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'It Seems Like Only Yesterday...': The Challenges Faced by Recently Appointed Administrators

By Jeffrey L. Buller, PhD

Nearly every college and university has established its own version of a first-year-experience program that is intended to help students make an effective transition from high school to their new academic environment. Additionally, many institutions have now developed comprehensive *faculty* first-year experience programs, recognizing how ineffective orientation for new instructors can be when it lasts for only a day or two and is scheduled right before classes begin. On the other hand, recently appointed administrators are all too often left to fend for themselves, having to learn "on the job" many of the skills they will need to know in order to succeed in their new positions. Is there any way to shorten this "learning curve" for new administrators? What are the special challenges that newly appointed administrators will face, and what kind of advice and considerations should these administrators be given?

Remember that your responsibilities have changed and that you are no longer in charge of the specific area that you supervised before.

This is a common failing of recently appointed administrators. New deans keep trying to chair their old departments. New provosts feel tempted to dean their former colleges. New presidents try to step into the discussions that are underway within their institution's

academic programs or development office or whichever area helped them reach the presidency. This course of action is nearly always a mistake. Not being able to give up your old job conveys the impression that you lack enough vision to succeed at your new challenges. Moreover, it causes the current department chair, dean, provost, or vice president to feel that you don't trust the incumbent to do his or her job correctly. At best, you will gain a poor reputation as a micromanager. At worst, you'll become so focused on your *old* responsibilities that you'll end up neglecting some of your *new* opportunities. This problem can be particularly acute for people who are hired into an institution from outside. Attempts to keep running your former department (or school, college, or whatever) will then not only look as though you are incapable of grasping "the bigger picture," but will also give the impression that you can only do things the way they did "back at Nostalgia State." Save the day-to-day management of the unit for the person now responsible for your old job. You have new, more important concerns.

Keep in mind that certain implications follow from your new status.

It is extremely easy for new administrators to forget that their words and actions will be interpreted quite differently now that they have taken on their new positions. For instance, a remark by

a faculty member that would be viewed as harmless banter can assume a far different level of importance if it is made by the chair or dean. Newer faculty members, who may be feeling a great deal of anxiety during their probationary periods, often find themselves wondering, "What did the chair mean by that? Is s/he trying to send me some kind of message?" In a similar way, a deprecating remark that would be treated as a joke among staff colleagues can be taken very seriously if it is made by the dean, provost, or president. People frequently assume that administrators (particularly new administrators whom they don't know very well) only make jokes about things that they really mean. For this

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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.
ART DIRECTOR: Debra Lovelien
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(gerard.rossy@csun.edu);
Rolf Wegenke – Wisconsin Association of Independent
Colleges and Universities
(rolf.wegenke@waicu.org)

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The Role of Higher Education in Promoting a Culture of Peace

*By Scott R. Meyer, PhD and Leo R.
Sandy, EdD*

Historically, many universities have not realized their responsibility to contribute to world peace. Perhaps this is due in part to their being part of the cultural zeitgeist and having financial dependence on public- and private-sector bodies that tend to discourage the role of a university as a cultural change agent. According to Pettigrew¹ (World Conference, 1998), “In the past, the universities have not been immune from involvement in the culture of conflict. . . . There has been a major change in the last several decades. Now many universities are offering peace studies. . . . It was felt that the relationship of much of the academic community to ‘the war system’ had been characterized by complicity at best and full participation at worst. Peace studies were considered a way to redirect the higher education community toward analyzing, demythologizing, and ultimately confronting that system. Where traditional disciplines treated war either as an inevitable phenomenon or as a useful tool, peace studies sought to treat it as a human problem” (UNESCO).²

The 1999 United Nations Declaration and Programme of Action on a Culture of Peace (resolution A/53/243) called for everyone—from individuals to social institutions—to assume responsibility in this respect. It staked out eight action areas for actors at national, regional, and international levels:

1. Fostering a culture of peace through education
2. Promoting sustainable economic and social development

3. Promoting respect for all human rights
4. Ensuring equality between women and men
5. Fostering democratic participation by educating responsible citizens
6. Advancing understanding, tolerance, and solidarity
7. Supporting participatory communication and the free flow of information and knowledge
8. Promoting international peace and security³

A working model for promoting a culture of peace

A group of faculty members at Plymouth State University in New Hampshire found these action areas above to be useful guides for developing wider initiatives for our campus and community. Such initiatives would serve as a foundation for institutionalizing a culture of peace-related efforts at PSU and serve to stimulate other higher education institutions to follow suit. Our first step was to survey faculty to determine their level of support for issues related to a culture of peace. We sent out the survey to 180 full-time faculty members and received 61 back. The percentages listed below represent the combined ratings of “Strongly Supportive” and “Supportive.”

