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Taking Control of Your Time—A Guide to Effective Time Management

By Christian K. Hansen, PhD

About three years ago, I began studying and practicing time management techniques, after having served four years as department chair and having gone through the typical headaches that people in my job go through; always putting out fires while battling to meet another deadline, getting overwhelmed with the volume of work piling up, and struggling with pressures to take on more and more even though my instinct was telling me to say no. After adopting some simple strategies allowing me to take control of my time, I find that the job I do today is so much more effective and enjoyable than it was seven years ago, when I began my current leadership position. In this article I will share some key principles I have found to work well in my position and that I believe will work well for any academic leader. For more in-depth reading on the subject, I recommend some of the classic books on the subject, such as Douglas and Douglas (1980) or McKinsey (1990).

Where have all the hours gone?

If you ever wondered what happened to all the time that you thought you had and why you never seem to have enough time, then I recommend that you take some simple steps to find out. My education is in statistics, and as an addict of data, I decided to study my use of time by collecting detailed data on how I spent my time over an initial period of six months. My data collection was very detailed, recording the time I spent (rounded to the nearest 15 minutes) on every activity I did throughout the day. My study (Hansen, 2007) was useful for research purposes; however, I do not recommend such an approach for everyone. For most academic leaders, recording a time log limited to work-related tasks for a period of one or two weeks will suffice as an initial assessment. If your reaction to doing this is that you "do not have enough time," then trust me, the benefits of learning how you are spending your time, and most likely wasting a large portion of it, will pay you back in multiples of the time invested in this exercise. In fact, some of the payback may happen instantaneously, due to the fact that you tend to work more effectively when being held accountable for your time (even if you do not plan to share these results with anyone else). The time log can be recorded using a notepad and a pen, but an electronic spreadsheet may be more effective if you have a computer easily accessible through most of your day. Leave room in the right margin for comments. At the end of the day, review your time log and write yourself some notes in the margin on each activity you did during the day. Consider the benefits of each activity and how you might have gone about achieving the same results more effectively, for instance, could some of these activities have been delegated to others? Did you end up duplicating some efforts due to not having adequate information at the time, perhaps due to lack of personal organization?

One goal of the time log exercise is to draw a profile of your daily or weekly consumption of time on various types of tasks/activities. Once you have completed your time log for your initial period, you will need to do some simple statistical analyses on it (you do not have to be a statistician to do this) by grouping tasks appropriately into categories that describe the jobs you do and tallying up the hours spent on each. For a department chair, such categories may include advising, committee work, answering phone and email messages, teaching, etc. I recommend that a category that takes up a large portion of your time be defined so that it relates to a specific purpose. For instance, defining a category like "meetings" that may

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PRESIDENT: William Haight; whaight@magnapubs.com
PUBLISHER: David Burns; dburns@magnapubs.com
MANAGING EDITOR: Rob Kelly; robkelly@magnapubs.com
E-mail editorial comments or questions to Rob Kelly, or call him at 608-227-8120.
CREATIVE SERVICES MANAGER: Mark Manghera
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Teaching Philosophy Statements Prepared by Faculty Candidates

Typically, teaching philosophy statements are prepared as part of promotion and tenure dossiers or for teaching awards. However, increasingly they are being requested by those interviewing for open faculty positions. The article referenced below documents the extent to which that is happening in one particular discipline.

What should faculty reviewers look for in a teaching philosophy statement of a candidate? Correspondingly, what should those applying for academic positions put in a teaching philosophy statement? The author of this article suggests models of teaching and learning. Of learning, he writes, "Candidates should demonstrate knowledge of models of how students learn, how best to encourage learning, and how to assess whether learning has occurred." (p. 336) It is equally important that candidates be able to discuss how they would apply their written philosophy in different teaching situations such as in the lab, an introductory course, or a senior seminar. The importance of the philosophy statement and of teaching itself is reinforced when candidates are asked to discuss them with those conducting the interview.

