

HOW COLLEGES CAN BALANCE FACULTY CAREER AND LIFE NEEDS WHILE BETTER MANAGING THE INSTITUTION

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Higher education in the U.S. is evolving toward a fundamentally different operating environment which is likely to forever change the way it does its business. The use of financial, physical, and human resources is being more closely scrutinized than ever before. There is a call from constituents for teaching improvements, evaluation of the research function, increasing institutional effectiveness, reducing administrative overhead, and being truly accountable. We believe this is *not* a cyclical issue which will soon pass. Conceptually, it reminds us of the forces behind recent fundamental and radical changes in U.S. businesses.

In this paper, we discuss predictions of increasing supply of students and simultaneous shortages of faculty during the next 15-20 years. This is followed by a discussion of well-being, life-needs, and morale among faculty, and the related impact of those on students and the looming faculty supply/demand imbalance. Then we suggest that those issues can be addressed, and perhaps even resolved, by schools expanding the envelope of faculty staffing options.

In the discussion of well-being, life-needs, and morale of faculty, we address the following. Frustration is influenced by lack of institution/professor "fit." Frustration is influenced by discordant activity/reward relationships. Morale and retention problems are often related to salary compression and inversion. Morale and resultant retention problems are often due to gender discrimination. There can be a lack of fulfillment from professorial job responsibilities which affects fulfillment of overall life-needs and well-being.

We suggest that in order to deal with some of these issues we might take a lesson from U.S. businesses. Many companies report success with such things as flex-time, job-sharing, hiring consultants, providing leaves-of-absence and sabbaticals, having "mommy" and "daddy" tracks, and "boundaryless career" concepts. They have succeeded in spite of or perhaps because of going outside the normal envelope of staffing options. We believe the envelope of faculty staffing options must be expanded and moved away from the traditional thinking that the only faculty

staffing alternatives are adjunct, tenured, and tenure-track faculty.

It is important to maximize faculty productivity, to include the effects on their productivity of their well-being and the extent their personal and professional life-needs are met. We suggest development of systems which allow for more creative job options for faculty as they progress through their individual, family, and career life cycles. These could include: allowing for both full-time and part-time (different from adjunct) faculty; differential weighting of performance components; allowing position requirements to evolve with faculty personal and professional lives; accommodating opportunistic (i.e., not so rigidly-timed) leaves for career development; paying part-time faculty based on their educational level rather than per course; allowing for varying levels of job security; allowing for job sharing among professors in the same school; allowing for sharing of faculty between institutions; allowing for more flexible time with regard to blocks for teaching and research; and unbundled pay options.

Ideally, faculty could, over the course of their careers, create potent and challenging assortments of professional and personal responsibilities to the extent that they become and remain excited about and engaged in their careers, and by life in general. The results could be better education for students, especially a higher degree of saliency of educational content based on real-world interaction and experience, more pertinent and involving research, and a higher degree of interaction between and among institutions, faculty, students, community, businesses, donors, and taxpayers.

REFERENCES

The full paper, to include references, is available upon request.