

Leadership and Fundraising:  
A Workshop for Department Chairs and  
Senior Faculty Interested in Department  
Leadership

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Presented at North Dakota State University  
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The goals for today:

- Provide some inspiration for taking on leadership roles in the university
- Introduce a few suggestions for successful academic leadership
- Provide specific examples of strategies for leading, managing, and development

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Why do you want to be department head or chair?

- *Few academics get a Ph.D. looking to go into administration, most likely because we would be terrible at it. I took a Myers-Briggs test back when I was an assistant professor, in the 1980s, and have never forgotten the result: "Dear INTJ: You are poorly suited for management." But there was a footnote: "Unless you are a university professor. You may be qualified for academic management because your colleagues are worse."*

From Michael C. Munger, Chronicle of Higher Education, September, 2012

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**So what is a Department Head/Chair?**

- A department chair or head is the person charged with administering an academic department
- The department chair serves as the crucial link between the administration and faculty.
- The department head/chair makes recommendations for pay raises, promotion, tenure, teaching assignments and allocation of resources
- Differences between head and chair
  - Chair – often from within department, sometimes rotating, sometimes shorter term (3-5 years)
  - Head – external search, not rotating, multiple longer terms
  - Both appointed by the Dean, both need input from the faculty, both are still on the faculty

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There are many roles that a department head assumes.

- Leader
- Manager
- Faculty developer
- Fund raiser
- Scholar (teacher and researcher)
- Spokesperson
- Agent of change
- Counselor

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Here is what people will say when you tell them you are or would like to be a department head or chair:

- Thankless
- Toughest job in the university
- Most important, least appreciated job in the university
- Going to the dark side
- You'll lose friends (it's lonely at the top)

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So, again, why would you want to be a department head/chair?

- Chairs have the ability to influence the department's climate and culture.
- Chairs have the opportunity to shape the future of the department.
- A chair has the ability to set the tone and re-invigorate an unmotivated, fractious or stagnant department.
- No other leadership role within the academy has as much direct impact on the quality and future of the institution as a department chair.

From Hecht, Higgerson, Gmelch and Tucker (1999). *The Department Chair as Academic Leader*. Phoenix, Arizona: American Council on Education Oryx Press.

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What sort of training do most faculty undergo to take on this tough job?

- From Robert Cipriano and Richard Riccardi (2010),
  - 80.7 percent of the department chairs who responded to a survey had absolutely no formal training in their administrative responsibilities.
  - 96.2 percent had not been exposed to best practices in departmental administration during their academic course work.
- Jeff Buller, *The Essential Department Chair* (2006)
  - Most department chairs establish a reputation as teachers and researchers, are given an administrative position that usually has absolutely nothing to do with their formal credentials, and only then begin to seek training in the administrative work that is now a significant part of their daily responsibilities.

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The average number of years that a department chair holds that position is 6.

- The first year has a steep learning curve.
  - So have few years to learn the job and make a difference.
- A few resources:
  - Departments Heads/Chairs conferences through professional organizations (ASCE, ASME, etc.)
  - Other department heads




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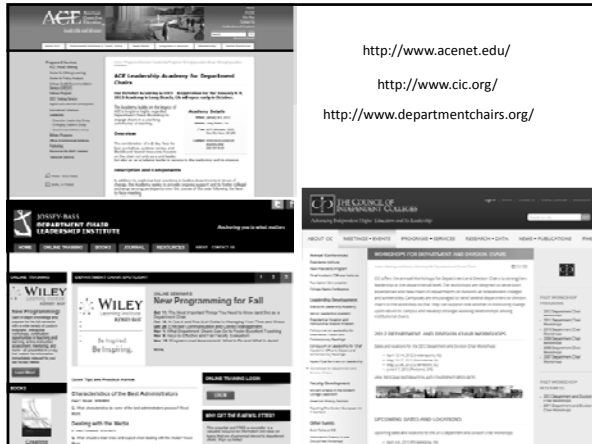
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There are probably also numerous leadership development opportunities at your institution.

The screenshot shows the Penn State website for the 'Academic Leadership Forum Series'. It includes a search bar and a box titled 'Examples at Penn State'. Below this, there is a listing for an event on Wednesday, October 3, 2012, with the topic 'Performance Counseling of Senior Faculty'. The 'Guest speaker' is Mary Lou Haggeman, Vice Provost for Academic Affairs. The location is Rowlesroom, The Military Inn Inn. The event is organized by the Academic Leadership Forum Planning Committee. There is also a link to 'The Center for the Study of Higher Education presents Academic Leadership Academy June 24-29, 2012'.