As for what a new faculty member should put in the teaching philosophy statement being used as part of an application packet, the author makes a number of recommendations. Along with ideas about how students learn, those activities that the candidate believes promote learning, some recognition of variations in approaches to learning, and a discussion of factors related to learning (such as motivation) should be included. Also important is the kind of feedback that will be provided to students, and how their learning will be assessed. Content that relates to teaching, including expectations for students, preferred learning environments, favored instructional methods, and the nature of relationships with students that foster learning, should be discussed.

The author recommends that teaching philosophy statements include references so that the candidate can demonstrate a knowledge of literature relevant to college-level teaching and learning. The philosophy statement should show that the candidate is interested in teaching and expects to grow and develop further as a teacher.

Teaching continues to be an important (if not the most important) part of virtually all academic positions. As the author points out, search committees often are more comfortable assessing the research history and potential of candidates than they are evaluating what kind of teacher the candidate will be. Careful analysis of a teaching philosophy statement, coupled with follow-up questions on its content, can provide much revealing information about a candidate's potential. To ensure that all candidates start from the same place, it is appropriate to provide a list of areas that review committees would like the teaching philosophy statement to address. This article proposes a structure and a series of questions that can be used as a starting place. It also contains a link to a sample philosophy statement that follows the proposed structure. If an institution wants to show a candidate that it takes teaching seriously, one of the best times to convey that message is during the interview process.

Reference: Eierman, R.J. (2008). The teaching philosophy statement: Purposes and organizational structure. *Journal of Chemical Education*, 85 (3), 336-339. ▼

Faculty Collegiality and Dispositions in the Tenure and Promotion Process: Developing a Performance Rubric

By B. Ann Boyce, PhD; Richard H. Oates, EdD; Jacalyn Lund, PhD; and Leah H. Fiorentino, EdD

Decisions related to the tenure and promotion of colleagues are of vital importance to the successful continuation of the professoriate. Within the academy, promotion and tenure policies and job descriptions have historically been framed around teaching, scholarship, and service. Trends reveal the emergence of a fourth category that's playing an increasingly important role in the formal assessment and evaluation of university faculty. "Dispositions" and "collegiality" are appearing in promotion and tenure guidelines and position announcements as characteristics of successful professors and job candidates.

The National Council for the Accreditation of Teacher Education (NCATE) glossary defines dispositions as "the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice" (*www.ncate.org/public/glossary.asp?ch=143#D*). While a variety of assessments have been developed to address affective behaviors in preservice teacher candidates, similar efforts to address higher education faculty affective behaviors have not resulted in the development of an efficient and useful tool to be used during the faculty development process. Specific performance expectations related to this area have frequently been informal and unwritten, and therefore created an environment that promoted ambiguity and an uneven subjective application of performance evaluations across faculty members.

To address this concern, an assessment rubric was developed collaboratively by kinesiologists for use as part of both formative and summative evaluations of faculty performance. Briefly, the development process involved five major phases. Phase 1—conducted in January at the 2007 National Association for Kinesiology & Physical Education in Higher Education (NAKPEHE) conference—activities focused on the identification of behaviors related to ethical behaviors and collegiality. Vignettes were used as a catalyst to help the conference participants generate a list of behaviors/dispositions. Phase 2, conducted in October at the 2007 National Physical Education Teacher Education Conference, engaged conference participants in a group discussion of emergent behaviors based on the initial list and to link behaviors under general categories. The outcome of this conference session produced a list of additional behaviors and an identification of emerging categories that housed these behaviors. Phase 3, conducted in January at the 2008 NAKPEHE meeting, targeted the refinement of behaviors and categories though system data collection at the conference session. Phase 4 (early spring 2008) involved the collection of data through a 2008 online survey administered to kinesiologists across the U.S. Respondents were asked to rate the strength of each behavior on a five-point scale. A cut-off score of 4 (out of a possible 5) was established as an indicator of each behavior's strength rating. The response rate was 30.5 percent (N = 187). Phase 5 (late spring 2008) resulted in the development of the performance rubric based on the survey responses. The rubric (see Table 1) specified three performance levels (unacceptable, acceptable, and target).

