**TESC MPA Summary of Interview Themes**

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**Common values and desired outcomes**

We heard the following common values and desired outcomes expressed during our interviews with the ten faculty/staff and Director:

You are passionate about your mission of working with students. You want to do good work and you care about your work.

There was a desire for a cohesive understanding of how to move forward as a team and that there be trust in the process and each other. To some it was encouraging that there is disagreement because it means that you care-though a strong interest was expressed that there be disagreement without being disagreeable.

Clarity of roles is important to you. For example, what are the boundaries between faculty and program staff and among faculty?

There was a desire for more highly developed capacities to work together and more trust and better conversations about the current and future status of the program.

In general, most of you would like the culture of the program to change and for people to treat each other with more respect. This was also expressed as a desire to restore civility and that everyone learn and practice healthy ways to give and receive feedback.

There was a desire for a shared vision for the program. This includes determining what you would like the program’s future to look like, having everyone sit down and say, this is what I want our collective and my individual future to look like here at TESC.

Many of you expressed an interest in having a plan, a schedule and a concrete way to move forward with each other and the curriculum development process. It was also noted how important it is that the overall program be successful. There was acknowledgement that the program will need to change and innovate if it wants to remain competitive, particularly within the larger context of TESC’s enrollment declining over the past few years.

**Primary Topics of Interest to the Program**

1. **Revising the Program curriculum**: The structure and delivery of the curriculum needs to be updated. A clear understanding, definition and coming to agreement is needed on what is Core curriculum, why certain topics are included or excluded from core and electives and meeting objective standards such as in accredited schools. A question to be answered is should all faculty be competent to teach in each of the three competencies?
2. **Short-term/Long-term differences (junior/senior differences):** There is a perceived difference in views between old and new faculty, those that have been “converted” and those that have not. It was noted that this difference has the potential to create a power imbalance because the junior faculty rely on the senior faculty for tenure and there has to be a way for the junior faculty to participate fully without feeling at risk.
3. **Workload**: There is tension related to the MPA program faculty teaching more and participating more in governance work than MES and undergraduate faculty (ten credit hours versus eight). Equality of work and sharing the workload within the program, including with teaching load, students and schedules would be an important topic to get clarity around.
4. **Communication/ Team Building**: This includes learning how to have respectful communication between staff and faculty and within the faculty; to listen and support each other to “have each other’s back”; to acknowledge what everyone is bringing to the table, and to build a team. In addition, several faculty members are no longer willing to team teach with one faculty member in particular and this dynamic is creating significant stress on the program.
5. **Effective meetings with clear results**: This also included consensus building or communication strategies and possibly giving someone (i.e. Director) a definitive vote when there is disagreement.

**Ground Rules (Communication norms/Shared Agreements) offered by the group**

* Its ok to pass. Not everyone has to speak if they are not moved to speak
* Share airtime- everyone gets an equal chance to speak
* Confidentiality-so that what is brought up in the meeting is not taken out of the meeting. That the mediation not be part of the evaluation process and used against people
* Avoid accusations and judgements about others
* Use “I” statements
* Be civil. Don’t throw someone under the bus
* No interrupting, one person speaks at a time
* No blocking of ideas or ultimatums