Some areas were given more support than others. For example, 86.9 percent of responding faculty felt that PSU should integrate human rights into existing courses, including the dissemination and promotion of the Declaration of Human Rights; 81.9 percent of respondents felt that PSU should include in its mission the pursuit of a culture of peace; and 81.7 percent stated that PSU should place spe-

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cial emphasis on democratic principles and practices at all levels of student contact, as well as promoting active participation and collaboration among student organizations in the development of peace/justice activities. The lowest support was expressed for the development of a social justice major (47.5 percent) and the establishment of a center for conflict resolution to include the study of issues such as terrorism and the development of curricula for youth (54.1 percent). The least supported items have important implications for promoting a culture of peace at the university level. Whereas the most supported items do not require additional financial resources, the least supported ones do. Thus, in order to garner support for institutional structures that require funding, it appears necessary to build a strong foundation for a culture of peace in ways that do not strain limited budgets.

The next step we undertook was to create an alliance made up of a broad constituency including faculty members, staff members, students, and representatives from the community. This alliance generated ideas that included but were not limited to expanding off-campus contacts (American Civil Liberties Union, New Hampshire Peace Action, Veterans for Peace, etc.), developing peace internships, establishing an annual conference on war and peace, writing grants to fund peace programs or a center for peace, providing peace scholarships, including a culture of peace statement in admissions literature and requiring applicants to write an essay on a culture of peace, having symbolic representation of a culture of peace on campus, adding wording regarding a culture of peace to the mission statement, and having students sign a peace pledge at convocation/commencement.

Another core action we have taken is to integrate the principles of a culture of peace into the courses we teach. One of these courses is a general education

course titled *Building a Civil Society*. This course focuses on the role of the individual in creating a civil society leading toward the advancement of peace, human rights, and democracy. A main premise of the course is that the individual and society have a reciprocal influence: society nurtures and shapes the individuals that comprise it, but individuals also have the power to change society in significant ways. The dynamic of social change from the point of view of both the society and the individual is explored, and ways are suggested for individuals to contribute to this social dynamic.

The course has 12 essential questions (e.g., What is nonviolent action, and how can it be useful in building a civil society? Why do societies/states resort to war? What is cosmopolitanism, and does it have any advantages/disadvantages compared with patriotism?) that have been informed by the eight principles of the United Nations General Assembly (1998, A/52/13).

Conclusion

The role of higher education in promoting a culture of peace must be viewed as an ongoing process. Such a process has numerous obstacles and challenges. These challenges include conflicting agendas among funding sources and campus and community constituencies, and a lack of consensus regarding exactly what a culture of peace represents and how it can impact our campuses and society. Nevertheless, these are times in which spectators of world events need to become actors in efforts to move the world toward greater peace and social justice. Therefore, it is essential that higher education takes immediate and conscientious steps to assure that this process of promoting a culture of peace is understood as being central to the mission of educating global citizens. Furthermore, insufficient action regarding the promotion of a culture of peace on campus seriously hinders the potential of many students to become peaceful agents of social change. These steps also must be developed in a

fashion that builds a sense of community and consensus regarding how to achieve a peaceful campus, society, and world. All of this can be accomplished by expanding the cadre of campus and community peace alliance members in a way that clearly enhances campus visibility and vitality while effectively reconciling differing views on how to best promote a culture of peace. In this pursuit, colleges and universities will differ considerably in the degree and manner in which they advance such initiatives. Such differences will provide a rich source of ideas for diverse institutions throughout the world to emulate. A culture of peace will only develop when campus and community members realize the potential that universities possess to change the world in significant ways.

Notes

1. Drafted by: Dr. L. Eudora Pettigrew, Chair IAUP/UN Commission Disarmament Education, Conflict Resolution and Peace, Member, IAUP Executive Committee and the International Association of University Presidents (IAUP). WORLD CONFERENCE ON HIGHER EDUCATION Higher Education in the Twenty-first Century: Vision and Action UNESCO, Paris, 5–9 October 1998. Thematic Debate: Promoting a Culture of Peace Leader: International Association of University Presidents (IAUP) Retrieved on June 7, 2007, at <http://unesdoc.unesco.org/images/0011/001136/113683eo.pdf>.