Table 1 - Performance Rubric

Descriptor	Unacceptable	Acceptable	Target
Demonstrated interest in the teaching process	Uses lectures and/or class materials previously prepared without reviewing or updating. Teaches "off the cuff" instead of preparing for class. Rarely uses research to inform teaching. Refuses to teach a new class because he/she has never taught it before.	Revises courses periodically to include new/most current information. Changes projects and course requirements to improve student learning. Willingly accepts assignments to teach new courses that are within his/her content area.	Works to revise lectures to improve content each semester. When possible, uses results from student assessments to revise courses. Continually seeks resources to enrich course content. Looks for new ways to explain difficult content. Frequently seeks examples or cases to help make content relevant to students. Develops new classes to teach in an effort to expand expertise and broaden his/her content knowledge.

***Table 1 - Performance Rubric* continued on page 4**

Table 1 - Performance Rubric continued

Descriptor	Unacceptable	Acceptable	Target
Has a desire for students to learn	Fails to hold regular office hours or schedules office hours at times when students are unavailable. Assignments are returned without feedback. Several class sessions may elapse before student work is returned. Gives the same lecture or presents the same materials each semester despite changes in the field. May complain because students don't do as well as they did five years ago on the same assignment.	Holds regular office hours at times when students are likely to attend. Most assignments are graded and returned within one week. Complex assignments may require up to 3 weeks to grade and give feedback before they are returned. Revises courses on a regular basis so that the most current information is presented.	Holds more regular office hours than is required by university policy. Is accessible to students via email or phone during normal school hours. Student work is usually returned by the next class session. Gives feedback to students so that they have indications about the quality of their work. Complex work is typically returned within a week of submission. Assignments are graded without bias. Revises courses each semester to ensure most current knowledge is presented to students. Gives the impression of really caring whether students learn.
Staying current with new information	Goes to conferences but fails to attend sessions. Reads little professional literature to stay current. May read research publications but does not take the time to note research methodology or accuracy of the article findings.	Attends conferences and professional meetings to increase knowledge base. Stays current by reading professional literature associated with the field. Notes changes in research methodology and attempts to learn more about the topic.	Reads extensively outside of the field as well as in the field to broaden knowledge base. Attends sessions at conferences of immediate and secondary interest to stay current with happenings in the field or other related areas (e.g., content area sessions and those involving pedagogy, technology, etc.). Seeks new perspectives on research methodology and tries to learn how to incorporate those perspectives into their teaching.
Generates new knowledge	Attempts to deceive others by indicating that non-refereed articles are peer reviewed. Submits for publication or presentation the work of others as his/her own. Fails to cite or credit the work of others during presentations and/or publications. Uses graduate student research without his/her permission.	Does research and presents findings at professional meetings. Typically publishes in journals or other publications with high acceptance rates and low impact.	Has an established research agenda and contributes regularly to the professional literature or knowledge base. Submits materials to the appropriate publication. Shares research findings at professional meetings.
Professional service	Is assigned to committees but does not contribute. May be late to meetings or not attend. If assigned tasks, frequently has excuses for not completing assignments. If assignments are completed, they are substandard or incomplete. Looks for committees that never meet or do little work. May over-commit to committee work and not be able to fulfill obligations because of a busy schedule.	Contributes to all committees to which he/she has been assigned. Attends most meetings but may occasionally be late. Plays an active role in all discussion and work. Meets deadlines for assignments.	Volunteers to do committee work. Makes great effort to attend all meetings, sometimes canceling personal plans to do so. Makes strong contributions to a committee and will assume leadership roles as needed. Others enjoy having this person on the committee as they know that the work will be done well and completed in a timely manner.
Working with others	May project an attitude of being better than other colleagues. Treats staff and/or clinical faculty members as inferior members of the department. Tends to be rude or stand-offish toward others, causing people to avoid interacting with him/her. Makes inappropriate or negative comments to others after taking a stance on an issue. Is unwilling to accept compromise. Pouts if he/she does not get his/her own way and refuses to contribute for the good of the department, university, or organization.	Maintains a sense of humor. Treats others with respect, including staff and clinical (non-tenure track) faculty. Is willing to compromise on issues that impact the department, college, or organization. Respects the ideas of others and behaves in a cordial manner. Treats others without prejudice. Does all that is expected. Completes all tasks assigned to him/her.	Is willing to mentor new faculty and clinical faculty. Recognizes the contributions of others (staff and faculty) to achieving the goals of the program, university, or organization. Supports open dialogue on issues and can disagree agreeably. Is willing to support other views for the good of the organization. Recognizes own biases and works hard to ensure that they do not interfere when decisions are made. People enjoy working with this person. His/her work often complements the work of others. Works for the good of the whole rather than personal gain or glory.

