I'm The Chair Now, How Do I Do This Job?
Or
Faculty Management and Assignments

Considerations and Models

Jeff Moore, Dean

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First, You Did What?

- You agreed to serve as chair?

- How did you come to this position?

  - Applied for the position

  - Appointed (drafted)

  - Volunteered, (perhaps afraid of the alternatives)

  - I never wanted to be chair, this is accidental, I do this under duress

  - Achieving a professional goal of academic leadership

- The IAL Workshops are aimed at:

  - Encouraging you in your academic leadership career choice

  - Training you in the elements of success

Welcome to Your Leadership Position*

- "Congratulations on being appointed chair! Or should I say condolences?"

- "Oh, You have gone to the *dark side*"

  - Good natured joke or is there a subtext?

  - "Good for you taking on this job, but we both know it won't be a rewarding experience"

  - Welcoming you to the new position less with true excitement and more with expressions of regret

- Makes faculty who aspire to leadership feel that they have to apologize for doing so

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Faculty vs. Administrators

- Faculty vs. Administrators trope is not universally embraced

- Many faculty view administrators as "the bad guys, the sell-outs, the opposition."

- Criticism towards administrators is often well-earned

  – Friction caused by shared governance

  – Finding solutions to unprecedented problems (mistakes are inevitable)

- How do you personally identify?

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Myths About Being Chair*

- The Chair's Job Stinks
    - True dysfunctional cultures exist-but they are rare
  - Cons:
    - Tough days-dealing with difficult people, maddening bureaucracy, too many meetings
    - Busier than you were before
  - Pros
    - Privilege of directing the department towards success
    - Celebrate faculty and students-appreciation from families
    - Enhanced access to Dean and Provost
    - Course release/schedule flexibility/salary boost

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Myths About Being Chair

- Chairs Necessarily Forfeit their Research and Promotion Prospects

- Chairs get no research done!
  - Prioritize your scholarship on equal footing to your other duties
  - Utilize the increased schedule flexibility (or negotiate for it) to dedicate blocks of time for research
  - Keep your eye on the prize
  - You will be busier than you have ever been in order to achieve goal

Myths About Being Chair

- A Chair who "thinks like an administrator" is dangerous to faculty interests

- "Dark side" comments give voice to the notion that administrators are untrustworthy and acting in opposition to faculty interests
  - Don't imagine you have real authority over me
  - You better take my (our) side in matters when faculty and administrators interests diverge
  - "I support you running the department, attending meetings, writing evaluations, but don't think you can tell me what to do."

Myths About Being Chair

- Faculty rightly value their independence and academic freedom (don't tread on that)

- Sometimes faculty interpret independence as freedom from contributing to department and university strategic directions and participation in events, adjusting their courses to fit departmental curricular decisions and so forth

- Some imagine that the chair is a department clerk

- Faculty see themselves not as a professional collective with a common mission, but as a group of independent contractors dedicated largely to individual pursuits while working on the same campus

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Myths About Being Chair

- Faculty who take this view err in 3 important ways

  - Chairs have decision making power, supervisory oversight and strategic responsibilities

  - The department cannot thrive without empowered leadership

  - Most colleges and universities today face enormous and even existential challenges

    - Shrinking enrollments

    - Rising costs/Declining state support

    - Increase demands from students/outrage about student debt

- Challenges demand an engaged, strategic and unified approach by the department

  - Anything less risks department's success and even survival

  - They are downsized, merged with others or eliminated

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Myths About Being Chair

- The idea that the chair should operate primarily as a faculty advocate to the administration is equally outdated (not to mention it assumes an adversary relationship with administrators)

- Departments are wise to promote chairs who:
  - Enjoy positive relationships with senior leadership
  - Spend time thinking like an administrator-strategizing about new challenges
  - Situate the department for growth
  - Spend limited funds productively
  - Increase student enrollments

- **CHAIRS WHO SEE THEMSELVES AS ADMINISTRATORS ARE A BENEFIT TO FACULTY INTERESTS**

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Regardless, typically leaders come to the position without*:

- Leadership training

- Prior executive experience

- A clear understanding of the ambiguity and complexity of their roles

- Recognition of the metamorphic changes that occurs as one transforms from an academic to an administrator

- An awareness of the cost to their academic and personal lives

*Walt Gmlech, Professor of Leadership Studies and Dean Emeritus, University of San Francisco

The Academic Leader as Conductor

- Leader among peers

- "Administrator" is derived from the the Latin "to attend upon, assist, serve [others]"

- The conductor is the only person in the orchestra who "doesn't make a sound. He depends for his power on his ability to make other people powerful."