2. From United Nations Resolution 53/243 Declaration and Programme of Action on a Culture of Peace (adopted by the U.N. General Assembly, September 13, 1999).

3. UNESCO-Mainstreaming: A Culture of Peace Retrieved from <http://unesdoc.unesco.org/images/0012/001263/126398e.pdf> on June 7, 2007.

Scott R. Meyer is a professor of social work at Plymouth State University and Leo R. Sandy is a professor of education at Plymouth State University. ▼

The Balancing Act: Managing the Chair's Role as Teacher, Scholar, and Administrator

By K. Denise Bane, PhD

I have just completed my first year as division chair. To say that it was a “learning experience” filled with “teaching moments” is putting it mildly. I had no idea what I was getting myself into! In addition to the normal duties of chair, my division was moving to a new building, the college was working on its accreditation self-study, we began collective bargaining, we added two new members to the division, we conducted a search for an additional new member, and I taught a fully online course for the first time.

How did I do it all? I'd like to say that I have learned the secret to balancing the teacher, scholar, and administrator roles of my position. I'd like to say that, but it simply is not true. I found, in this first year, that I spent almost all of my time on the “administrator” role. Teaching and scholarship came in a very distant second and third. I'd like to share my thoughts about what I wish I had done and what I plan to do in the future.

Just say “no”

Easier than it sounds, especially when the person asking is a dean, vice president, or president, but sometimes the best thing you can do for yourself and your division is to say “no” to new commitments so that you can focus on the ones you have already made.

Top five

I have learned that I tend to work better when I have a “to do” list; however, I never get through all the items on the list because of meetings, classes, interruptions, and so on. So I have started creating a list of the five most important things that I want to accomplish each day. I feel a much greater sense of

accomplishment at the end of the day, and it forces me to prioritize.

Get help

I have been extremely fortunate to be blessed with a secretary sent from the heavens! She has access to my Outlook calendar, and she prints a copy of my schedule each morning and leaves it on my desk. She is also able to schedule appointments for me. She answers my phone when I am out and sends me an email summary of any calls that I have missed. I'm not sure that I would be able to be as effective without her. Not everyone has a terrific secretary, but try to establish a good working relationship with whomever you have.

Delegate

This goes hand-in-hand with having a terrific secretary. Being division chair does not mean that you have to do everything yourself. This is a particularly hard lesson to learn for those of us who are perfectionists and control freaks! What can you ask others to do? In our division, each discipline has a coordinator. I have asked my secretary to reroute all discipline-specific issues to the appropriate coordinator. This frees me up to deal with those issues that truly affect the entire division. Along these same lines, the chair does not have to be the division representative at every meeting. Ask for volunteers among your division colleagues.

Schedule time for scholarship

This is one of those tips that I plan to start implementing next year. I am going to schedule time to write and conduct research. I will actually schedule this time in Outlook. The “trick” is to keep the commitment to myself the same way I would keep it to others. That means

that if I say that I will devote 8:00 a.m. to 11:00 a.m. each day to scholarship, I need to hold that time sacred. If someone asks to meet during that time, I can say I already have an appointment (rather than “that’s my writing time”). I know that the only way this will work will be to spend this time outside my office, not in it. If I try to work in my office I will inevitably be interrupted.

Revise your teaching

This will be another challenge for me. I simply do not have the same amount of time to devote to my classes that I had in the past. So how can I maintain my integrity in the classroom while maintaining my sanity? First, I will take a course release rather than a course overload as compensation for my work as chair. More money is not as valuable as more time. I will examine the assignments I require so that students are getting the same quality of education but are not generating the same quantity of assignments to be graded. I will consider group projects, oral presentations, and different exam formats. I will try not to schedule brand-new preps for the spring semester, so that I have the summer to prepare for new material.

Schedule “artist’s dates”

This idea comes from *The Artist's Way*, by Julia Cameron, one of the oft-cited self-help gurus. It truly is important to schedule time for yourself, by yourself, each week. She calls this spending time with your inner “artist.” This is separate from the time you spend on scholarship, teaching, and administrative duties. Do something fun, something that you find interesting. Visit a museum, go for a walk in the park, take a drawing class,

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Institutionalizing Undergraduate Research

Before 2000, undergraduate research at Bridgewater State College occurred in an ad hoc manner across campus. After a faculty panel discussion at the end of that academic year, several administrators in attendance decided to make undergraduate research a formal part of the learning experience across the college.