***Table 1 - Performance Rubric* continued on page 5**

Table 1 - Performance Rubric continued

Descriptor	Unacceptable	Acceptable	Target
Promoting a professional work environment	Brings problems from other sources (home, other organizations) and allows them to cloud the work of the department or organization. Dresses in inappropriate or nonprofessional attire (e.g., too casual, too revealing, too tight). Often shuts door to avoid interacting with others. Does nonrelated activities during meetings (e.g., grades papers, reads the newspaper, talks on the phone, sleeps) and rarely contributes. May talk loudly in public settings thus disrupting the work of others.	Is generally upbeat and positive while at work. Dresses appropriately for the work environment. Is approachable and interacts with others informally as well as professionally. Is attentive at meetings and other professional activities.	Acts like he/she enjoys being at work. Maintains a professional and businesslike attitude both in dress and behavior. Enjoys interacting with others both formally and informally. Attends meetings and other functions and makes positive contributions.
Following departmental or university procedures	Seems to look for ways to avoid following departmental/university policy. Feels that rules were created for others, not for self. When problems arise, goes to the Chair or the Dean for a solution.	Follows procedures established by the department/university. When confronted with an unfamiliar situation, asks the Chair for the answer. Tries to resolve issues before going to the Chair or Dean for a solution.	Follows departmental/university guidelines. When confronted with an unknown or unfamiliar situation, tries to look for a policy associated with the situation before consulting the Chair or Dean. Prior to approaching the Chair or Dean with an issue, develops a possible solution to the problem. Has read the handbook and understands the policies prior to taking action.
Communication with others	Does not respond to emails or phone messages. Would rather communicate with someone via email than face-to-face communication. Avoids contact with individuals rather than facing and resolving problems. If someone asks for information, the typical response is "I don't know." When talking with someone in person, multitasks or allows self to be distracted.	Responds to emails and phone messages in a timely manner. Practices good communication skills (e.g., eye contact, positive body language, etc.). Addresses issues as they arise rather than allowing them to fester. Gives someone attention when the two are talking.	Provides thoughtful and timely responses to all queries, whether by email or phone. Actively listens when someone is talking with him/her and appears interested in what that person is saying. If doesn't know the answer to a query, gives suggestions of where the solution might be found or volunteers to redirect the person to another source. Communicates in a clear and concise manner with others so there is no doubt about next actions.
Personal and professional involvement	Avoids participating in new or additional activities/tasks. Does extra work only when assigned or forced.	Participates willingly in new or additional activities/tasks. Contributes to these responsibilities in a positive manner. Will accept leadership positions when asked.	Views new or additional activities/tasks as an opportunity for growth. Volunteers for leadership roles within these activities/tasks. Initiates new ideas and provides many positive contributions. Uses strengths to help the effort and looks at overcoming areas needing improvement as an opportunity for growth.
Professional ethics	When traveling at departmental expense, stays at the most expensive hotels. Does personal business on university time (e.g., comes to work to read the paper, eat breakfast, answer personal phone calls, etc.). Takes credit for the work of others (e.g., colleagues, students). Arranges trips at university expense to fulfill personal desires to travel (e.g., visits an institution that happens to be in the same city as friends or family). May downplay the accomplishments of others to make own achievements seem greater. Rarely comes to the office to work, preferring to "work at home.".	When traveling at university expense, stays within an approved budget. Completes all required work. Does not attempt to take credit for the work of others. Talks professionally about colleagues when communicating with others. Maintains regular office hours, is present several hours prior to the start of class, and generally maintains a presence within the department.	Looks for ways to decrease the cost of a trip such as sharing rooms, transportation, etc (e.g., acts like he/she is spending his/her own money). Travels at university expense only when necessary. Completes personal business on nonuniversity time. When working with colleagues or students, is careful to give appropriate recognition of their contributions. Celebrates the accomplishments of colleagues, nominating them for awards and recognition. Works efficiently at the office. Holds regular office hours and is available for students both before and after class when possible.

