

# A Summary of Activities From the Dean's Retreat

June 12, 2006

## 1. Why Deans Enjoy Being Part of the YSU Leadership Team

- Excellence
- To Make a Difference: Eight Responses
- The Sense of Institution as a Whole
- Problem Solving that Assists Faculty Development
- Collegiality and Opportunity for Improvement
- Bringing People Together
- Relationship Improvement
- New Opportunities for Students
- Colleague Challenges
- Constructive Change

## 2. Dean's Retreat: Most Important Issues Impacting Leadership

- Global Communication: Sixteen Blue Dots
- Finance and Budget: Fourteen Blue Dots
- Labor Relations: Thirteen Blue Dots

- Overwhelming Number of Projects (Program Review, Accreditation, Self-study, Retirements, Budget Shortfall, Labor Climate): Eleven Blue Dots
- Planning For the Future- Institutional Relevance and Competitiveness: Eleven Blue Dots
- Divisional Plan and Objectives, Mutually Developed and Shared: Seven Blue Dots
- Need for New Modes of Instruction: Five Blue Dots
- Ideas
  - Vision: Four Blue Dots
- Specific
  - Facilities/Technology: Seven Blue Dots
  - Changes: Two Blue Dots
  - Accreditation: One Blue Dot
- Organizational Culture and Climate: Three Blue Dots
- Political Climate; Expenditure Limitations: Three Blue Dots

### 3. Dean's Retreat: Dot Exercise

- Provide Advocacy: Three Blue Dots, Zero Red Dots
- Administration and Management: One Blue Dot, Two Red Dots
- Assure Quality: Five Blue Dots, Two Red Dots
- Stewardship, Honesty, and Ethics: Eleven Blue Dots, Zero Red Dots
- Provide Adaptive Leadership: Fourteen Blue Dots, Seven Red Dots
- Establish a Communication System: Nine Blue Dots, Eleven Red Dots
- Promote Externalization: One Blue Dot, One Red Dot
- Entrepreneurial Environment: Fifteen Blue Dots, Three Red Dots

## 4. Deans Retreat: Observations About Dots

- a. Labor- Constraints of Budget
  - Change Management
  - Plan
- b. Three Mechanisms
  - Communication
  - Adaptive Leadership
  - Entrepreneurial
- c. Buried
- d. Honesty and Ethics
- e. Observe Where There are No Blue Dots
- f. Must Be Heard, Understood, and Taken Seriously

## 5. Deans Retreat: Five Clusters of Skills for Leadership

- a. Administration
- b. Leadership
- c. Stewardship
- d. Relationship
- e. Entrepreneurial

## 6. Deans Retreat Leadership Qualities

- a. Participation
  - Solutions
  - Willingness to Compromise and Collaborate
  - Follow Through
  - “Golden Rule”
  - Respect, Honesty, Integrity, Moral Support
  - Confidentiality
  - Advise
  - Forthcoming
  - Open with Ideas and Opinions

- Support Decisions
  - Promote a Positive Image for and of the Institution
- b. Respectful Disagreement
- Support for Shared Decisions
  - Honesty
  - Leadership
  - Trust
  - Accountability
  - Results
  - Expect Full Discussion of the Issue
  - Quality Student Centered Programs
  - Innovation and Creativity
  - “Allegiance” to Division of Academic Affairs and to the Provost
  - Participation
  - Solutions
  - Toughness: Willingness to do the Hard Things
- c. Clear Expectations
- Support
  - Manage Dean Council Meetings
  - Feedback
  - Strong Leadership
  - Sense of Humor
  - Efficient Decisions After Thorough Discussions
  - Frequent Communication
  - Communication of the Cabinet Policy Decisions and Their Implications
  - Coaching and Mentoring
  - Authority and Responsibility
  - Integrity, Fairness, and Trust
  - Understand the College Units and Their Strengths, Weaknesses, Challenges, and Opportunities

## 7. Deans Retreat Expectations

- a. Mutual Respect
- Respect One Another’s Expertise
  - Listen to and Understand the Uniqueness of Colleagues’ Issues
  - Be Supportive, No Turf Guarding, Facilitate Collaborations
  - Openly Discuss Institutional and College-Specific Issues
  - Visit One Another’s Colleges and Learn About Their Challenges

- b. Take Responsibility for Decisions
  - Don't Put Blame on the Provost
  - Be a Facilitator
  - Support Academic Division and Institutional Goals
  - Be a Link in the Chain of Communication, Relay Information and Decisions
  - Don't Let Provost or Chairs Be Blind-Sided
  - Transparent Openness
  