“We had five people on the panel talking about the ways in which mentoring and undergraduate research had changed us as a faculty, had challenged us, and, I think most compellingly, how it changed the students. We had a student there who told the wonderful archetypal story of having come to Bridgewater with a certain intellectual horizon and now this student was applying to graduate school,” says Andrew Harris, executive assistant to the president.

After the panel, college President Adrian Tinsley “made a commitment to institutionalize what had previously been a lot of localized decisions between students and faculty, and it has taken off extraordinarily,” Harris says.

Support for undergraduate research began with a competitive summer grant program that provided stipends for students and faculty involved in undergraduate research. This was a familiar model for those who had worked with the National Science Foundation summer grant program or the NCUR-Lancy grant program for undergraduate research.

In addition to implementing a familiar model, summer is also the time that provides the most flexibility for students and faculty. “One of the things we grappled with was how to fit all the different shapes that research takes into one grant structure, because there’s a different time commitment from faculty and students at different stages of a project—depending on whether the project is lab work, performance, or archival work. The

summer best provided the flexibility for faculty and students to undertake different kinds of projects. During the academic year, faculty still mentor students in research projects, but the mechanisms are harder to work. Faculty have other teaching responsibilities. Students have other course responsibilities. It’s not simply enough to say we’re going to pay you or buy out your time. Everything gets more complicated during the academic year,” Harris says.

“I would also say that when you have it in the summer, you have the opportunity to create a community of scholars that you don’t always have the opportunity or time to create during the academic year,” says Lee Torda, director of undergraduate research.

Matching faculty and students

The goal of undergraduate research is to introduce students to the methodology of the discipline. The ways that undergraduate research projects come about are “a funny mix of student interest and faculty direction,” Torda says. “Typically these students become involved by taking a course with a faculty member and then either find the faculty member compelling or the work that they are doing with the faculty member compelling. Usually there is an opening for that faculty member to say, ‘If you’re interested in pursuing this, there are opportunities on campus to do this individually or to join our project.’ There are several science projects that have been going on for several years that new undergraduates cycle through.”

Undergraduate research happens differently in different disciplines. In the natural sciences, students typically develop their projects within the scope of a faculty member’s research. This is not always so in the humanities and social sciences. “I’ve never mentored a student

in the area in which I publish, and I would not expect to. That’s not the way my discipline [history] works,” Harris says. “My expectation is that the student will pursue a project and I will be able to guide them to a degree, but it’s more independently motivated, which means that my role as mentor is different from that of a mentor in chemistry.”

Bridgewater State emphasizes the mentoring process that takes place in undergraduate research, but the work that students do is true research. They are not simply acting as lab assistants. Nevertheless, undergraduate research typically does not contribute directly to faculty members’ publications. “Any campus that wants to have the discussion about whether to engage in undergraduate research has to think about what the institution will value. We’ve had faculty members say, ‘Undergraduate research doesn’t help me write an article.’ That’s often true. Undergraduate research does not always contribute to your scholarly agenda. You might learn something along the way, but that’s not going to show up in your scholarship,” Torda says.

Benefits

Currently there are approximately 200 students participating in undergraduate research at Bridgewater State. With a student body of 7,000, this is not a large number, but the experience can have a significant effect on those who participate and those who do not participate directly.

Undergraduate research is not limited to grant-funded projects. “It is promoted in lots of places now, and I think that’s a sign that it’s successful,” Harris says. “It’s a powerful, transformative, and confidence-building experience for students, many of whom came to college with a

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reason, your words may begin to take on nuances you had never intended. Be particularly careful about situations in which you can be perceived as showing favoritism to a small group of individuals or to be holding others to more stringent standards. For instance, it may have been your custom for years to have a weekly lunch with a colleague on the faculty. Once you are that person's chair or dean, however, even this innocuous custom may start being viewed in a different light. Naturally, you do not need to abandon all of your old friends or to censor yourself every time you are about to speak. But you do need to be aware that your words and actions assume a different importance now *because of your position* than they did before you assumed these new responsibilities.

If you were hired into your position from outside the institution, give people plenty of time to "size you up."

