Report for the Follow-Up Planning Session: Chairs Council, Deans, and Vice Presidents

June 13, 2008

Prepared by

**Richard G. Moffett III, Ph.D.
Director of COHRE and
Associate Professor of
Psychology**

**Middle Tennessee
State University**

132 Heritage Park Drive
Suite 2
Murfreesboro, TN 37129

615.217.2084
615.217.2833 (fax)
cohre@mtsu.edu
www.cohre.net

Report for the Follow-Up Planning Session: Chairs Council, Deans, and Vice Presidents

Introduction

On June 13, 2008, President Sidney McPhee convened a collaborative discussion meeting with the MTSU Chairs, Deans, and Vice Presidents (VPs) to integrate the ideas generated from the previous brainstorming sessions held with the Chairs (April 7, 2008) and with the Deans and VPs (April 9, 2008). These earlier sessions were convened to "help deal with the possibility of reduced funding while remaining committed to the programs and activities that are core to our mission." The participants had been directed to limit their ideas only by the parameters of the current Academic Master Plan (AMP) during those earlier brainstorming sessions.

The desired outcomes of the current meeting included:
- integrate the ideas generated from the previous sessions,
- identify 8-10 actionable university-level items that will help MTSU achieve important goals of the AMP while dealing with a challenging economy, and
- develop suggestions for the next steps in the process.

Dr. McPhee asked Drs. Rick Moffett and Terrell McDaniel of the MTSU Center for Organizational and Human Resource Effectiveness (COHRE) to serve as facilitators. The process used during the meeting is described below. After this description the results of the meeting are presented.

The following report contains information about the process used in the meeting, the results, and suggestions about managing the implementation process in the future.

Processes Used for the Meeting

The processes used for the meeting were:
- materials were sent to participants prior to the meeting for review to prepare for the meeting (see **Appendix A: Materials for Advanced Preparation**),
- a structured, large group discussion process to provide clarification of the ideas generated in the previous sessions,
- a multi-voting procedure to identify the 8-10 actionable university-level items, and
- a small group process in which participants volunteered to serve as a member of a small group to develop a narrative description of their respective issue.

A copy of the agenda for the day is located in **Appendix B: Follow-Up Planning Meeting to Brainstorming Sessions Agenda**.

After an introduction by Dr. McPhee, the facilitators conducted a brief review of the processes to be used, the roles, and the suggested general ground rules. See **Appendix C: Suggested Ground Rules and Roles** for a description of the ground rules and roles.

The first phase was a structured, large group discussion in which participants from the previous sessions provided clarification of the ideas generated in the previous sessions. A representative from the group provided a short briefing about their group's idea. Each idea was listed on a flipchart.

The second phase was a large group, multi-voting process. Participants publically indicated their top five choices to identify the final 8-10 actionable items.

The third phase was a small group process in which participants volunteered to serve as a member of a small group that developed a narrative description of their respective issue.

Dr. McPhee closed the meeting.

Results

The results from the meeting are presented below.

Issues Identified

Based on the large group discussion, participants voted on ten issues. Based on the distribution of the votes, the first nine issues were retained for further discussion and development. The total list of issues can be found below. The number of votes received by each issue is located in parentheses.

1. Make alternative SCH-generating programs- greater variety (30)
2. Conservation and consolidation (25)
3. Establish off-campus instruction centers (20)
4. Teaching/faculty issues (20)
5. Realignment/restructuring of academic units (18)
6. Identify and develop institutes, partnerships, extra-mural funding, grantsmanship culture (18)
7. Faculty enrichment and re-engagement for service, research, and creative activity (15)
8. Staff for webpage development and maintenance (13)
9. Improve workplace for staff and adjuncts (12)
10. Increased effort and attention to data-based decision making (4)
    (Note: Issue 10 was dropped from further discussion and development.)

Narratives of Each Issue

Participants volunteered to serve in a small group to help develop a narrative description for the identified issue of their choice. Groups were asked to provide:

- description of the issue,
- why it is important,
- connection to the Academic Master Plan (AMP), and
- timeline.

The narrative provided by the groups are located in **Appendix D: Narratives of Identified Issues**. The information about the contact person who wrote the notes for the narrative for each issue is located at the bottom of the page of his/her respective issue.

NOTE: No participants volunteered for the *Faculty enrichment and re-engagement for service, research, and creative activity* issue. Consequently, no input was provided for this issue. Also, no timelines were provided for the *Teaching/faculty issues* and *Identify and develop institutes, partnerships, extra-mural funding, grantsmanship culture* issues.

