Vision of Leadership Statement
Thomas P. Miller

My approach to leadership is collaborative because advancing major changes depends upon building a shared commitment to the guiding priorities. As detailed in my letter of application, I have led the process of implementing university-wide reforms of basic practices, including major revisions of P&T and the establishment of an online annual reporting system that will be used by over one thousand faculty this year. I have also led incremental initiatives such as workshops that have helped us to align our hiring with our strategic priorities. While I have claimed credit for leading these reforms and initiatives in my letter, I have done everything possible in my day to day work to avoid claiming ownership because their success depends upon their being undertaken collaboratively.

Whether implementing major reforms or incremental initiatives, I understand educational leadership to be a reflective practice that combines collaborative action with deliberations on shared needs. With every initiative I lead, I work to improve our shared understanding of the issues involved. For example, every workshop or reform I launch is supported by a coordinated communications plan. Right now we have been focusing on following up on the mentoring retreat we held last week. Next week we are following up to launch peer-mentoring writing groups, and we will follow up from those with our spring workshop series for faculty that will be coordinated with messaging on the need to better support plateaued associate professors, whom I have come to understand as one of the university's most valuable under-realized assets. Those workshops will also be supported with messages to heads focusing on annual reviews as vital opportunities to mentor faculty. This coordinated approach to communications is based on the assumption that we need to use every initiative and program as collaborative opportunities to learn more about the historic challenges we face.

My vision of those challenges is based in my research on assessment, teaching, writing, and the historical evolution of higher education. For example, in a recent article that I published in the AAUP's *Academe*, I discussed how the rising importance of service and outreach is following an historical arc that is comparable to that which teaching took two and three decades ago. We have come to pay more attention to teaching in annual and promotion reviews as cuts in state funding made us more dependent on student tuition, and as those cuts have continued, we have become more attentive to business and community partnerships, tech transfer and commercialization, and the rest of our outreach activities. The land-grant mission has been a major concern in my published scholarship, most notably in my award-winning two-volume history of college English studies. My understanding of that mission has provided the guiding vision for many of the initiatives that I have launched. I created an online annual reporting system for faculty to enable us to map the public impact of the university by tracking the wide-ranging research, teaching and outreach contributions of faculty. I drafted and implemented a revision of our promotion criteria to recognize applied research and outreach because those activities are vital to the viability of public research universities. I have worked to incentivize retirement and improve hiring because the transition in generations that is now occurring is vital to the future of the land-grant university. These and the other projects detailed on the next page have been integral parts of my efforts to build the collaborative infrastructure that can help us achieve our shared potentials.

You can access the links in this document by downloading it at
http://tmiller.faculty.arizona.edu/projects

LEADERSHIP INITIATIVES

The UA Vice Provost for Faculty Affairs page includes the programs that are currently offered by my current unit. Links to specific program, initiatives, and workshops from prior semesters are included below.

Supporting Faculty from Hiring to Retiring

Hiring workshops that I created and deliver are required of members of all hiring committees. These and other interventions I initiated have contributed to a 300% increase in minority faculty hiring over 3 years.

Strategic Priorities Faculty Initiative is a million-dollar hiring fund that I administer that has almost doubled the number of under-represented minority faculty hired in open searches over the last five years.

The Road Ahead Retirement Program was developed following a series of focus groups and forums that I established. I am currently the UA lead on a partnership with the American Council of Education and the Sloan Foundation to reassess our retirement programs created to incentivize retirement.

Faculty Development

New Faculty Campus Connections Program is a series of workshops and community events I established.

Mentoring Retreat that was used to launch a mentoring initiative that is discussed above.

Spring Workshops for faculty is another workshop series that I created over the last several years.

Promotion and Tenure support has been greatly expanded over the last several years. For example, we created a listserv of all committee chairs to enable us to better coordinate all levels in the review process.

Online Annual Review is being implemented in all colleges following upon extensive research on best practices. The UA Vitae system will be used to create university directory and research expertise database.

Leadership Development

New Head Ed Seminars are offered each fall to new heads.

HeadsUp is a yearlong program for heads and directors that I coordinate with a steering committee. We are currently working to coordinate the hiring, reviews and promotions of multidisciplinary faculty.

Academic Leadership Institute Is a leadership program for faculty, administrators and staff that I co-direct.

Five-year Reviews of Administrators were overhauled around a set of leadership competencies that I developed to establish a transparent process that is outcomes oriented and data based. I coordinate the reviews of deans and VPs and am currently working with the Faculty Senate to audit reviews of heads.

Policy Development

We revised our university criteria on P&T to implement an "inclusive view of scholarship" following a process I initiated. The unanimous approval of the Faculty Senate received national attention because we were one of the first major research universities to include patents and tech transfer in P&T criteria.

Our promotion and tenure delay policy was also revised following upon a campus-wide series of forums that I led to build a shared understanding of the need to provide more time to faculty who face family and medical challenges, who do clinical and community research, and who are involved in outside partnerships.

The University Handbook for Appointed Personnel was revised by a committee I helped lead to implement the revisions of P&T, annual reviews of faculty and administrators, and other initiatives.

Related Research

The COACHE survey has been foundational to several of these projects. While many universities do the survey, **we analyzed and promoted the major findings** to build a shared engagement with our enhanced faculty support programs, mentoring initiatives, and efforts to better assess and support administrators.

Exit Interviews and surveys are conducted each year to provide us with insights on how we can better support faculty because we lose assistant professors at twice the rate of associates and full professors, and we constantly working to reduce the costs of faculty loss (findings available upon request).