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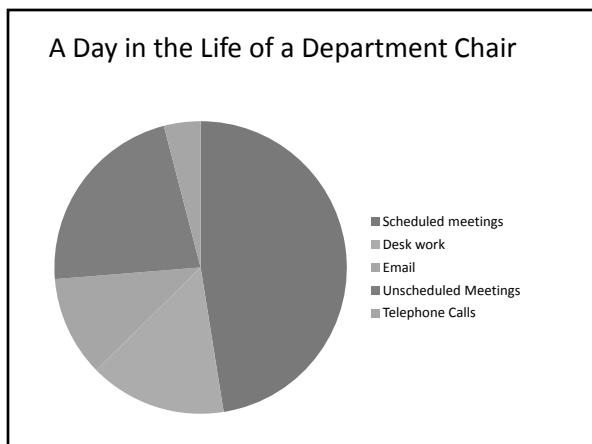
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**Balancing it all can be really hard.**

Time Management Matrix

		Urgent	Not urgent
Important	I		II
Not important	III		IV

Important – contributes to mission, values, and high-priority goals  
 Urgent – Implies immediate attention

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<p><b>Urgent</b></p> <p><b>I</b></p> <p>Quadrant of Demand</p> <p><small>Quizzes Presenting Problems Writing the program</small></p>	<p><b>Not Urgent</b></p> <p><b>II</b></p> <p>The Zone</p> <p><small>Presenting as Adjuncts, including New approaches like Learning, Mentoring</small></p>	<p><b>Priority</b></p> <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="background-color: #c0504d;">High Priority High Impact</td> <td style="background-color: #000000;">Low Priority High Impact</td> </tr> <tr> <td style="background-color: #c0504d;">High Priority Low Impact</td> <td style="background-color: #000000;">Low Priority Low Impact</td> </tr> </table>	High Priority High Impact	Low Priority High Impact	High Priority Low Impact	Low Priority Low Impact
High Priority High Impact	Low Priority High Impact					
High Priority Low Impact	Low Priority Low Impact					
<p><b>Not Important</b></p> <p><b>III</b></p> <p>Quadrant of Illusion</p> <p><small>Writing reports Lower quality, more time and high priority reports writing them regular activities</small></p>	<p><b>IV</b></p> <p>Quadrant of Escape</p> <p><small>Drinking, beer with the quality of the work of the work of the work of the work</small></p>	<p><b>Impact</b></p>				

**NOT URGENT**

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**URGENT**

**NOT IMPORTANT**

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**IMPORTANT**

Get done right away

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Delegate

Set date and spend your quality time

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Minimize or eliminate

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**So how do you get to the not urgent, yet important work?**

- Block out some time each day and a large block once each week
  - Let your staff know that only the Dean and higher are allowed to interrupt this time!
- Delegate (easier said than done!)
  - The importance of staff cannot be understated.
  - Hire some wage payroll students to help the staff so they have more time for more important work.
- Ask for help.
  - Lots of resources at the university.

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### Is it possible to manage email?

- And what about appropriate use of email?

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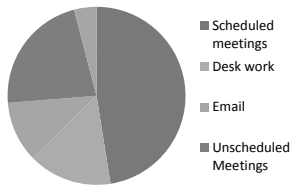
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Managing personal and professional time is as important as balancing work demands.



The goal is to shrink this pie so that it represents a portion of your day, not the whole day.  
Your full day should include time for your own scholarly pursuits and personal time.

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### Yes, there will be stress.

- Remember:
  - A good department chair does not need to be a workaholic!
  - Don't check email before bed.
  - Sleep at night – the problem just might be gone the next day.
    - If it's not, you can deal with it the next day.

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Let's get into some specifics...  
Know your department!

- Budget
- History
- Numbers and statistics
- Faculty productivity, research expenditures
- Development successes (a chance to brag)

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Year	Undergrad Students	Undergrad Minorities	Undergrad Women	% women in LC program	Graduate Students	B.S. Degrees	B.S. Degrees Women	% women	M.S. Degrees	M.E. Degrees	Ph.D. Degrees
85-86	339				103	115	18	15.7	22	27	1
86-87	334				103	122	20	16.4	14	13	1
87-88	383				95	124	20	16.1	11	22	4
88-89	427				118	126	18	14.3	14	11	3
89-90	465				126	161	15	9.3	19	5	7
90-91	451				134	169	17	10.1	18	12	7
91-92	469				144	173	16	9.2	25	10	6
92-93	490				134	149	25	16.8	21	15	8
93-94	507				145	196	30	15.3	18	11	7
94-95	484				143	202	21	10.4	26	21	9
95-96	452				157	153	29	19.0	26	20	6
96-97	450				161	154	31	20.1	27	25	10
97-98	454				134	174	33	19.0	18	43	8
98-99	426				120	143	18	12.6	25	29	17
99-00	432				129	141	22	15.6	15	28	11
00-01	411	18	84	20.4	139	161	36	22.4	17	31	7
01-02	387	16	74	19.1	152	134	27	20.1	27	16	4
02-03	362	12	70	19.3	147	140	36	25.7	28	8	13
03-04	380	24	63	16.6	147	126	20	15.9	34	9	10
04-05	423	30	63	14.9	128	141	28	19.9	30	15	16
05-06	466	40	63	13.5	107	163	22	13.5	15	7	11
06-07	522	40	66	12.6	134	175	29	16.6	21	9	14
07-08	601	71	74	12.3	133	236	31	13.1	8	0	6
08-09	548	48	66	12.0	107	237	23	9.7	24	4	18
09-10	486	27	65	13.4	101	225	30	13.3	16	10	7
10-11	470	19	70	14.9	117	225	26	11.6	24	3	8