Volunteers to Serve on Task Groups for Each Issue

Participants in the meeting volunteered to serve on a task group. A listing of the volunteers by task group is located in **Appendix E: Volunteers for Task Groups**.

NOTE: Some participants had left the meeting before being able to sign up for a task group.

Suggestions for Managing the Implementation Process in the Future

In addition to the results presented above, three people helped develop the following suggestions regarding how to manage the implementation process for the initiatives that have come from the Follow Up Planning Meeting held on June 13, 2008. These people were Dr. Jill Austin, Department Chair and Professor of Management and Marketing; Dr. Tonjanita Johnson, Associate Vice President for Marketing and Communication; and Dr. Rick Moffett, Director of COHRE and Associate Professor of Psychology. The suggestions include ideas about basic issues of task group processes, communication, action planning / execution, accountability, and coordination.

Keys to Success

The group suggested that the keys to achieving the goals identified in the Follow Up Planning Meeting should include the following.

1. Having broad-based participation (i.e., faculty, staff, and administration) that leverages needed expertise and helps create ownership of the process and results.
2. Maintaining open, honest, and on-going communication within and between the action planning / execution task groups and between these groups and the university community.
3. Using a decision-making process that is not top-down, but one that solicits input and meaningful involvement from all levels and areas of the university.
4. Using an evidenced-based approach to identifying needs and developing solutions.
5. Ensuring that task groups move beyond planning to actually implementing and executing the plans.
6. Creating accountability at all levels to achieve the agreed upon goals.

Mechanisms for Helping Achieve Goals

In order to help the above keys become a reality, the group recommended that the following suggestions be considered.

Establish an Organizational Development (OD) Process Group

The purpose of this group is to draw upon the best practices from organizational development and work group effectiveness to provide the following services.

- Work with President McPhee and his executive team to develop and maintain a "big-picture" perspective of this initiative that can be communicated to the task groups.
- Develop tools (e.g., job aids) that the task groups could use to develop and execute action plans.
- Provide suggestions about roles, responsibilities, and membership to help ensure the effectiveness of the work of the task groups.
- Provide, as needed, consultation service to the task groups about their processes (e.g., action planning, execution, decision-making, accountability, group processes, norms) to help them maximize their effectiveness.
- Provide suggestions about mechanisms that can help develop accountability for task groups and for other university members in order to achieve the agreed upon goals.

Establish a Communications Process Group

This group would serve as the primary architect and coordination group for communication about these initiatives. It would be charged with developing and maintaining communication mechanisms that would effectively communicate this initiative. Also, the group would be responsible for aggregating feedback from the university community into an easily understood format.

There are two main purposes of the Communications Process Group. First, the group will help ensure that the overall initiative is clearly and consistently communicated to the university community in a timely manner using various channels. These channels could include traditional channels such as internal e-mail broadcasts; the President's newsletter; and announcements by Deans, Chairs, and non-academic supervisors to their constituent groups. Additional communication channels could include forums, town hall meetings, and a dedicated webpage.

The second purpose of the Communications Process Group is to ensure that there is on-going and timely communication to the university community about the progress and accomplishments of the task groups. Again, the Communications Process Group would use traditional and additional communication channels to ensure that the work of the task groups is communicated to the university community in an integrated and effective manner.

Establish a Coordinating and Integrating Committee

The purpose of this committee is to help ensure that that the work of the various task groups are coordinated effectively and are not in conflict with one another regarding goals, resources, etc. Essentially, the Coordinating and Integrating Committee helps ensure that the "right hand knows what the left hand is doing." Additionally, this committee could share lessons learned from the task groups and establish an institutional knowledge base upon which the task groups could draw.

The members of the Coordinating and Integrating Committee would be the chairs of the task groups and the chairs of the OD Process Group and the Communication Process Group. This composition would be able to provide important task content information, suggestions about effective group processes, and suggestions for communicating integrated messages.

Final Items Generated in Brainstorming Sessions:
Chairs Council

The following suggestions were generated during the brainstorming sessions. Additional descriptors added by Rick Moffett are in *italics*. These descriptors were derived from information contained in the "small group lists." However, this additional information should be considered tentative and should be confirmed by the small groups who generated the initial item. The number of the group that generated the item is in parentheses.

