



# Department Head Expectations for Faculty

**ADVANCE** Purdue **FAST**

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# Overview

## ☐ **Heads' expectations reflect their roles**

- ☑ Role(s) of an academic Department Head
- ☑ Role(s) of academic faculty members

## ☐ **Expectations are worked out in dynamic, evolving *relationships***

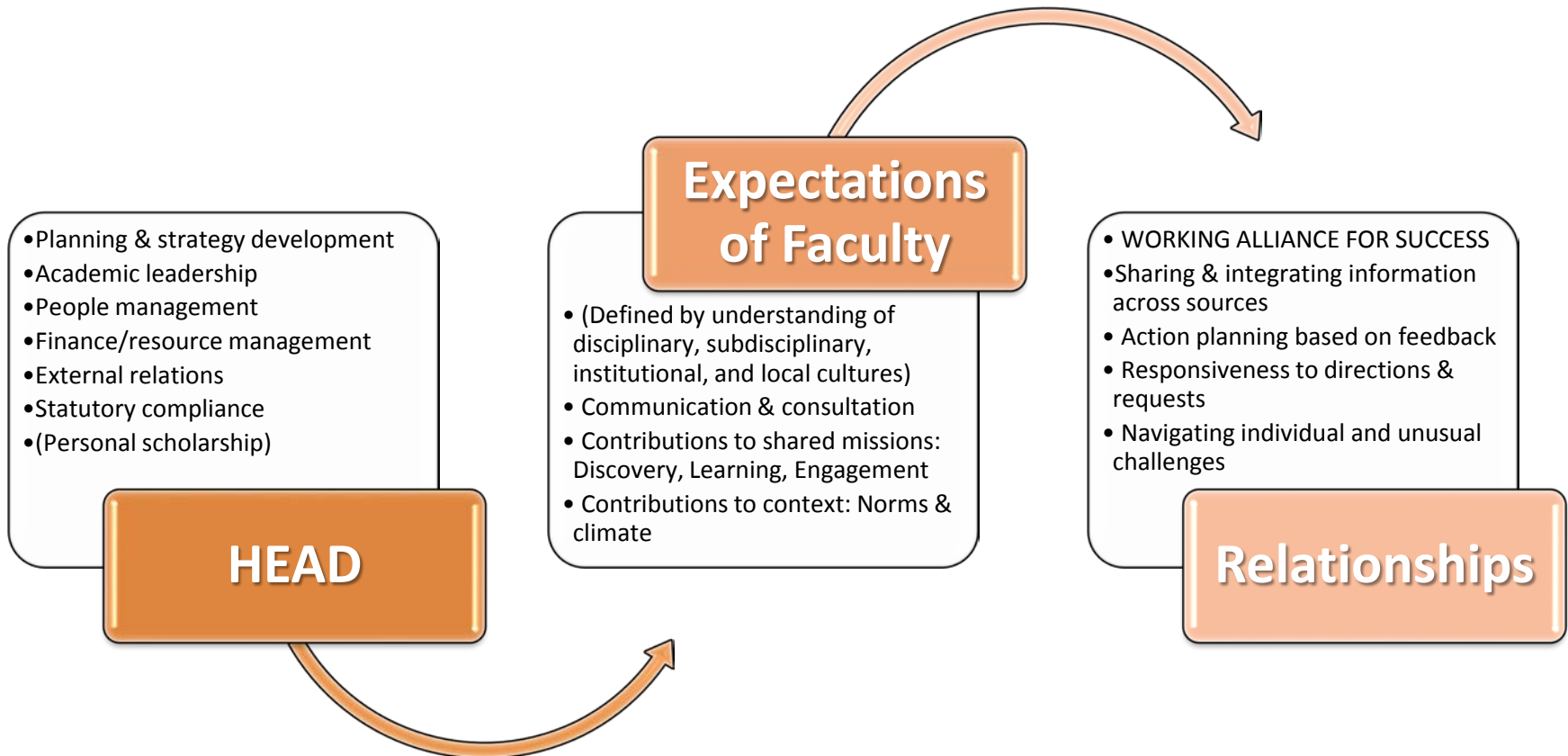
- ☑ Integration of information across sources, toward goals
- ☑ Developing plans & organizing resources

## ☐ **Navigating relationships with Heads**

- ☑ Working alliance for success
- ☑ Identifying individual & other special challenges

# Roles → Expectations → Relationships

...a very brief take...



