Leading an Academic Department

Steve Abel
Associate Vice Provost for Faculty Affairs
Abel’s Top 10 List for Heads

10. It’s not all about you
9. Think before you react
8. Carry no grudges; maintain an open mind
7. Schedule personal time (appointments with self)
6. Reach out to peers (Local, CIC, etc.)
5. Set and maintain realistic deadlines
4. Dress the part
3. Celebrate something daily (smell the roses)
2. Three positive things
1. Remember the importance of life balance
Faculty developer

Viewed as most important responsibility

Recruiting faculty

Evaluating faculty

Encouraging faculty development

Manager

Managing budgets (85+% faculty and staff salaries)

Maintaining records

Assigning duties to faculty

Supervising nonacademic staff

Maintaining finances, facilities and equipment

Least liked role
Department Chair Roles

(Gmelch and Miskin, Chairing an Academic Department 2004)

Leader

Provide long-term direction and vision
External leadership within and outside of the University
Opportunity to impact discipline as well as department
Popular role

Scholar

Retain identify
Teach
Remain current in discipline
Most comfortable role for most
Most frustrating role due to time demands
Number one stressor for department heads
Opportunity for collaborative with junior faculty and/or graduate students
Roles of a Department Head at Purdue

**Academic leadership**

*Office of the Provost website, Department Head Resources*

- Development of a department/school strategic plan and metrics for evaluating progress
- Clear guidelines for faculty recruitment and retention
  - Offer letter should outline all responsibilities including split of effort
    - Teaching/learning
    - Research/discovery/scholarship
    - Engagement/service
  - Assign mentors for teaching and/or research/scholarship
- Office, laboratory, studio and/or research space assignments
- Teaching assignments
- Leadership in curriculum development
- Assessment of learning
- Ensuring faculty input and communicating priorities
Roles of a Department Head at Purdue

Office Management

- Supervision and professional development of office staff
- Technical support
- Budgetary oversight
- Creating a collegial, respectful and supportive culture
- Demonstrating appreciation and recognizing faculty and staff performance
- Managing conflict
- Ensuring knowledge, understanding and compliance with relevant University policies
- Creating an ethical, principled work environment where diversity is encouraged, supported and valued as a measure of departmental success
- Creating a work environment that supports and values personal and family needs and priorities including marriage, childbirth, dependent care and dual careers
Roles of a Department Head at Purdue

Faculty Career Development

✓ Providing prompt, meaningful, fair and written annual performance evaluations
✓ Developing a mentoring system for faculty members throughout their careers by matching their individual strengths and abilities in ways and at times that best match the department’s or school’s goals and needs
✓ Articulating the policies, processes and expectations for tenure and promotion
✓ Ensuring knowledge, understanding and compliance with faculty policies
✓ Faculty development in terms of discovery, learning and engagement
✓ Guidance in managing competing demands
Roles of a Department Head at Purdue

External Relations

✓ External relations including development
✓ Representing the department or school to the dean, the campus and external entities
Essentials

Strategic plan

Aligned with University and College/School
Metrics that matter
PHPR 2010-2015 plan
  7 overarching goals
  25 strategic directions with objectives
  52 metrics

Guidelines for annual performance review

Teaching
  Undergraduate/professional
  Graduate
  Evidence of effectiveness
Grantsmanship
Presentations
Scholarly publications
Engagement
Citizenship
Awards
Teamwork
Goals
Process for provision of written feedback
Faculty orientation

Orientation checklist and plan
  Annual faculty expectations
  Guidelines for promotion and/or tenure
  Format for promotion and/or tenure document
  Guidelines for evaluation of teaching
  Aligned with University and College/School
  Overview of existing review processes

Resource list

  Human resources
    Name of your representative
  Center for instructional excellence
  Research orientation/training

Meetings with Dean

  Three positive things
  Written agenda
  Honesty
  No surprises (always share the full story)

Know the job
This memorandum will serve as a written summary of your performance as reflected in the report submitted to me as well as our discussion.

