# CBS Faculty Development Initiative for tenured faculty
**(Current date: 9/13/2010)**

## Overview

Columbia Business School's faculty are its greatest resource: Tenured faculty are the creators of ideas that affect business practice and the drivers of innovation at the School, and continued faculty engagement will ensure the School's perpetual progress and success. To facilitate innovation and to provide the resources and support that faculty need to take their research, teaching, and service to the School to a new level, the Dean's office is proposing a new initiative to help develop its tenured faculty.

Since at least 1994, the Business School's faculty have noted the importance of strong communication between the Dean's office and the School's tenured faculty. In that year, the Hambrick Report recommended that the Senior Vice Dean, after conferring with the Division chair, create "a constructive feedback letter" for each faculty member every three years.[1] The letter was to be followed up by a meeting to discuss the letter and the faculty member's anticipated activities.

The proposed faculty development initiative is intended to build upon the recommendation of the Hambrick Report and to create constructive, collaborative dialogue between the Dean's office and individual faculty members. The focus of these forward-looking planning sessions will be the discussion of an individualized, faculty-created development plan, which will resemble and expand upon the "Activities for the Next Three Years" portion of the Faculty Activity Report (FAR). The planning process will provide opportunities for senior faculty members to propose new ideas and expand old ones, as well as aiding in the development of newly tenured faculty at a decisive stage in their careers. A primary goal of the process is to identify ways in which the School can support faculty members in the pursuit of their professional goals.

The development process will recognize—and celebrate—the diversity of our tenured faculty rather than attempting to take a one-size-fits-all approach. While all faculty contribute to the community in scholarship, teaching, and service, the relative weights placed upon these categories will change appreciably from individual to individual based on his or her interests and strengths. Similarly, allocation of available resources to support each person's contributions will reflect both individual and School priorities.

## The Strategic Plan

Once every four years, each tenured faculty member will meet with the Senior Vice Dean for a development planning session.[2] The focus of the discussion will be on a forward-

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[1] See the Hambrick Report, which is available on the School's faculty governance web page (http://www4.gsb.columbia.edu/faculty/information). Apparently this recommendation has never been fully implemented up until now.

[2] With a much larger faculty, we are planning on a four-year cycle instead of the three-year cycle mentioned in the Hambrick report.

looking plan in which the faculty member summarizes his or her planned intellectual contributions, classroom activities, and service to the School over the following four years. The typical development plan will be about three to five pages in length.

For intellectual activities, faculty members should lay out their plans for research and other contributions to their fields. The research plan should describe expected activities rather than provide a detailed explanation or abstract of individual planned papers. A faculty member who works across a number of subfields could summarize research plans in each subfield. Another faculty member may intend to examine a large question from a variety of perspectives and perhaps choose to write a scholarly book on the subject. A third faculty member might want to obtain a large data set, conduct a multinational survey, or identify a new data collection process to address new and ambitious research questions. The goal is to think from a broad, strategic perspective and to identify what resources are needed to pursue big questions. Part of the planning process will be consideration of a variety of channels for potential support: School resources; government, foundation, and other organizational grants; and financial and non-financial support from alumni and other business and academic contacts. Finally, this section of the plan should also consider other contributions to one's academic field, including planned editorships, leadership positions in academic societies, and other such activities.

From a teaching perspective, faculty members might consider a number of possible areas of focus. For some faculty, a goal might be to determine a process for continuous refreshment of their teaching, such as writing new and relevant cases for the core, revamping portions of an elective course based on new developments in related research and business practice, and/or actively mentoring junior colleagues as they develop as teachers. Other faculty members might work with one of the Cross Disciplinary Areas (CDAs) to develop a new elective course; given the particular importance of cross-disciplinary collaborations, additional teaching credit is available for faculty who successfully develop new and innovative collaborative electives. Teaching in Executive Education can also be an important part of one's classroom contributions, and opportunities may exist to create new open enrollment programs in areas with unmet market demand. Working with new and existing custom clients to design and deliver programming is also valuable.

Finally, service to the School can come in many forms. Many faculty members will take leadership positions in their division and/or serve on the Faculty Executive Committee, the Promotions and Tenure Committee, the Teaching and Curriculum Committee, or other standing or *ad hoc* divisional, School, or University committees. Taking on leadership positions or otherwise actively supporting the work of the School's centers and programs is especially important. The value of representing the School externally and promoting ideas broadly cannot be overstated.

**Logistics**

The Senior Vice Dean will engage about one-quarter of the tenured faculty in a development discussion each year. All newly tenured Business School faculty members will have a development session in the year following their tenure in order to ensure that these faculty have sufficient resources to continue to advance successfully in their careers. Newly hired faculty with tenure will have their sessions scheduled for their first or second year at the Business School. All other faculty members will participate in the development process approximately every four years; the exact timing may vary so as not to interfere with sabbatical or family leaves or, in rare cases, to provide additional guidance to those who might benefit from it.

**Preparation and Outcomes**

At least three weeks prior to their scheduled development session, a faculty member will submit a summary of past activities, including a current *curriculum vitae* (with refereed articles listed in a separate section) and an updated Faculty Activity Report, along with their proposed four-year plan. The Senior Vice Dean will review these materials carefully in preparation for the discussion and will solicit additional input from members of the dean's office, the Divisional chair, and, in some cases, other senior colleagues. The Senior Vice Dean may request additional materials on an as-needed basis.

Following the strategic planning discussion, faculty members may wish to modify their development plan based on the conversation with the Senior Vice Dean. In some cases, a second meeting with the Senior Vice Dean or a meeting with the Dean, Vice Dean for Research, or the Vice Dean for Degree Programs might be helpful in revising the plan.

Once a development plan is agreed upon, it will become a "living" document that will evolve as research projects move forward, the curriculum evolves, and the School's needs change over time. No faculty member will be expected to follow his or her development plan to the letter; rather, the planning process provides an opportunity to consider the many ways in which faculty add value to the School community, providing, in turn, a frame of reference for annual faculty activity reports and reviews.

**Implementation and Conclusion**

As endorsed by the Faculty Executive Committee, the initial round of development planning sessions will begin in Fall 2010. Recently hired and recently tenured faculty and members of the Faculty Executive Committee will be prioritized for early planning sessions, as will faculty who appear to be at a critical point in their careers or who may have appreciable opportunities in research, teaching, or service to the School. Initial development meetings will be evenly distributed across divisions and areas of expertise in the School.

This process will evolve over time, and the varied talents of our faculty will no doubt reflect back upon and influence the program in practice. The development process provides an opportunity, however, to enhance communication between individual faculty members and the Dean's office, and to align individual talents and interests with the needs of the School community. Ultimately, the faculty development initiative is intended to ensure that the School is positioned to appropriately support each faculty member and to inform decisions that affect the long-term prosperity of Columbia Business School.