ten Conference Center in Rosemont, IL. If we must pivot to a full remote program, the in-person session will be separated into two separate one-day events. Both events will occur in April to align with preparation for an in-person event.

Participants will be assigned to a cross-institutional small group of approximately 10 Fellows that will be co-led by the ALP Liaisons. The groups will interact virtually in a debrief-and-discuss session during the week following each module. Membership in these debrief groups will remain consistent throughout the full year of the program, and the sessions will be scheduled for the same date and time during the week after each module. The debrief sessions will be 90 minutes.

Confirm Dates

Virtual Events via Zoom

Friday, September 10, 2021—*Welcome and Introductions*

Week of September 13, 2021—*Introduction to debrief group*

Friday, October 8, 2021—*Module 1: Contemporary Issues in Higher Ed, part 1*

Week of October 11, 2021—*Module 1 Debrief and discussion*

Friday, November 12, 2021—*Module 2: Contemporary Issues in Higher Ed, part 2*

Week of November 15, 2021—*Module 2 Debrief and discussion*

Friday, January 21, 2022—*Module 3: Internal and External Relationships, part 1*

Week of January 24, 2021—*Module 3 Debrief and discussion*

Friday, February 18, 2022—*Module 4: Internal and External Relationships, part 2*

Week of February 21, 2022—*Module 4 Debrief and discussion*

In-Person Event at the Big Ten Conference Center

Thursday, April 7 – April 9, 2022—*Module 5 & 6: Money, Management & Strategies, parts 1 & 2*

Week of April 11, 2022—*Module 5 & 6 Debrief and discussion*

***HOLD on calendars in the event we must pivot to virtual for the final modules**

Friday, April 8, 2022—*Module 5: Money, Management & Strategies, part 1*

Friday, April 22, 2022—*Module 6: Money, Management & Strategies, part 2*

Week of April 25, 2022—*Modules 5 & 6 Debrief and discussion*

Goal Statement: The goal of the Big Ten Academic Alliance Academic Leadership Program is to help a talented and diverse faculty and select executive-level professional staff further develop their ability to be effective academic leaders at all levels of research universities. It is intended to help those considering leadership positions understand the university as dynamic and inclusive institutions, and to help them build awareness of the diverse, complex, and changing landscape of higher education while exploring their role in that landscape.

Specific Outcomes for Modules 1 & 2: Contemporary Issues in Higher Education

- To acquire an understanding of contemporary issues in higher education in their historical and institutional context
- To consider approaches for enhancing campus diversity, inclusion, and climate
- To explore opportunities for university engagement and globalization
- To consider and discuss emerging topics related to teaching and learning
- To introduce aspects of academic leadership values, styles, and skills

Specific Outcomes for Modules 3 & 4: Internal and External Relationships

- To consider and discuss topics related to faculty and their professional and personal development
- To explore topics related to the role of university staff and ways to work effectively with them
- To consider the experiences of our increasingly diverse student body within and beyond the classroom
- To consider and discuss opportunities and challenges in the university research mission
- To consider issues related to the university's relationships to external constituencies, including building bridges to the broader communities in which the university is situated
- To further explore the values, styles, and skills that contribute to effective academic leadership

Specific Outcomes for Modules 5 & 6: Money, Management, and Strategies

- To increase understanding of various university budget models
- To learn more about university sources of revenue
- To consider approaches to strategic planning at multiple levels of the institution
- To learn more about the issues and management of space and infrastructure
- To learn skills for assessing competing priorities and managing time
- To consider the value of building and maintaining a diverse and inclusive university community
- To reflect on leadership values, styles, and skills and to consider the range of opportunities in higher education leadership, both formal and informal