Chairs Council Meeting
Staff for web page development and maintenance (Group 1)
Faculty enrichment & re-engagement for service, research, and creative activity (Group 2)
Identify and develop institutes (Group 2) • more money, get faculty involved, and marketing
Improve workplace for staff and adjuncts (Group 3) • *salaries – increase beyond cost of living* (Group 3) • *mentoring, orientation, more money* (Group 2)
Make alternative SCH-generating programs - greater variety (Group 4) • *e.g., 5 week programs, Saturday, on-line, non-standard times, weekend*
Increased effort & attention to data-based decision-making (Group 4) • *budget allocations away from past practice* • *staffing profile recalculation*

Final Items Generated in Brainstorming Sessions: Deans and VPs

The following suggestions were generated during the brainstorming sessions. Additional descriptors added by Rick Moffett are in *italics*. These descriptors were derived from information contained in the "small group lists." However, this additional information should be considered tentative and should be confirmed by the small groups who generated the initial item. The number of the group that generated the item is in parentheses.

Deans & VPs Meeting
Teaching/faculty issues (Group 1)   *e.g., greater use of temporary faculty, maximize use of faculty as FACULTY, better utilization of GAs in teaching mission, reconsider what constitutes faculty (not enough Ph.D.), large lecture sections*
Conservation* (Group 3)   *e.g., lights, heat, paper, internet/webcast instead of on-ground conference, meals and banquets - have afternoon reception, more recognition/celebration but without extra decorations and food, pickup mail rather than delivery*   Consolidation* (Group 3)   *e.g., program consolidation, consolidate evening classes to one or two buildings*   * *NOTE: These items were originally combined. They have been separated to provide clarity.*
Establish off-campus instruction centers (Group 3)   *look at Franklin*   *helps with finding adjuncts/full-time temporary faculty (coverage of instruction)* (Group 2)
Realignment/restructuring of academic units (Group 2)   *e.g., inefficient alignment of academic units*

Suggestions for Next Steps

The following suggestions were generated during the brainstorming sessions. Similar items are in **boldface type** and are located on the same row. Unique items are in regular typeface and are on separate rows.

Chairs Council Meeting	*Deans & VPs Meeting*
List of all ideas from each subgroup	**Share notes**
Feedback to Chairs from Deans	
Follow up session with Chairs and Dean	**Follow up meeting:** • **Joint session with Deans & Chairs** • **Joints session with Deans, VPs, & Chairs**
On-going communication	**On-going communication**
Advanced preparation	
Opportunity to volunteer	
	Identify timeline • Rapid cycle consideration
	Connect actionable items to AMP

MIDDLE TENNESSEE STATE UNIVERSITY

Follow Up Planning Meeting to Brainstorming Sessions: Chairs Council, Deans, Vice Presidents and President Sidney A. McPhee
Friday, June 13, 2008 – 8:00am – 12:30pm
Tom Jackson Building

COHRE — Center for Organizational and Human Resource Effectiveness

Agenda

8:00 a.m. – 8:30 a.m.	**Introduction** Continental Breakfast Welcome, Introductions, Purpose of Meeting, & Expected Outcomes	*President McPhee*
8:30 a.m. – 8:40 a.m.	**Process Overview** Process, Roles, & General Ground Rules	*Rick Moffett*
8:40 a.m. – 9:20 a.m.	**Large Group Session One** Clarification & Discussion of Final Items Lists	*Rick Moffett*
9:20 a.m. – 10:05 a.m.	**Large Group Session Two** Identify Final Actionable Items	*Rick Moffett* *Terrell McDaniel*
10:05 a.m. – 10:15 a.m.	**Break**	
10:15 a.m. – 11:15 a.m.	**Small Group Work** Develop Action Plans	*Rick Moffett* *Terrell McDaniel*
11:15 a.m. – 11:25 a.m.	**Large Group Session Three** Wrap Up and Next Steps	*Rick Moffett* *Terrell McDaniel*
11:25 a.m. – 11:30 a.m.	**Closing**	*President McPhee*
11:30 a.m. – 12:30 p.m.	**Lunch**	

Suggested Ground Rules: "Common Agreements"

Purpose: To help us as a group to be efficient during our meeting.