B. Ann Boyce is an associate professor of kinesiology and teacher education at the University of Virginia. Richard H. Oates is an associate professor of physical education at North Georgia College & State University. Jacalyn Lund is an associate professor of kinesiology and health at Georgia State University. Leah H. Fiorentino is interim dean of the College of Education at Armstrong Atlantic State University. ▼

TIME MANAGEMENT...
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take up 25 percent of your overall time is not useful in understanding how your time is being spent. If the meetings you are attending have purposes, then there should be categories defined in accordance with these purposes.

Make a plan and stick to it

After reviewing your time profile, you will likely realize that there were important tasks that you did not get done during the period, because you did not spend enough time on the associated category, whereas there were categories where many hours were spent without measurable achievements. If that is true, consider how much time you *should* have spent on each category. I refer to this exercise as creating a time budget. In writing your time budget, for, say, an upcoming week or month, you will need to first decide how many work hours are available collectively during the period. Many people in leadership positions feel that in order to do an effective job, it is a fact that they have to put in much more time than the average person, perhaps as many as 70 to 80 hours per week. The myth that being a workaholic is a characteristic of good leadership has been disputed in the literature (McKinsey, 1990). Most jobs can and should be done within a 40-hour workweek if effective time management principles are being applied. Furthermore, research shows that productivity often drops sharply during the extra hours spent on the job. Split your budgeted hours among your categories, and use that as a plan for how you intend to spend your next week at work. I recommend keeping score of how many hours you actually spend. I have developed an Excel spreadsheet specifically for that purpose, but it can be done in a less formal fashion.

Making it happen

There will always be more tasks on your "to-do list" than you will have time to do. For tips on managing your "to-do list," see Gmelch (2004), Crandell (2005), and Hansen (2007). One of the key principles of time management is to prioritize tasks on the basis of the following criteria:

- Importance
- Urgency
- Payoff
- Effort needed

Tasks should be considered important either because there is a high payoff from doing them or, conversely, a negative consequence from not doing them. The literature suggests that "importance" should outweigh "urgency" (e.g., Covey, 1990), although our natural tendency is to favor urgent tasks regardless of their importance. The "effort needed" is another important factor. It makes sense to do some routine tasks that don't require a lot of effort even if they do not measure the highest overall in terms of importance and urgency. Ultimately, however, the payoff from any task should be proportionate to the needed effort required.

I personally use a scoring system each morning when I review my "to-do list." Tasks are scored on a scale from 1 to 5 in terms of importance and urgency. I focus on the items that score high on importance (4 or 5) and consider urgency as a criterion only among those. Routine tasks are usually managed separately from this list. Each day, I block out times to handle tasks such as checking and responding to email, returning phone calls, and typing or dictating simple memos.

