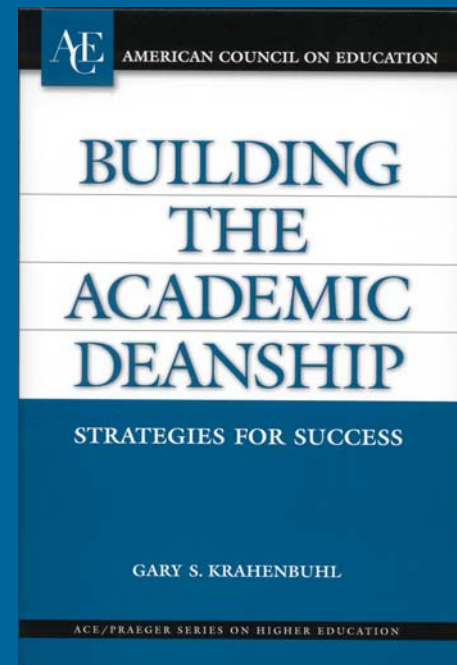


# Building the Academic Deanship

**CADREI FALL MEETING**

**Marco Island, Florida  
October 10-13, 2004**

**Gary S Krahenbuhl**



# Imagining the Possibilities

# Sampler of Perspectives

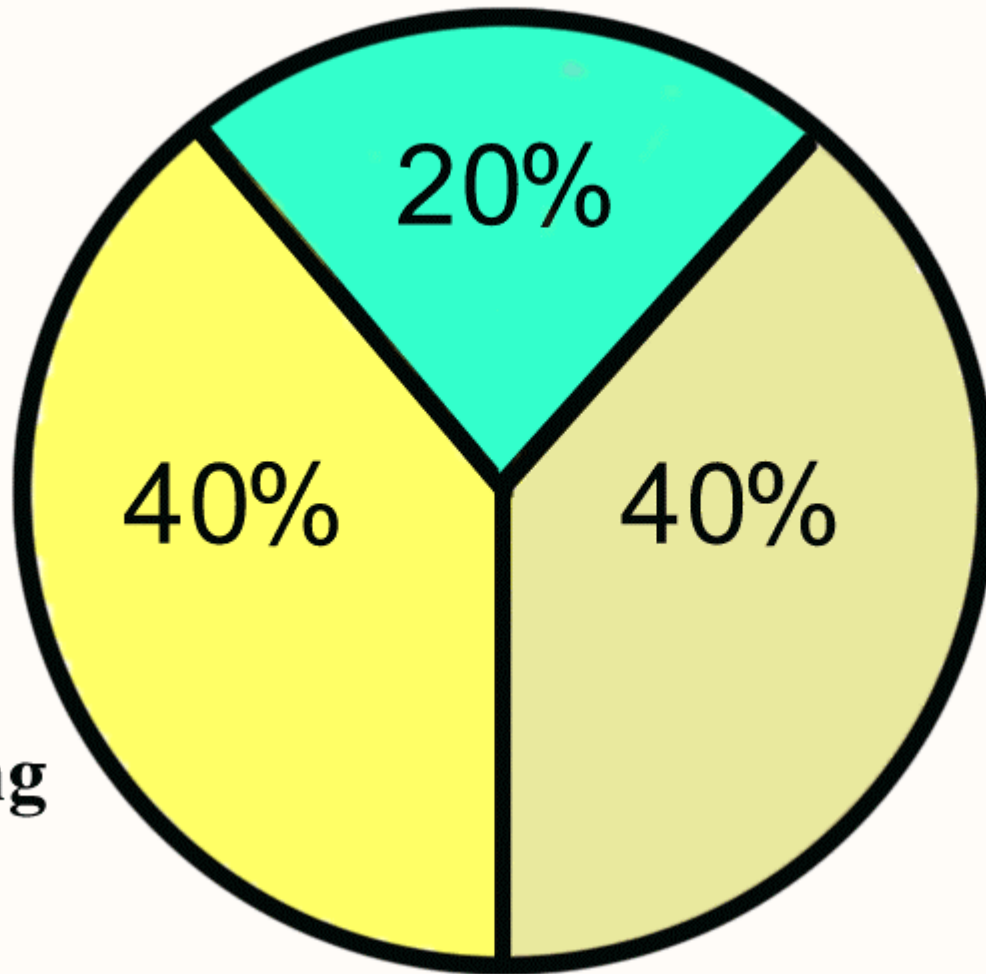
- **Faculty roles and rewards**
  - As individuals
  - Collectively, as departments
- **Collaboration and integration**
  - The need for “difference makers”
- **Improving the talent of unit heads**
- **Leadership challenges**