<table>
<thead>
<tr>
<th>Category</th>
<th>Assessment</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery/Scholarship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citizenship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awards/Recognition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E = Exceeds Expectations  
O = Meets Objectives  
N = Needs Improvement  
N/A = Not Applicable
Weighted Evaluation - Research

<table>
<thead>
<tr>
<th>Discovery/Scholarship – Percent Effort _____%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants (per grant)</td>
</tr>
<tr>
<td>Extramural Grants</td>
</tr>
<tr>
<td>Principal investigator with salary coverage</td>
</tr>
<tr>
<td>Principal investigator without salary coverage</td>
</tr>
<tr>
<td>Co-Investigator (or PI of subcontract) with salary coverage</td>
</tr>
<tr>
<td>Co-Investigator (or PI of subcontract) without salary coverage</td>
</tr>
<tr>
<td>Intramural Grants</td>
</tr>
<tr>
<td>Principal investigator with salary coverage</td>
</tr>
<tr>
<td>Principal investigator without salary coverage</td>
</tr>
<tr>
<td>Co-Investigator (or PI of subcontract) with salary coverage</td>
</tr>
<tr>
<td>Publications (per publication)</td>
</tr>
<tr>
<td>Tier 1 publication authorship or book author or editor of a book</td>
</tr>
<tr>
<td>Tier 2 publication authorship or book chapter author</td>
</tr>
<tr>
<td>Tier 3 publication authorship</td>
</tr>
<tr>
<td>First or corresponding author on a Tier 1 or 2 publication (additional points per publication)</td>
</tr>
<tr>
<td>Points (max 15)</td>
</tr>
<tr>
<td>Presentations (per presentation)</td>
</tr>
<tr>
<td>Primary presenter, research/scholarship presentation (platform/poster) – International/national meeting</td>
</tr>
<tr>
<td>Non-primary presenter, research/scholarship presentation (platform/poster) – International/national meeting</td>
</tr>
<tr>
<td>Primary presenter, research/scholarship presentation (platform/poster) – State/local meeting</td>
</tr>
<tr>
<td>Points (max 10)</td>
</tr>
</tbody>
</table>

Research Subtotal (max 40) _____ x ____% =
# Weighted Evaluation – Learning

## Learning – Percent Effort _____%  

### Teaching

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture contact hours (per 5 hours actually presented, round appropriately) (0 for guest lecturers)</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory sessions</td>
<td></td>
</tr>
<tr>
<td>Laboratory session coordinator (per semester)</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory session instructor (per semester)</td>
<td>2</td>
</tr>
<tr>
<td>Laboratory session co-instructor (per semester)</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory sessions developed (per unique session)</td>
<td>3</td>
</tr>
<tr>
<td>Core courses coordinated (per course)</td>
<td>9</td>
</tr>
<tr>
<td>Elective courses coordinated (per course)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Points (max 25)**

### Students

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PharmD students precepted (per year)</td>
<td></td>
</tr>
<tr>
<td>1-6 students</td>
<td>1</td>
</tr>
<tr>
<td>7-12 students</td>
<td>2</td>
</tr>
<tr>
<td>&gt;12 students</td>
<td>3</td>
</tr>
<tr>
<td>PharmD projects coordinated (per project)</td>
<td>1</td>
</tr>
<tr>
<td>Graduate student committee chair (per committee)</td>
<td>3</td>
</tr>
<tr>
<td>Graduate student committee member (per committee)</td>
<td>2</td>
</tr>
<tr>
<td>Fellowship program director (per program)</td>
<td>3</td>
</tr>
<tr>
<td>Fellowship program committee member (per program)</td>
<td>2</td>
</tr>
<tr>
<td>Residency program director (per program)</td>
<td>3</td>
</tr>
<tr>
<td>Residency/fellow rotations precepted (per year)</td>
<td></td>
</tr>
<tr>
<td>1-6 rotations</td>
<td>1</td>
</tr>
<tr>
<td>7-12 rotations</td>
<td>2</td>
</tr>
<tr>
<td>&gt;12 rotations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Points (max 15)**