Other factors in time management include items often discussed under the heading of eliminating or reducing "time wasters." See, for example, Bond (1991) and McKinsey (1990):

- Doing fewer things at once
- Delegating more tasks to others
- Learning when and how to say no
- Reducing procrastination
- Getting organized

In a nutshell, a time waster is anything that prevents you from making effective use of your time. Doing "fewer things at once" means focusing on fewer things and avoiding unnecessary interruptions. Having phone calls screened by an office assistant, checking emails during limited blocks of time, setting appropriate office hours, and scheduling "quiet times" to work uninterrupted on projects are some of the techniques I apply in order to stay focused on tasks. Being able to effectively delegate tasks to others requires both resources and experience. If indeed you *are* seriously lacking resources such as office staff and you end up spending much of your time doing routine work that should have been delegated, I recommend focusing some of your efforts on convincing your superiors that you need those resources. Learning to say no is an integral part of effectively prioritizing tasks based on importance and urgency. Often we find ourselves saying yes, simply because we feel pressured to do so. We then overcommit ourselves and end up failing to follow through on our commitments or failing to get other more important tasks done. Procrastinating means that we are failing to deal with unpleasant tasks in a timely manner. It takes a significant amount of discipline to overcome habits of procrastination. Acknowledging situations in which you are procrastinating, however, is the first step toward "kicking the habit." Finally, getting organized takes time but has substantial payoff in terms of the overall efficiency in your use of time. Creating an effective filing system, eliminating the clutter on your desk and shelves, and maintaining a system for managing your tasks and projects will significantly save you time in the long run.

Time management—an effective tool or a lifestyle?

All leaders will benefit from implementing time management techniques and continuing to identify areas in which improvements can be made. The reward for doing so is getting the important jobs done in a timely fashion without having to sacrifice your personal time by putting in endless extra hours on evenings and weekends.

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We are pleased to present this excerpt from the book Leading a Small College or University: A Conversation That Never Ends *(forthcoming from Atwood Publishing, www.atwoodpublishing.com) by Harry L. Peterson. This excerpt is from a chapter titled "Working with Faculty."*

Why Is There Tension with the Faculty?

By Harry Peterson, PhD

Typically there is tension between faculty and administration. An extreme example of this is described by a former academic vice president.

> During my early days as a chief academic officer, I said to a faculty member as we passed each other on campus, "Well, hi there; haven't seen you in quite a while." Now, when I took psychology 101, that comment was a called a favorable "stroke," in that I took more than casual note of his existence. He apparently did not take psych 101.
>
> Within two hours I had a two-page single-spaced letter on my desk, alleging that I had suggested that he was missing in action. He not only assured me that he was on campus almost every day but then proceeded to recite his accomplishments, kind of a summary of his resume. The coup de grâce was the last sentence. "May I have a copy of *your* (sic) resume to see how much you have done?" (Greenberg, 2002)

The administrative counterpart to this example is a public statement made by the president of a large public university to a public gathering of other university presidents. She said: "My goal is to get people to do what I want them to do and to have them believe it was their idea." These examples highlight the tensions that often exist between faculty and administrators, something I find especially ironic because so many presidents began their university careers as faculty members themselves.

I emphasized that when you arrive on campus, you need to spend time on things you don't know about—the budget, the physical plant, planning, athletics, and external relations. This is appropriate. But because you may have been part of a faculty and you know about a faculty's values and rhythms, you may believe that you can postpone your interactions with this university's faculty while you learn about the issues surrounding the new stadium. You do not want to be stunned, as so many presidents are, to learn that you may not have the support of the faculty and that many faculty members do not see you as one of their own.

What typically happens next is that presidents and faculty both retreat into behavior that is initially defensive and ultimately distancing and patronizing. Presidents respond to the lack of campus support by devoting more time to their governing board and other external constituents (Birnbaum, 1992, p. 93). The worst stereotypical expectations of both the faculty and the administration are realized. The president concludes that the faculty can't be trusted. The president confirms that the faculty are out of touch with the larger world, don't really care about the well-being of the university, and the only way of accomplishing anything is to work around them. Meanwhile the faculty is affirmed in their suspicion that this new president, like the previous president, is out of touch with the day-to-day life of the university, is arrogant, enjoys power for its own sake, and doesn't really care about the well-being of the university.