# **Faculty Roles and Rewards**

## **Major Problems**

- 1. Underutilization of the faculty resource**
- 2. Unacceptable variation in workload (output)**
- 3. Inattention to institutional needs**
- 4. Marginalized / disaffected faculty**

**Service**

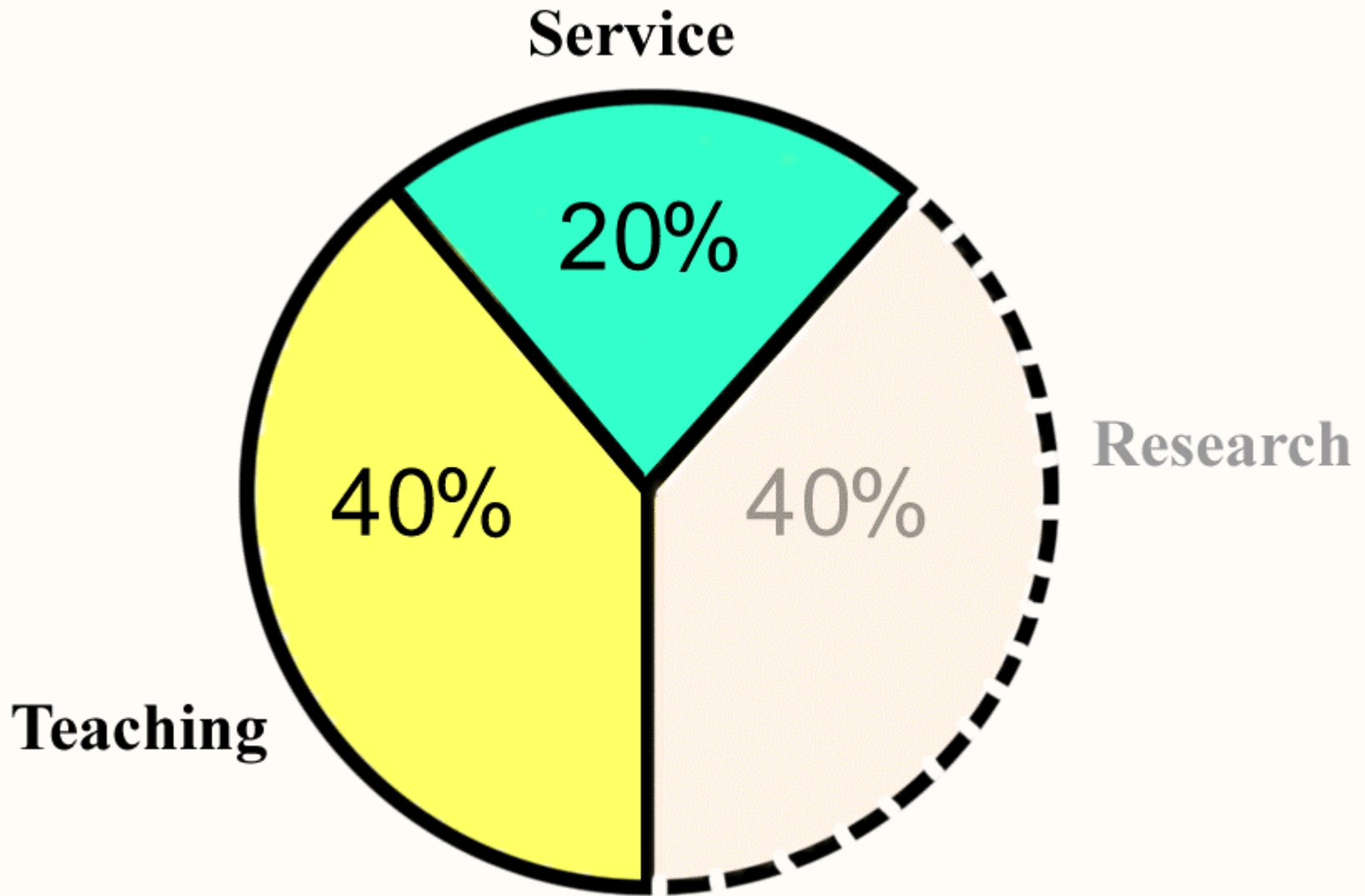


**Research**

**Teaching**

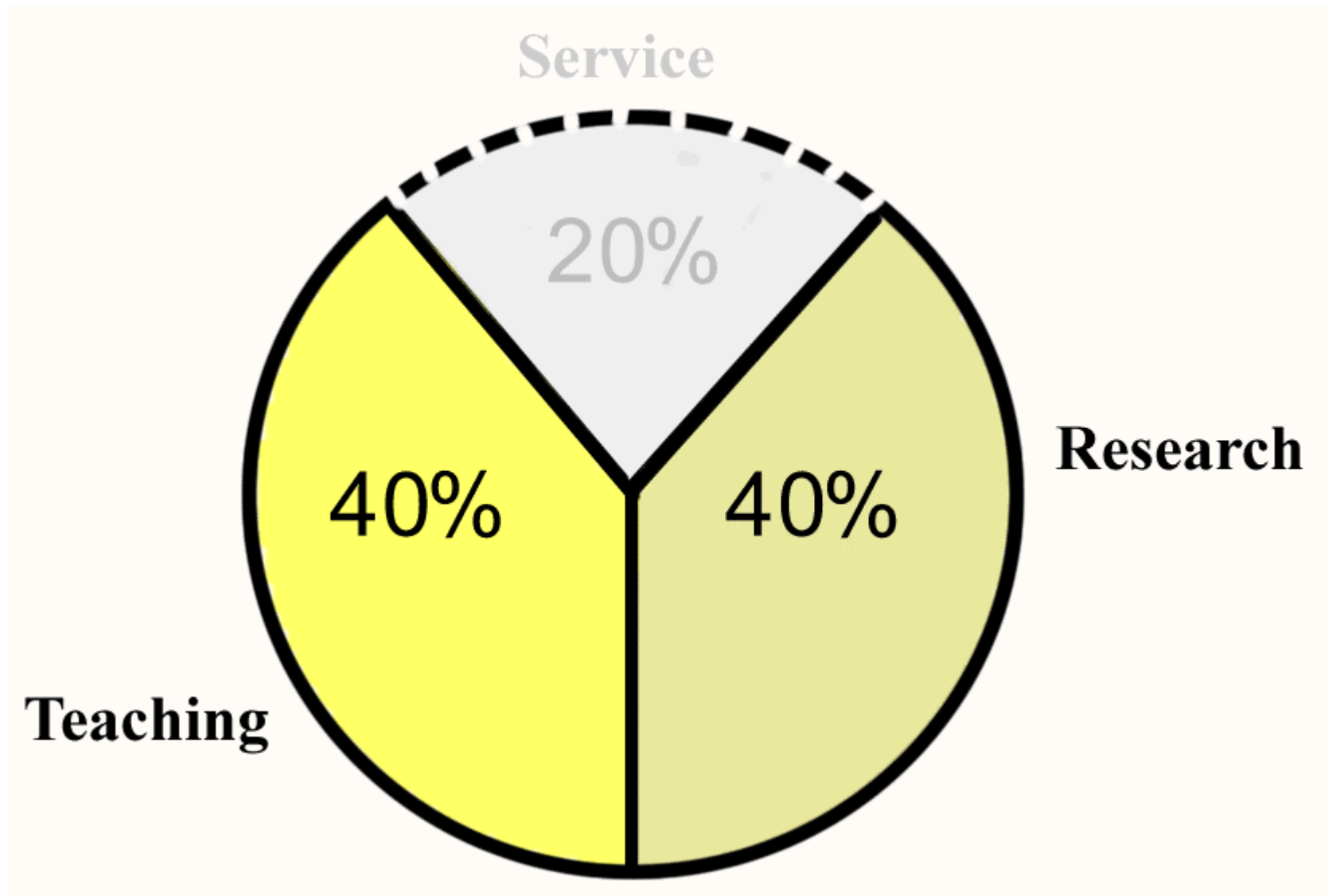
The appearance of fairness  
Equivalent teaching responsibilities  
Expectation of balance