### Total Learning Subtotal (max 40) _____ x _____ % =
Criteria for promotion and tenure

- Tenure track faculty
- Clinical track faculty
- Research faculty

Process for review and feedback from P&T Committee

- Third-year reviews for faculty
  - Tenure track
  - Clinical track
  - Research track
- Potential models to elicit feedback
- External reviewers?
Third year review during your first six months as head

**Effort:** 35% teaching; 35% engagement (patient care); 30% research/scholarship

**Teaching evaluations**
- 3.8-4.3 on 5 point scale
- Peer comparison range 3.5 – 4.8

**Extramural contract funds** 40% salary for patient care activities; no funded grants

**Scholarship**
- Completely revamped core course syllabus
- No evidence of peer reviewed publications

**P&T Feedback**
- Deficit in scholarly activity raises concerns regarding ability to succeed
Case: P&T

You are a newly-appointed head representing a candidate for promotion and tenure in their penultimate year

Effort: 50% research/scholarship, 40% teaching, 10% engagement

Teaching evaluations

4.0 – 5.4 on an adjusted 7 point scale
Peer comparison range 4.2 – 4.7 on a 5 point scale

Extramural funding: two grants providing a total of 35% salary support

Scholarship

Eight peer-reviewed articles (4 tier 1, 2 tier 2, 2 tier 3)

P&T Feedback

Concern over teaching effectiveness and grantsmanship
Who is your departmental team?

What skills and abilities are most desirable for individuals who serve on your departmental leadership team?

List 3-5 individuals who could be potential successors

What skills and abilities are unique to the individuals you have identified (clarifying existing strengths)

What skills and abilities require the greatest development in your potential leaders? How should leadership development occur?
Difficult Situation

Your area (college) Promotion and Tenure Committee recently acted on four faculty members of your Department who were recommended for promotion to the rank of associate professor, with tenure. Each of the candidates was successfully supported by the area committee, with votes of 12-0, 12-0, 10-2, and 9-3. Each had a supporting vote of 21-0 from the primary (departmental) committee. The Dean has informed the first two candidates they will be moving forward to the university committee with his support, and the latter two candidates that they will be moving forward without his support. How would you manage this situation?
A student with whom you have had positive interactions throughout their four years of college enters your office. Conversation is initiated in a congenial manner but the student becomes more agitated as they share their story. The student demands you reprimand if not fire a faculty member who is “spreading rumors” about the student within the local community. These “rumors” have impacted the student’s ability to secure a mortgage, perhaps secure a position, and they feel their character has been inappropriately and viciously attacked. This part of the message is shared while the student is screaming obscenities at you and banging a fist on your desk with a demand to act. How would you manage this situation?
You have three support staff within your Department. One is your administrative assistant, one is a secretary V and one is a secretary IV. Both secretaries report to the administrative assistant. You have an effective working relationship with the administrative assistant and the quality of work is excellent, but there have been issues related to punctuality in arriving at work and the number of sick calls. The administrative assistant possesses an FMLA due to the terminal illness of her parent. The secretary V schedules a meeting with you, informing you that she and the secretary IV will be resigning their position if action is not taken to address the performance of the administrative assistant immediately. Two faculty members contact you to express support for the secretaries. How would you manage this situation?
You are contacted by your Dean because a senior faculty member within your department has reported you as an inept, insensitive, inefficient manager and communicator. A report has also been filed through Human Resources, the Office of Institutional Equity, and the Office of the Provost. You request a meeting with representatives of the three area who agree, but when you arrive you are told the OIE representative will not participate because they have already interacted directly with the faculty member. Your Dean informs you that you must enter into a process of arbitration with the faculty member. How would you manage this situation?
One of your faculty members is rarely engaged with the department. (S)he is infrequently present in the office and cancels slightly over 10% of his/her lectures each semester. Cancellation always occurs just prior to class time. When present at class, the content is often delivered over about 60% of the allocated time. For each of the past two semesters, student evaluations have expressed concern regarding the faculty member’s attendance problems and the manner in which course content is delivered. Specifically, there are issues related to the graphic nature of descriptions within the course that include the names of friends and family members and also bias based upon sexual preference. This faculty member frequently volunteers for extra responsibilities at faculty meetings but follow-through is rare. How would you manage this situation?
Tools to Facilitate Success
Myers-Briggs Type Indicator (MBTI)
Describes how respondents approach the environment intellectually and attitudinally, and what modes of information processing they use most often.