- Keep discussion focused on relevant topics
- Respect the views of all participants (doesn't mean you have to agree)
- Disagree with respect (focus on idea, not person)
- Shift a topic to the "Parking Lot" as needed (issue/topic will be addressed at a later time)
- Keep time schedules: Be on time, start on time, end on time
- Allow one conversation at a time, no side conversations
- Turn off ringer on cell phones

Roles in Our Session Today

Session Sounding Board and Content Knowledge Resource Person *(President McPhee)*
- Establishes expected outcomes, provides feedback and information as requested by groups

Session Facilitators *(Rick Moffett & Terrell McDaniel)*
- Coordinate task assignments
- Encourage and facilitates participation
- Encourage positive restatement and idea building
- Keep discussion on track and on time
- Resolve conflicts

Small Group Coordinator *(one person from your small group)*
- Facilitates group through action planning – idea generation

Small Group Recorder *(one person from your small group)*
- Documents group's ideas

Small Group Presenter *(may be multiple people from your small group)*
- Presents the ideas during Large Group Session Three

Small Group Member *(everyone in your small group plays this role)*
- Suggests new ideas
- Contributes to the group using your talents
- Listens to other's ideas
- Builds on ideas of others
- Respects other members
- Focuses on the goal

Make Alternative SCH-Generating Programs- Greater Variety

Description of issue
- Provide non-traditional scheduling
  - MW, TR, FS, 1 day evening, 1 day Saturday
  - ½ semester classes
  - 30 minute MTWRF
- 2 days/week, Saturday and evening classes

Why it is important
- Can increase SCH generation
  - Especially for working students (e.g., non-traditional, degree completion)
- Meets student needs and choices
- Provides flexibility for research
- Reduces # of days students come to campus (commuters)
- Possibly more efficient use of building space
- Encourages innovation

Connection to AMP
- Presentation of summer offerings
- Student-centered
- Partnerships off-campus
  - Possibly more efficient/effective instruction for differing student learning styles

Timeline
- Immediately for committee study/instructor buy-in
- Phase in ASAP, but definitely by Fall 2009
  - Allows study of impacts
- Fall 2010 full implementation

Contact person for notes: Steve Lewis (slewis@mtsu.edu)

Conservation and Consolidation

Description of issue
- Systematically identifying areas of waste across the campus
  - Waste of physical resources (lights, energy, gas, etc)
  - Waste of faculty/staff resources (inefficient programs, unnecessary tasks)

Why it is important
- Wasting of resources and staff time diverts dollars away from vital programs
- Greater efficiency allows greater focus in a time of dwindling resources

Connection to AMP
- Essentially saves money to support academic excellence
- Greater efficiency reduces financial demands on limited student resources
- Consolidation fosters synergy between programs

Timeline
- Identification of waste can begin immediately
- Consolidation targets can be identified over fall 2008 semester

Contact person for notes: Robert Glenn (rglenn@mtsu.edu)

Establish Off-Campus Instruction Centers

Description of issue
- Taking the university to students rather than requiring students to come to the campus, particularly in these economic times

Why it is important
- With the cost of gas and other economic factors (such as convenience), we need to make ourselves more attractive so we can be competitive for students in the marketplace

Connection to AMP
- This idea is being facilitated by partnership in various communities who want to form a partnership with MTSU
- Taking the university to students is obviously very student centered

Timeline
- Some initial overtures and plans have been made in areas like Franklin and the Motlow area
- Establishing one center every other year seems to be a realistic idea
- This would allow for a center to be firmly established before the added responsibility of a new one begins

Contact person for notes: Connie Jones (cjones@mtsu.edu)

Teaching/Faculty Issues

Description of issue
- Rethinking of faculty roles
  - Accountability for re-assigned time
  - Reconsideration of "traditionally" defined roles for permanent and temporary faculty
  - Better utilization of GAs
    - Definition of roles and responsibilities of department Gas

Why it is important
- Impacts academic quality
- Relationship between Full-Time Temporary and Permanent Faculty
- In time of limited resources, is the allocation of faculty time to activities other than teaching, research, and service appropriate?
- Should reassigned time be re-defined for more accountability?
- Are there an adequate number of persons with terminal degrees to teach at a preferred level?