There are special complications that arise when you are both recently hired into a position and other people's new boss simultaneously. Those who report to you do not yet know you very well, and many of them may be trying to figure out how you will respond in various situations. Since your arrival represents a new beginning for them as well, many members of your faculty and staff may seek to please you, saying what they *think* you would like to hear rather than expressing a candid opinion. If you propose a new idea, they may express heartier support for it than they actually feel. They may leave their own objections unstated for fear of making a bad first impression. Moreover, since there are so many aspects of your new institution that you do not yet know, people

will frequently attempt to get you to see matters from their perspectives, particularly if they were unsuccessful with your predecessor in this regard. For all these reasons, you need to be aware that you cannot always count on those who report to you to give you objective advice or impressions. Listen to all the opinions that are offered, but rely on your own best judgment before making a decision. Be as clear as possible about the reasons for each decision, so that people will begin to understand your values and the way in which you operate.

Strive to make a difference, but don't try to accomplish too much too soon.

It is natural to want to make some changes or introduce new ideas when you have recently started in a position. You may feel that you were offered your position largely because of the innovations you are expected to bring about. You may believe, too, that there will be only a short "window of opportunity" available during which you can effect substantive changes. You may be afraid that, if you don't act now, people will soon settle back into their old patterns and you will be unable to bring about the improvements you believe are necessary. These are understandable concerns, and you certainly don't want to squander the opportunity you've been given to demonstrate significant leadership. Nevertheless, always try to balance your desire to make a difference in people's lives with an understanding that most institutions function at their highest level when they can absorb change in a predictable manner. A person who is new to his or her position can easily undermine the very innovations that are most important to them by attempting to change too much too soon. If you are perceived as "coming in here and turning everything upside down, not respect-

ing anything we've done before," you will meet with resistance for every new idea you have for the rest of your tenure. It is almost always best to go a little slowly at first, gain people's confidence, and then build on that confidence as you move forward.

In general, consider your primary task to be learning as much as possible.

Your overall goal in your new position should be to learn as much as you can, both about your new responsibilities and about how they fit into the needs of the institution as a whole. You have new colleagues or staff members to work with; spend some time getting to know their individual strengths, areas of greatest needs, and idiosyncrasies. Remember that no one ever objected that a new administrator wanted to understand things *too well*. You will need all of this knowledge in order to help your area go forward.

Jeffrey L. Buller is dean of the Harriet L. Wilkes Honors College at Florida Atlantic University. He is the author of The Essential Department Chair: A Practical Guide to College Administration and The Essential Academic Dean: A Practical Guide to College Leadership (forthcoming). (Both books are published by Jossey-Bass.) ▼

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far more limited sense of their own potential of what they could accomplish. Coaxing them along and steering them in the right way changes them. For the students around them, they are exemplars. They are a sign that you don't have to be a faculty member to talk in this way, to think in this way, to achieve in this way. It has made inroads into student culture much more broadly than just those students who participate in it. Everyone glories in those who go through this."

Bridgewater State is in the process of initiating a comprehensive assessment plan for the undergraduate research program to gauge the effects it has had on students.

"Other institutions have found that undergraduate research, like other forms of engaged student learning, is one of those things that has a powerful positive correlation with student retention, success, and time to degree. This is why institutions everywhere are promoting it," Harris says.

However, much of the support for undergraduate research is rhetorical, Torda says. "The rhetoric around undergraduate research has often far outpaced actual institutional support, because I don't know that everyone understands the vast commitment it is."

Administrative support

Undergraduate research requires a lot of individual mentoring, which makes it quite expensive. "For every faculty member you have engaged in undergraduate research, at a certain point that faculty member is teaching one or two students rather than a class of thirty. How are you going to deliver the undergraduate major to the students who do not

engage in undergraduate research? What space on campus do you have to do this work? Do you have enough teachers to do undergraduate research? Those are pretty hardcore institutional questions. No small group or even a director can control that. It requires a huge institutional buy-in," Harris says.

Certainly buying faculty time for participation is a start, but it is not enough

"The rhetoric around undergraduate research has often far outpaced actual institutional support, because I don't know that everyone understands the vast commitment it is."

to encourage most faculty to engage in undergraduate research. "We're always trying to increase the way we validate faculty mentoring at every level. I would say that the way in which we value faculty mentoring during the summer research grant program is reasonably good. We validate that in a way that faculty find equitable. One of the great frontiers for us is validating it better during the academic year. I say validation because aside from buying people's time to engage in this activity, the really complicated issue is how you factor mentoring into tenure and promotion and post-tenure review," Harris says.