- c. Communicate Basis of Decision-Making to Deans so They Will Know Why and Implications
  - Involve Deans in Decision Making When Possible
  - Ongoing Feedback
  - Open Expressions of What He Expects of Deans
  - Be Consultative When Possible and Seek Impact on a Regular Basis
  - Seek Input of All Deans
  - Be Supportive

## 8. Relationship Building – Expectations for Each Other

- a. Deans of Each Other:
  - Honesty and Collegiality
  - Listen- Not Dominate
  - Follow Through on Group Decisions
  - Dedication to University as Well as the Unit
  - Share Ideas
  - Collegiality and Respect
  - Confidentiality
  - Honesty
  - Loyalty and Divisional Communication
  
- b. Provost of the Deans:
  - Support
  - Honesty Pertaining to Challenges
  - Carry Out Policies
  - Provide Leadership Within Colleges
  - Positively Represent Higher Administrations
  - Provide Communication Link- No Surprises!
  - Fiscally Responsible
  - Collegiality
  - Good Stewardship
  - Resources for Ideas
  - Follow Through with Shared Responsibilities

- Adherence to Policy
- Communicate to Division
- Honesty and Trust

c. Deans of Provost:

- Support
- Listen Carefully to Issues
- Sharing in Decision Making
- Advocate
- Communication- No Surprises!
- Fair Hearing on Issues
- Helping Shape Vision for AC. Affairs
- Explanation of Decisions
- Trust
- Mentorship
- Bigger Salary!

## 9. Deans Retreat: My Commitment to Improve the Team

Step One:

- Better communication within and outside the college while supporting the Dean as necessary. (Hyre)
- Do whatever I can to facilitate communication between and among the deans, the Provost, and the faculty. (Bowers)
- Develop personal relationships which help team building. (Khawaja)
- Active contribution to discussion of challenges and opportunities facing academic affairs and implementation of necessary steps. (Licata)
- Try to be supportive of activities and projects of other colleagues. (DiPillo)
- Facilitate the communication cycle to improve the communication in the college. (Ginnetti)
- Be more actively involved in discussions at Deans' Council. Advocate strongly for the College of Fine and Performing Arts. (Edwards)
- Do my part to facilitate effective communication whenever possible. (Ritchey)

- Learn more about activities in other colleges: programs, problems, and challenges. (Kestner)
- Build stronger personal relationships. (Kobulnicky)
- I would be very interested in meeting with the Provost as a sort of “exit” interview to share with him my experiences in regards to dealing with “unrest” as a result of the labor strikes and their impact on our college. Secondly, to share with Bob my perspective on the short term strengths, weaknesses, opportunities and threats to the college of Health and Human Services. (Guerra)
- Better, more regular, feedback. (Herbert)
- Work with all of the colleges by meeting with deans and chairs for improved faculty development in grant writing and budget development from the institutional perspective-Communication of policies etc. (Kasvinsky)
- Have Deans’ Council at Metro College annually. (Beisel)
- Prepare review of my college including current status, plans for the future (short and long term), what we are doing internally and externally with new programs in college, and special challenges. (Hirtzel)

Step Two:

- Continue to support the Dean, faculty, and staff with the various opportunities available to the college. (Hyre)
- Keep Provost and deans aware of “issues” that are arising in the HLC self-study so that we and the institution can begin addressing them now – before the site visit. (Bowers)
- Help lead discussions on selected issues that are important for the Dean’s Council. (Khawaja)
- Open honest communication with Provost regarding college issues and seek advice regarding solutions to problems and challenges. (Licata)
- Foster better communication between the COE and other Colleges. (DiPillo)
- Participate more in the discussions at the Deans’ Council. (Ginnetti)
- Search for Financial support to foster new initiatives in the college. (Edwards)

- Place a perspective on all decisions as to policy implications and why the particular decision was made- then be prepared to communicate that context. (Ritchey)
- Read more sources on leadership abilities. (Kestner)
- Whatever needs to be done! (Kobulnicky)
- I will commit myself to improving the impact of YSU in our community during this time of change. (Guerra)
- Get to know college specific issues better. (Herbert)
- Collaborate on the outreach agenda for each college (meet and discuss how Metro College can assist). (Beisel)
- Work even more on relationships at all levels, internal and external, etc. (Hirtzel)

Step Three:

- Help identify issues that could have been communicated in a better format. (Khawaja)
- Celebrate our Accomplishments! (Herbert)