# Disciplinary Cultures & Differences

Some issues that (new) faculty must navigate, & shape Head expectations

## Defining Goals

- ▣ Grants/external funding
  - *e.g. balance with publications*
- ▣ Theory vs application/practice

## Defining Processes

- ▣ Individual vs Collaborative Work
  - *inc. climates, rivalries*
- ▣ Balance among missions
  - Discovery vs Learning vs Engagement
  - Teaching levels & amounts

## Subfield Differences

- ▣ Specialized knowledge & skills
  - esp. emerging directions
- ▣ Scholarship outlets
- ▣ Known, helpful resources
  - Network density, availability
  - Non-academic connections

## Historical Patterns

- ▣ Demographic representation & underrepresentation
- ▣ Cultivation of broad networks & pipelines

# CONTEXT: *Some Key Elements*

...a non-exhaustive list of dimensions in academic settings & interactions...

<b>ELEMENT</b>	<b>Features: Examples</b>	<b>Some Key Contributors: Examples</b>
<b>Norms</b>	<ul style="list-style-type: none"><li>☐ "Rules" &amp; expectations for faculty behavior</li><li>☐ Shared responsibilities</li><li>☐ Messages re: what leads to "success"</li></ul>	<ul style="list-style-type: none"><li>☐ Disciplinary history &amp; developments</li><li>☐ Expectations about how <u>&amp; why</u> to "succeed"</li><li>☐ Available rewards &amp; "credit" for service vs. teaching vs. research</li></ul>
<b>Climate</b>	<ul style="list-style-type: none"><li>☐ Explicit vs. tacit information-sharing</li><li>☐ Social/emotional environment</li><li>☐ Perceptions of "atmosphere"</li></ul>	<ul style="list-style-type: none"><li>☐ Faculty member preferences &amp; history</li><li>☐ Gender roles</li><li>☐ Ethnicity/Cultural backgrounds &amp; relations</li><li>☐ Larger societal patterns</li></ul>

# Some Key Potential Challenges

...Head expectations for academic success do not occur in a vacuum...

## Personal Limitations

▣ Knowledge, interpersonal skills, individual differences & views

▣ *Directions for solutions:*

- Reflection & “education” on background characteristics, and ongoing experience
- Professional development for Heads

## Demographic & Person Differences

▣ Mentoring & other relationships across different experience bases

▣ *Potentially* ethnicity, gender, age, etc.

## Disciplinary Cultures & Differences

▣ What does “success” look like in the discipline...or subdisciplines?

▣ What are the accepted/customary pathways to success in discipline?

# Some Implications for Alliance

## **Head involvement**

- ❖ Sharing experience (*inc. as successful academic*)
- ❖ Help colleague see how individual success as key to unit success, and larger strategic priorities
- ❖ Identification of individual needs & development
- ❖ Organizing “community effort” & connecting individual faculty members to resources
- ❖ (*not for this presentation:*) Promote **institutional & disciplinary change**: Revise old frameworks, norms, climates with new ideas & perspectives

# Some Implications for Alliance

## **Faculty involvement**

- ❖ Share experience of backgrounds, norms, climate, other sources of feedback/information
- ❖ Identify & report individual needs (esp. as they change & grow) and initiative taken to solve problems
- ❖ Educate Head on elements that might inform expectations, or how to organize resources that might help faculty member contribute to missions
- ❖ Know the strategic priorities of unit & your contributions
- ❖ Respond promptly to feedback from Head



# Overview Redux

...or, a few key points and takeaways

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