Because the process and products of undergraduate research are different in different disciplines, the way it counts will vary as well. This is an ongoing issue that Bridgewater State has yet to resolve. "However we resolve this, it will be a flexible resolution. In many ways the reason that this is a hard conversation—and I don't know anybody for

whom this has been an easy conversation—is because I think everybody thinks they understand how to talk about evaluating the role of teaching and the role of scholarship within whatever structure exists at their institution. Undergraduate research is mercurial in that it fits into many categories. The important thing is to not focus on the category. If you focus on the category, you'll get people saying, 'If it counts only as one's own research, then you're writing off three-fourths of the faculty. You can't just do that kind of work with an undergraduate.' If you say it counts only as teaching, you have to challenge a lot of people's sense that in the academic hierarchy of professional goals, teaching is seen as less valuable than research. In many ways undergraduate research runs directly into that false assumption because this kind of transformation is what we were planted in this soil to do. It is very much why people teach here and why students come here."

Contact Andrew Harris at a1harris@bridgew.edu and Lee Torda at ltorda@bridgew.edu ▼

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Thank you.

Rushaholics and Infomaniacs: Discover Your Inner Snail

By Thomas R. McDaniel, PhD

In an earlier column for *Academic Leader*, I lamented the institutional maladies of “Assessmania” and “Bureaupathology.” In this present “Parting Shot” column, I want to move from the institutional maladies to a personal one for so many academic leaders. While I am far from a computer guru, I know the great value of such technology and have become addicted to email. I am not sure how many hundred such email messages I get each week, but my OCD tendencies lead me to an irresistible desire to check and respond to my messages many times a day. Such a compulsion is, I fear, only one symptom of my personal infomania and rushaholism. And I know I am not alone.

Writer Ed Wynn once observed, “Folks used to be willing to wait patiently for a slow-moving stagecoach, but now they kick like the dickens if they miss one revolution of a revolving door.” I know what he means; don’t you? High-tech communication devices

can make us more productive and efficient, but making good decisions can be impaired when quantity squeezes out quality. Multitasking only compounds the manic high-speed pace as we rush to process an increasing volume of information.

Being never out of touch—at work, in our homes, and in our cars—has its downside. Leaders need time to muse, reflect, and daydream, and fortunate is the administrator who can locate hassle-free zones for such opportunities to shake off the effects of infomania.

We need to remember that good leaders take time to do things correctly. The key is to work at the right speed, not the top speed. What can we do to find our “inner snail”? Check your email on a regular schedule only once a day. Avoid sending long email responses (instead master the quick reply: “Got it—thanks,” “Will do,” “When can we meet?” “Call me.”). Establish rules for meetings by requiring cell phones, BlackBerries, and laptops to be turned off. Schedule more face-to-face meetings. Schedule time for meditation.

Take a five-minute mental health break every hour. Find one hobby that slows you down (such as painting or gardening). Practice deep breathing while you shower or bathe. Turn off the TV and read a book. Create “watch-free days”—one day a week when you leave your watch at home.

In his book *Timelock*, Ralph Keyes says, “Just as we looked for ways to speed up life in earlier epochs, now we must find ways to slow it down.” Avoid the “speed trap” of your administrative life by occasionally stepping on the brakes instead of the academic accelerator. Our productivity and peace of mind depend on it.

What do you think? Send your comments to partingshot@magnapubs.com.

Thomas R. McDaniel is a professor of education, senior vice president, and acting dean of graduate studies at Converse College in Spartanburg, S.C. Contact him at Tom.McDaniel@Converse.edu.

BALANCING ACT...

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practice the violin—it doesn’t matter. Just do something that takes you away from your work and is focused entirely on you. Personally, I practice my ukulele! Research on both stress management and creativity suggest that this time away from work can bring positive results including stress reduction, increased creativity, and increased productivity when you do return to work.

Recognize your limits

Often you have so much on your plate that something is going to fall off. If you have made too many commit-

ments, you can either continue to disappoint yourself and others or you can admit that you took on too much and give up something.

Develop systems

According to another self-help guru, Susan Silver (*Organized to Be Your Best!*), a *system* is merely *tools plus habits*. There are several great time management tips, techniques, and tools out there, but they will all be wasted if you do not actually use them regularly. The key is to try something new, see if it seems like it would work for you, and then make a conscious effort to use that new tool regularly until it becomes a habit. Once you develop new habits,

you are on the way to creating a more balanced life.

References

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K. Denise Bane, PhD is an associate professor of psychology and chair of the Division of Social & Behavioral Sciences at Bloomfield College (Bloomfield, N.J.). Contact Denise at denise_bane@bloomfield.edu.