The level of scores indicates how strongly they prefer one approach over another.

Results given as personality type
MBTI: Personality Type

**Favorite world:**
Do you prefer to focus on the outer world or on your own inner world? This is called **Extraversion (E) or Introversion (I).**

**Information:**
Do you prefer to focus on the basic information you take in or do you prefer to interpret and add meaning? This is called **Sensing (S) or Intuition (N).**

**Decisions:**
When making decisions, do you prefer to first look at logic and consistency or first look at the people and special circumstances? This is called **Thinking (T) or Feeling (F).**

**Structure:**
In dealing with the outside world, do you prefer to get things decided or do you prefer to stay open to new information and options? This is called **Judging (J) or Perceiving (P).**
MBTI: Personality Type

Your Personality Type:
When you decide on your preference in each category, you have your own personality type, which can be expressed as a code with four letters.

16 Available Personality Types

<table>
<thead>
<tr>
<th>ISTJ</th>
<th>ISFJ</th>
<th>INFJ</th>
<th>INTJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTP</td>
<td>ISFP</td>
<td>INFP</td>
<td>INTP</td>
</tr>
<tr>
<td>ESTP</td>
<td>ESFP</td>
<td>ENFP</td>
<td>ENTP</td>
</tr>
<tr>
<td>ESTJ</td>
<td>ESFJ</td>
<td>ENFJ</td>
<td>ENTJ</td>
</tr>
</tbody>
</table>
StrengthFinders
Online measure of personal talents that identifies area where an individual’s greatest potential for building strengths exists.

Initiates a strengths-based development process in work and academic settings.
StrengthFinders: Themes

- StrengthFinders measures the presence of talent in 34 distinct themes.
- A theme is a category of talents, which are defined as recurring and consistent patterns of thought, feeling, or behavior.
StrengthFinders: Themes

Achiever
Activator
Adaptability
Analytical
Arranger
Belief
Command
Communication
Competition
Connectedness
Consistency
Context
Deliberative
Developer
Discipline
Empathy
Focus
Futuristic
Harmony
Ideation
Includer
Individualization
Input
Intellection
Learner
Maximizer
Positivity
Relator
Responsibility
Restorative
Self-Assurance
Significance
Strategic
Woo
StrengthFinders: Application

✓ Individual’s Signature Themes are used to customize developmental suggestions.
✓ Encouraged behavioral change as the identification and integration stages of strengths development unfold.
✓ Encourages individuals to build strengths by acquiring skills and knowledge that can complement their greatest talents
✓ Intended to facilitate personal development and growth.
✓ Can be used as a springboard for discussion with managers, friends, colleagues and advisers, and as a tool for self-awareness.
DiSC Model of Human Behavior
- Describes how respondents tend to behave when they respond emotionally to their environment, especially when the emotions have to do with how they see themselves in relation to the environment.
- The level of scores indicates how intensely they react to the perceived relationship.
**Career Progress**

### Graph III

<table>
<thead>
<tr>
<th>INTENSITY</th>
<th>DISC</th>
<th>SEGMENT</th>
<th>CLASSICAL PATTERN</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>+27</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>+28</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>+26</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>+24</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>+24</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>+27</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**PURDUE UNIVERSITY**
Introduction to the Styles

**D is for Dominance**
*Emphasis on shaping the environment by overcoming opposition to accomplish results.*

**Priorities**
- Getting immediate results
- Taking action
- Challenging self and others

**i is for Influence**
*Emphasis on shaping the environment by influencing or persuading others.*

**Priorities**
- Taking action
- Collaboration
- Expressing enthusiasm

**S is for Steadiness**
*Emphasis on cooperating with others within existing circumstances to carry out the task.*

**Priorities**
- Giving support
- Collaboration
- Maintaining stability

**C is for Conscientiousness**
*Emphasis on working conscientiously within existing circumstances to ensure quality and accuracy.*

**Priorities**
- Ensuring accuracy
- Maintaining stability
- Challenging assumptions
Thank you!