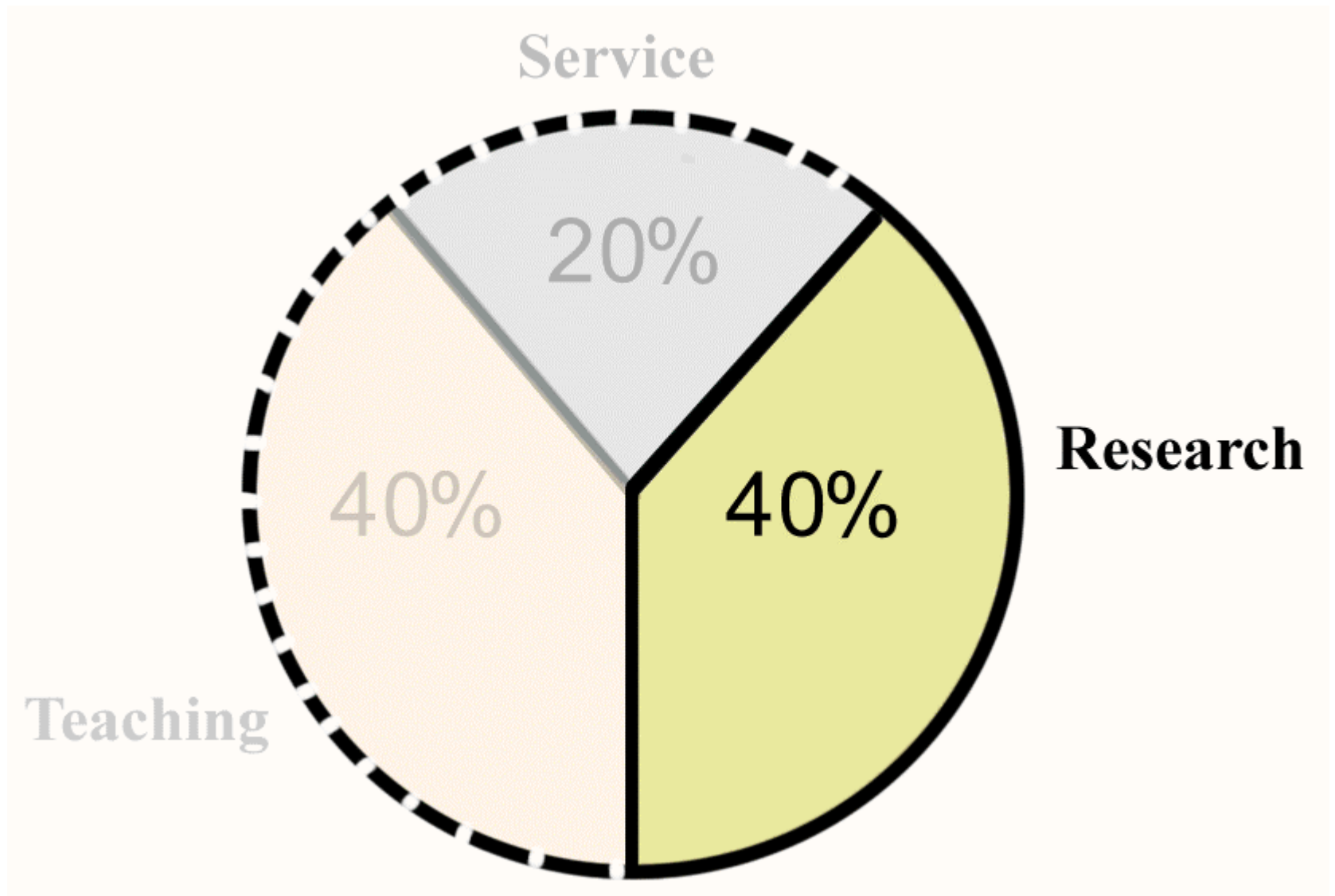
Variation in research productivity





Variation in service productivity





Inattention to teaching and service



# Consequences of 40/40/20

- Most teaching evaluated as good to excellent
- Variations in research productivity drive:
  - merit-based salary adjustments
  - promotion and tenure
- Little flexibility in using the faculty resource
- Attention to institutional needs left largely to chance
- Large differences in workload when viewed based on output

# Performance Review Guidelines

- The Ideal: balance and wholeness
- The Reality: there will be departures from the “ideal”; many profiles are valued
- The Consequences:
  - a. salary adjustment
  - b. conditional contract (if probationary)
  - c. performance contract (if tenured)
  - d. help in addressing shortcomings

# FACULTY RESPONSIBILITY MIX

## Current Extremes

Previously

T	R	S
40	40	20



# FACULTY RESPONSIBILITY MIX

## Current Extremes

Previously

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Currently

Natural Sciences

75	0	25
30	60	10
50	5	45



# FACULTY RESPONSIBILITY MIX

## Current Extremes

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40	40	20

Currently

Natural Sciences

75	0	25
30	60	10
50	5	45

Social & Behavioral Sciences

80	0	20
20	70	10
60	15	25



# FACULTY RESPONSIBILITY MIX

## Current Extremes

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60	15	25

Humanities

80	0	20
30	60	10
50	10	40



# FACULTY RESPONSIBILITY MIX

## Current Extremes

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Humanities

80	0	20
30	60	10
50	10	40

Overall

40	40	20
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# SAMPLE WORKLOAD DISTRIBUTIONS