Let's be clear that this is a challenge. Birnbaum's research makes clear that faculty support tends to decline over the term of a presidency (Birnbaum, 1992, p. 73) Many faculty members never acquire a broad, conceptual understanding of their institution, even when they are exposed to it. They lack interest; experience; and, sometimes, aptitude to see more broadly than their classroom or department. Indeed, the traditional university is organized to accommodate people who focus on their jobs, not the larger organization. The loosely coupled structure of a university often creates a great social and psychological distance between a faculty member and the president. Finally, and literally, president and faculty understand reality differently. Myers writes, "We intuitively assume that as we see and remember the world, so it is. We assume that others see it as we do (false consensus). And if they obviously don't, we assume that the bias is at their end" (Myers, 1996, p. 98; Keltner and Robinson, 1996).

Three kinds of faculty members

With regard to their university orientation beyond their faculty work, faculty can be roughly grouped into three categories. There are those deeply involved in their work. They are very good at what they do, and they don't want to be distracted. While they recognize they are affected by faculty governance decisions, they do not participate beyond voting for their department chair. They tend to see the university from the perspective of their department. They should not need to get involved in other matters beyond those of basic citizenship.

The next group has a somewhat broader view of their university, is active in department matters, and speaks out on matters beyond the department. The members of this group are often willing to serve on the faculty senate and other campuswide university committees. They can be

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important glue in binding together parts of the university, as they can understand and appreciate other parts of the organization.

The third group—and you may have been a member of this group—is the smallest. They are the faculty members who have a natural aptitude for administration and leadership. They are chosen often and early for important committee assignments and often move into administrative positions.

Only a few faculty members aspire to administrative positions. Consider the term most often associated with becoming a chair: we say that the person is "willing." The position is rotated every several years because it provides an opportunity for department chairs to return to teaching before they get out of touch with their field. It is also rotated because many faculty members would not accept the assignment if it was for an indefinite period of time. Still another reason is that faculty members would be uneasy at having a colleague who assumed more authority for an indefinite period of time. This turnover can be advantageous for the university, as it increases the number of faculty who have had an opportunity to acquire a broader understanding of the university.

For most faculty members, serving as chair of their department is the most administrative experience they will ever have and are likely to see the position as one in which their primary responsibility is to be an advocate for their department while not necessarily acquiring a broader understanding of the university. Because it is an introduction to administration, for those who like it and have an aptitude for it, this is an important route to other administrative responsibilities. These individuals need to be nurtured and encouraged to assume other leadership responsibilities within the university. But this group of ambitious administrators may also include frustrated faculty members whose careers are disappointments, wanting to advance in administration as a way of leaving behind their academic field and their colleagues. They will pose a special challenge for you, for they may blame their unhappiness on the failure of the university (Burns, 1955, pp. 467–486).

Whatever category a given faculty member may fall into, in a loosely coupled organization such as a university, where authority is dispersed, there are two general things you must recognize, understand, and even sympathize with. First, the perspectives and daily experiences of faculty are very different from yours. Second, the faculty value their autonomy. The very fact that the academic department is loosely coupled to the rest of the university means that they and their academic department are able to function relatively autonomously. Understanding this, is it possible to effectively lead your university and have an effective, collegial, and non-adversarial relationship with the faculty? I believe the answer is "yes," if you approach it deliberately and with care.

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Harry L. Peterson has more than 30 years of experience in higher education. He is president emeritus of Western State College of Colorado and has served as deputy chancellor of Minnesota State Colleges and Universities in St. Paul and as vice president for university relations and development at the University of Idaho. Currently, Peterson serves as a consultant to college and university presidents and as a presidential evaluator for the State University of New York. ▼

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Christian K. Hansen is chair of the Department of Mathematics at Eastern Washington University. Contact him at chansen@ewu.edu. ▼