Benjamin Zander, music director of the Boston Philharmonic Orchestra, 2008 TED (Technology, Entertainment, Design) conference in Long Beach, California

The Best Summary of Positive Academic Leadership

Verse 17 of the *Tao Te Ching*

True leaders

are hardly known to their followers.

Next after them are the leaders

the people know and admire;

after them, those they fear;

after them, those they despise.

To give no trust

is to get no trust.

When the work's done right,

With no fuss or boasting,

Ordinary people say,

Oh, we did it.

Three Critical Concepts

- Integrity → Trust → Openness

- Create the environment

- Be knowledgeable

From Larry Abele, FSU Provost (retired), 2005 Institute for Academic Leadership presentation

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Integrity → Trust → Openness

- Be honest with your colleagues. (e.g., discuss problems in person and as soon as possible)

- Transparency with the budget, do not hide what things cost

- Promote collegiality

- Exercise **Restraint**

Create the Environment

- You are far more responsible for the environment than you would ever expect.

- Everything you do is public knowledge.

Create the Environment

- Celebrate the success of your colleagues (and that includes students and staff).

- Behave in every way in the manner that you would like everyone else to behave. What you tolerate will set expectations.

- Have yourself evaluated.

The Recognition Gap

Bob Levoy, president of Success Dynamics, Inc., reports: "I've asked more than 2,500 doctors to rank on a scale of 1 to 5 (1 = never, 5 = always) the following statement: 'I let my employees know when they're doing a good job.' Their average response is 4.4. I then asked their staff members to rank this statement: 'The doctor lets me know when I'm doing a good job,' and their average response is only 1.7. This response between what doctors say they give and what employees say they get is often the underlying cause of employee resentment, diminished productivity, and turnover. This 'feedback gap' is present in almost every manager-employee relationship."

Appreciate Uniqueness

- Remember that a department is a system. (Loosely vs Tightly Coupled)

- Not every member of a system has to do the <u>same</u> thing.
  - ✓ ecosystem
  - ✓ information system
  - ✓ the body as a complex system

- The goal is rather to build an effective unit in which all components function together effectively.

- "To build a perfect machine out of imperfect parts" – Steve Goldman

From Jeff Buller, 2011 Institute for Academic Leadership presentation

Mallard and Sargent (2009) 3
Part 3 of 3-Part Series

The best chairs we have worked with ▮▮▮▮▮▮. They breathe excellence into their faculty and programs, they approach their jobs with a sense of purpose and respect for their faculty, they appreciate the uniqueness of their department members, and they are able to match faculty strengths with departmental needs.