Productivity in Research	<u>Relative (%) Distribution of Effort*</u>			Teaching Load
	Research	Teaching	Service	



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# SAMPLE WORKLOAD DISTRIBUTIONS

Productivity in Research	<u>Relative (%) Distribution of Effort*</u>			Teaching Load
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Inactive	0	80	20	4:4
Moderately Active	20	60	20	3:3
Very Active	40	40	20	2:2
Very Active <u>and</u> is the PI of a large externally sponsored research program	60	20	20	1:1

\*All figures are without buyouts



# New Workload Guidelines

1. An APPROPRIATE set of responsibilities for each faculty member
  - KIND: mix of responsibilities
  - AMOUNT: activities sum to a full load
  - QUALITY: acceptable performance
  - CONTENT: protected by academic freedom
2. Expectation of PROFILE VARIATION
  - faculty member to faculty member
  - year to year
3. COUPLING of assigned responsibility and performance reviews
  - salary adjustments
  - probationary reviews
  - post-tenure reviews
4. New PROCESS for the assignment of responsibility

# Performance Threshold

To be at an acceptable level all of the following conditions must be met.

- full load
- acceptable quality
- institutionally useful
- professional manner

Key words | phrases defining what is unsatisfactory

- fails repeatedly to ...
- shows no evidence of ...
- does not participate effectively in ...
- fails on a consistent basis to ...

# **Faculty Roles and Rewards: Collectively, as Departments**

**Annual Assessment of  
Departmental Contributions to  
Institution Building**

# **Unit Responsiveness to Institutional Needs**

- **Providing a quality learning environment**
- **Building / sustaining program quality**
- **Serving the broader institution**

# Changes in Institutional Character

## **Institutional needs**

- heightened awareness of
- increased responsiveness to

## **Best practices**

- peer pressure
- widely copied

## **Faculty resource**

- applied more creatively
- more fully utilized
- better applied to needs / shunned activities

## **Faculty perceptions / morale**

- importance of different roles
- fewer disaffected faculty
- heightened awareness of collective accomplishments
- enhanced sense of stewardship

# **Collaboration and Large Integrative Initiatives**

**The Importance of  
“Difference Makers”**

# Institutional Orientation

- **“Imagine yourself differently”**
  - Carly Fiorina, CEO, Hewlett Packard
- **“Embrace the threat”**
  - Leo Mullin, CEO, Delta Airlines
- **“Ride the draft; be the first to be second”**
  - Dan Nordstrom, CEO, Nordstroms

# Enhance Readiness Internally

- **Stimulate connections between people**
  - Interdisciplinary fellows
  - Seed grants for integrative work
- **Connect large units:** Business, Education, Engineering and Liberal Arts & Sciences
- **Hire liaisons to connect externally**
- **Attract and keep integrative “difference-makers”**

# **Center for Research on Education in Science, Mathematics, Engineering and Technology**

- **5 school districts and 150 high school teachers (initially)**
- **Improve instruction in mathematics, science and reading comprehension**
- **Goal is to develop models to be used nationally**
- **NSF funding: \$33 million awarded in 2004**

# Difference Makers

- Intellectual range
- Patient & persistent
- Flexible & adaptable
- Excited by change
- Nationally competitive
- Enthusiasm for work
- Social intelligence
- Lift others
- Integrative approach
- Move ideas to action
- See the big picture
- Opportunistic
- Strategic orientation
- Great with students
- Leadership/teamwork
- Great externally

**CATALYSTS FOR GOOD**

# Improving the Leadership Capabilities of Unit Heads

- **Ability to take an institutional view**
  - Awareness of institutional goals & needs
  - Member of the administrative team
- **Ability to make good decisions**
  - Knowledgeable about policies
  - Seeking help when appropriate
- **Willingness to “orchestrate” events**
- **Attend to the details of the job**

# Leadership Training

- **Orientation**
- **Administrative retreats**
  - **Interaction of chairs/directors**
  - **Time with professional help staff**
  - **Case studies**
  - **Discussion of institutional issues**
- **Mentoring (teachable moments)**
- **Being a good role model**

# Leadership Challenges

- **What is important?**
- **Maximize good** (character vs. reputation)
- **Fairness**
- **Operate on the basis of principles**
- **Leadership tone**
- **Be optimistic and have fun**