Connection to AMP
- Academic Quality: Putting best caliber people forward to teach students could be a person with a Master's degree

Timeline
- [No timeline provided]

Contact person for notes: Rebecca Fischer (rfischer@mtsu.edu)

Realignment/restructuring of academic units

<u>Description of issue</u>

- Current alignment/structuring of academic units has created some inefficiencies

<u>Why it is important</u>
- Mission statement can be much more concise
- Can be more focused
- Greater opportunities for integration of teaching, research, service
- Create "better fits"
- Grant opportunities are greater when departments that "fit" together are working together
- Improved community image (makes more sense to students and parents)
- Science can move to College of Basic and Applied Science
- Some departments may also want to reorganize
- There may be an advantage to creating smaller and more cohesive colleges
- Dean can better manage resources and lead to achieve more concise goals

<u>Connection to AMP</u>
- AMP discusses a need to re-examine current structure and to consider realignments/restructuring that will be more meaningful and efficient
- Relates to all three goals of AMP

<u>Timeline</u>
- Related to new education building, search for new Education Dean, Tennessee Teacher Quality Initiative, and redesign of teacher preparation
- Allows colleges to pursue primary, more focused goals

Contact person for notes: Diane Miller (dmiller@mtsu.edu)

Identify and Develop Institutes, Partnerships, Extra-Mural Funding, Grantsmanship Culture

<u>Description of issue</u>
- There is a need to establish more centers and institutes on campus for research, scholarship, service, and outreach via interdisciplinary collaboration

<u>Why it is important</u>
- Such centers and institutes will generate intellectual excitement, interdisciplinary collaboration among faculty and students, and provide avenues for external funding

<u>Connection to AMP</u>
- Such centers and institutes will contribute to academic quality and partnering while developing funding opportunities for scholarships, programs, and faculty enrichment

<u>Timeline</u>
- [No timeline provided]

Contact person for notes: John Omachonu (omachonu@mtsu.edu)

Faculty Enrichment and Re-Engagement for Service, Research, and Creative Activity

- [Not addressed by a small group]

Staff for Webpage Development and Maintenance

Description of issue
- Issues to be addressed include:
  - Need for personnel to: create/maintain, keep facts accurate/up-to-date, and consistent but flexible image and design
  - Department versus central webpage managers
    - Training classes for department webpage managers

Why it is important
- Institutional image/branding
- Student recruitment
- Faculty/staff users

Connection to AMP
- Service
- Learning
- Academic Quality

Timeline
- Issues go to Web Advisory Committee
- Steps for 2008-2009 Department/college level meetings

Contact person for notes: Phil Mathis (pmathis@mtsu.edu)

Improve Workplace for Staff and Adjuncts

Description of issue
- Low pay and sometimes lack of respect for staff and adjuncts, yet they very important to mission of university
- Undefined career/professional development path (reclassification)

Why it is important
- The current environment contributes to deprofessionalization
- Approaching tipping point of being able to attract and retain quality adjuncts and staff
- Higher pay rates at other area schools
- Cuts to staff put more administrative responsibilities on faculty
- Well below peer group in adjunct pay levels

Connection to AMP
- Inadequate resources for adjuncts can detract from student-centered learning (e.g., office hours, access to email, willingness to skip classes/cut classes short)
- Academic quality can suffer as a result of reliance on contingent faculty

Timeline
- September 2008 – Chairs Council
  - Raise awareness of Murfreesboro chapter International Association of Administrative Professionals (IAAP) for professional development
    - $80 per person – day long
    - Contact person: Marlene Lawson - Dean Cheatham
    - April/Late March event
  - Consider need for college-level professional staff development and mentoring
  - Consider reclassification system and staff salary – what is the pay in the external market?
- September 2008
  - Faculty Senate- Faculty Senate Welfare Committee
  - Distribute plans already drafted – peer institution market
  - Consider informal linking of TTF and AF salaries in compensation plan (not us vs. them frame)

Contact person for notes: Amy Sayward (asayward@mtsu.edu)

Volunteers for Task Groups

1. Make alternative SCH-generating programs- greater variety
   - o Amy Sayward
   - o Richard Detmer
   - o Earl Pearson
   - o Jackie Eller
   - o Jill Austin
   - o Rebecca Smith

2. Conservation and consolidation
   - o No one signed up

3. Establish off-campus instruction centers
   - o Amy Sayward
   - o Terry Whiteside
   - o Connie Jones
   - o Jim Huffman

4. Teaching/faculty issues
   - o Jill Austin
   - o Jackie Eller

5. Realignment/restructuring of academic units
   - o Terry Whiteside
   - o Jim Huffman
   - o Rebecca Smith
   - o Diane Miller

6. Identify and develop institutes, partnerships, extra-mural funding, grantsmanship culture
   - o John Omachonu
   - o Michael Allen

7. Faculty enrichment and re-engagement for service, research, and creative activity
   - o Michael Allen

8. Staff for webpage development and maintenance
   - o Lucinda Lea
   - o Michael Allen

9. Improve workplace for staff and adjuncts
   - o Alfred Lutz
   - o Amy Sayward