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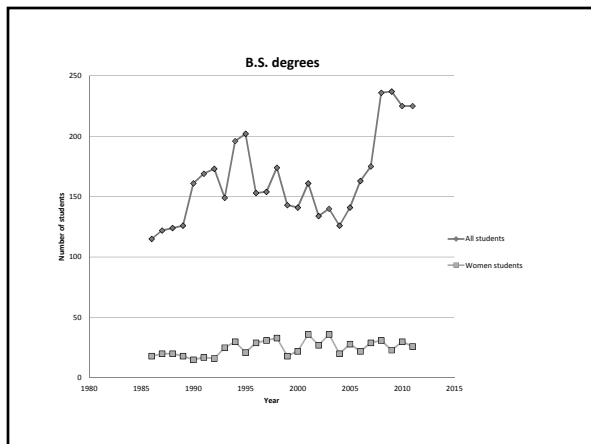
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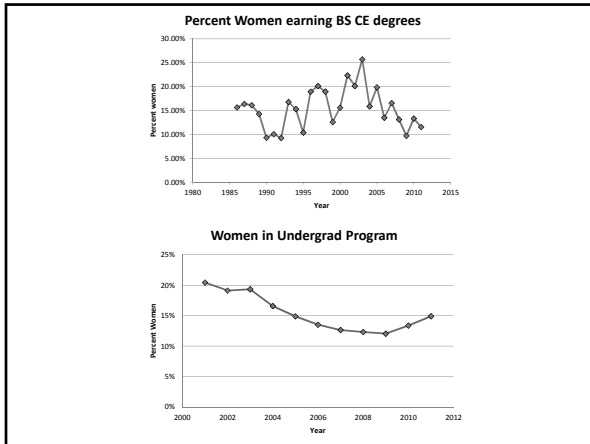
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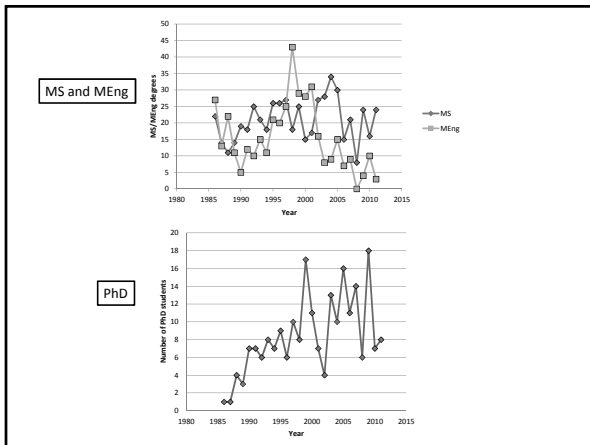
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AY 2008-2009	BS Degrees	Faculty size*	ratio	
top 10 BS granting schools				
1. Pennsylvania State University	246	28	8.8	
2. Georgia Institute of Technology	221	57	3.9	
3. Texas A&M University	217	71	3.1	
4. Virginia Tech	205	53	3.9	
5. California State Poly. U., Pomona	187	N/A	UG only	
6. California Polytechnic State U., SLO	172	N/A	UG + few MS	
7. North Carolina State University	171	39	4.4	
8. Purdue University	164	62	2.6	
9. University of Florida	147	26	5.7	
10. Polytechnic Univ. of Puerto Rico	132	N/A	UG only	

AY 2009-2010	BS/fac	PhD/fac
Big 10 schools		
Michigan State	3.7	0.52
Northwestern	1.1	0.31
Ohio State	5.4	0.32
Penn State	8.0	0.29
Purdue	2.6	0.42
U. Iowa	2.8	0.55
U. Michigan	2.8	0.54
U. Minnesota	3.1	0.45
U. Wisconsin	no data	
U. Illinois	no data	

