



SI-2 Building a Culture of Success

Since we tend to create what we think about every day, it suggests that in higher education, success comes from creating an institutional atmosphere where thinking and talking about success and working for improvement is an everyday occurrence at every level of the organization.

Unfortunately, innovation and improvement is launched and sustained through optimism. I say unfortunately because the task of maintaining even a mildly positive attitude against the onslaught of bad news featuring the latest of lack, loss, and limitation can be a Herculean one.

Being optimistic or believing that tomorrow will be better than today is a significant self-management problem as we enter what the media has labeled the “age of economic austerity.”

Is it time to ask the question, what if tomorrow is not economically better than today? What will empower an institution and its faculty to succeed in spite of restrictive budgets.

From where can we obtain a ready supply of optimistic energy needed for creating improvements and finding new solutions? We might find it by attaching our energies to creating things of higher value.

For example, can we detach at least somewhat from budget anxieties, and instead, attach to building an institutions’ focus on the development of staff and targeting nothing less than mastery of success skills, strategies, and attitudes? Many of the world’s preeminent transcendent leaders claim the true basis for happiness and fulfillment is character betterment and mastery over oneself.

TFS e-Mentor Success Insights

Even in times of austerity, faculty can choose to develop themselves and become better at what they do, and how they do it. This is the essence of professional development. Professional development helps evolve faculty and staff on the inside so that on the outside they can generate better teaching and learning circumstances and more readily achieve institutional goals.

Fortunately, there is no connection between the state of a budget and the potential inherent in the mind for faculty to work on improving themselves.

The emotional and fiscal conditions being found in this new decade cry out for the creation of better teaching supported by more effective and meaningful professional development programs. But not just any program. Concepts are needed that fire up faculty innovations and inspire new learning breakthroughs.

To help encourage new professional development and instructor thinking, TFS features a unique combination of development concepts, success achievement principles, and teaching improvement ideas. TFS could be a perfect answer to the higher education challenge of finding an affordable and effective way to create and sustain a culture of optimism and success in this confusing and chaotic time.

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