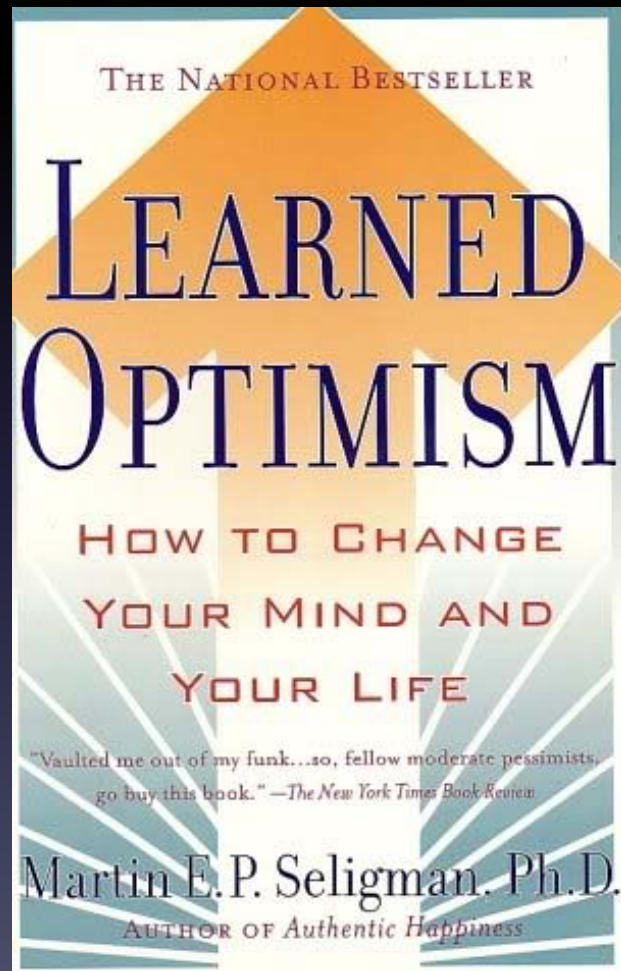# Match Strengths with Needs
Mentoring Strategies

The Institution

- General policies

- Resources

- Opportunities for development

- Opportunities for evaluation

- Criteria for evaluation

The Person

- Teaching

- Research

- Service/Academic citizenship

- Political environment

- Personal issues

- Career goals

Learned Optimism

Setbacks and disappointments

- temporary
- manageable
- exceptional

Achievements and successes

- normal
- usual
- expected

Be Knowledgeable

- Know how to operate the copier and all other standard pieces of equipment in the office, including changing the paper in the printer and copier.

- Know your department and this means at least a five year history of enrollment by level, degrees, budgets, faculty ranks, etc.

- Know the national, as well as campus environment and where to find reliable sources of information.

Shared Faculty Governance

- "The authority to act comes from your superiors, but the ability to act comes from your colleagues."

- Have a plan of action or at least a direction (use committees)
  - A goal is a dream with a deadline*
  - Goals require concrete steps
  - Small steps count

- With shared governance, faculty have a "right" to vote, but that "right" comes with a **responsibility** to be informed

*Harvey Mackay, *Swim With The Sharks Without Being Eaten Alive* (2005) 57

Faculty Governance-Committees

- Meaningful Standing Committees
  - Curriculum and Assessment
  - Graduate
  - Undergraduate Admissions, Scholarships and Awards
  - Concerts and Special Events

- Create Goals and Objectives
- Meet with the Chairs, review minutes

Communication

- **Never underestimate the difficulty of changing false beliefs by facts.**

- Memorize the definition of "responsive." Saying "**No**" is being responsive.
    - •Be willing and able to say things that people do not want to hear.
    - •Avoid e-mail arguments, request a meeting instead
- Communicating with Superiors
    - •Speak their language (their terms)
    - •Learn what they value
    - •Present your case accordingly, in their context

Managing the Process

Keep good notes

The value of notes:
- ✧ To remember what occurred
- ✧ To remember when it occurred
- ✧ To remember who was there

What should be in notes?
- ✧ Recording of issues
- ✧ Recording of agreements or decisions
- ✧ General impressions and conclusions

Should you retain your notes?
- ✧ Will they be converted to another form?
- ✧ Will you want a record?
- ✧ Would you mind if someone saw them?

- Take control of communication
  - ✓ Put communications in writing
  - ✓ Use instructional forms
  - ✓ Insist on a timely response
  - ✓ Indicate consequences

- Build a solid foundation

- Set concrete expectations and consequences

- Mean what you say

- Follow-through

Philosophy of Leadership

- What do you hope to achieve during your term as department chair?

- Why is that goal important to you?

- What does leadership mean to you?

- How would you like others to remember your leadership?

Survey Answers To Those Questions*

- Three themes emerged:

  – We advanced our *programs*-our department/school is in a better place than before

  – We advanced *people* – faculty and staff were promoted

  – We did it with *decency*

- *If you had to write your legacy goals today, what would they be?*

Closing Comments

- Never be surprised by anything

- Learn to think big

- Be part of your academic community

- Exercise skepticism