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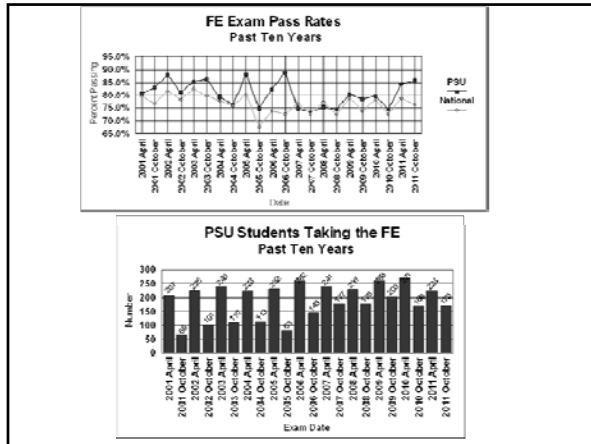
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CEE Faculty productivity summary, 2011

	Undergrad		Graduate		number students taught <sup>1</sup>	# PhD	# MS	# BS	papers published or accepted	papers under review	funded projects	projects pending	Dept	CEE	Univ	Outside
	Average	Range	Average	Range												
ASSISTANT	5.86	0.01	6.30	6.82	111	0	0	0	0	0	0	0				
ASSOCIATE	5.78	0.01	6.39	6.82	133	0	0	0	0	0	0	0				
PROFESSOR	5.56	0.47	6.14	6.32	31	1	0	0	1	0	0	0				
MINIMUM	0.33	0.47	0.94	0.91	100	4	0	1	3	4	3	0				
ASSOCIATE	5.32	0.00	6.00	6.27	70	0	0	0	0	1	0	0				
PROFESSOR	6.10	0.58	6.15	6.48	68	3	0	0	1	5	0	0				
MINIMUM	5.16	5.15	5.33	5.33	33	1	0	0	1	5	0	0				
MAXIMUM	6.02	6.72	6.61	6.60	190	6	0	3	10	0	4	0				
Full	5.89	0.82	5.90	6.24	76	0	0	0	0	0	0	0				
ASSOCIATE	5.87	0.00	6.30	6.31	72	0	0	0	0	0	0	0				
PROFESSOR	4.87	4.87	5.40	5.84	18	0	0	0	0	0	1	0				
MINIMUM	0.36	0.36	0.38	0.54	0	0	0	0	0	0	0	0				
MAXIMUM	6.36	6.36	6.38	6.54	0	0	0	0	0	0	0	0				

<sup>1</sup> does not include grad advisors, freshman seminars, or independent studies

**Research Expenditures**

Amount	# Faculty Group	\$ per Faculty
0 - \$20K	2	\$192,710
\$20-50K	2	\$247,617
\$50-100K	4	\$57,893
\$100-200K	5	
\$200-500K	9	\$72,981
\$500-750K	2	\$42,383
\$750-1M	1	\$177,548
\$1M-5M	0	\$0
> \$5M	2	\$85,822

average research expenditures = \$495,154 per faculty member  
 total CEE research expenditures = \$10,833,493 (on-line, toms-took only)  
 total CEE research expenditures = \$12,295,173 (for entire CEE)

**Research Expenditure Distribution**

Number of Students Taught	Percentage
0-40	0.18
40-80	0.38
80-120	0.22
120-160	0.15
160-200	0.07
>200	0.00

Note: Most faculty teaching in the 60-80 and 80-100 ranges had by-ones, subfull, or both.

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## Earn their trust.

- Share things
  - Budget?
  - Include them in decisions (committees work great)
  - Confide in them
  - Have a faculty advisory committee that is chosen by the faculty
  - Share conversations with the Dean

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You can use faculty meetings as a mechanism for communication, building trust, and creating a good atmosphere in the department.

- How often should you hold meetings?
- What should you discuss?
  - Sample agenda

<p><b>FACULTY MEETING AGENDA</b> September 7, 2012 1:15 – 2:30 Stavely Conference Room</p> <ul style="list-style-type: none"><li>• Welcome and introductions</li><li>• Development progress</li><li>• Computer purchasing program</li><li>• SRTE response rates</li><li>• Faculty hiring plan for 2012-13</li><li>• Visiting scholars</li><li>• Internal CEE procedure for going from MS to PhD</li><li>• Strategic planning process</li><li>• Integrated BS/MS</li><li>• Results of workload survey</li><li>• Institute for Sustainable Infrastructure</li></ul>	<p>Don't waste their time. Make decisions, Convey important information, Discuss controversial topics Put most important topics first.</p>
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Faculty retreats can be used for larger issues, problems, strategic planning, and learning.

- How often, how long?
- Where should you hold a retreat?
- A few words of advice:
  - Make it worthwhile.
  - Included some fun and socializing
  - Ask some of your faculty for ideas for the next retreat.

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What about development?

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