People, Policy and Process in College-level Academic Management

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ABSTRACT

Academic institution structure is both hierarchical and committee-based. It is hierarchical in the Administration including staff, similar to business corporations. It is committee-based for the Faculty body in a fashion similar to US Congress. It can exploit the best of both models for better governance and rightfully democratic decisions. The key component is the colleges it houses. Academic management is exercised via the decisions by the people based on policy and process they create. It can be good or bad. It has a dipole scale. The bad side as the opposite is labeled the other side in this paper. This article examines the other side of management exploiting the collaboration between the people, which could foster self-interest and power building. This collaboration takes advantage of flaw policy and/or missing process permitting aberrant decisions by Administration and Committees by the people at the college level and below. The paper proposes a management measurement model for a continuously improved academic environment.

PEOPLE IN AN ACADEMIC INSTITUTION

State academic institutions exist to fulfill the need of good education and the pursuit of education excellence, primarily for the community it serves. Academic institution is both hierarchical and committee-based in structure. It is hierarchical for the Administration including staff, similar to any organization in business industry or government. It is committee-based for the Faculty body in a fashion similar to US Congress.

Academic institution can be viewed from the perspective of an open system (von Bertalanffy, 1950; Kast & Rosenzweig, 1972), as an Input-Process-Output system in the educational environment. The major part of the Input component is the student body. Although the students pay for the educational service, they are hardly considered as "customers". Instead they are considered as the ingredient to the Process component. They are also part of the Process since they have to do the work in learning. The expected "processed" Output is that they become the "educated" graduates.

The Administration portion of the Process component consists of the Board, President, Provost, VPs, College Deans, and Department Chairs, and staff organization units supporting them. The ranked Faculty body consists of tenured full professors and associate professors, tenure/tenure-track assistant professors, and adjunct faculty including full-time lecturers and part-time lecturers. It is organized in a committee-based structure with Councils and Committees. Some of them include representatives from staff and/or students, and administrators as ex-officio members.

Also part of this grand organization is the California Faculty Association (CFA) as a union organization. Each CSU campus has a CFA Chapter which works closely with the university administration for the protection of faculty rights and other matters.

Check and balance between administration and faculty body is somewhat similar to the US government (executive branch) and US Congress (legislative branch). Check and balance are almost everywhere in a public university, except at the department level. In fact, at the university level, one has the Academic Senate, at the college level, the Faculty Council. But there is no organization unit equivalent to either Faculty Council or Academic Senate, at the department level.

The following gives a brief description of the key People entity of a college: faculty, chair and dean. We include the discussion on staff and student representatives in this paper only when necessary although they do participate in ballot concerning college-level decision making.

Faculty Appointment

Faculty appointment, tenure-track (T/T) and tenure (T), is done via a national search process. An appointment is recommended by the Department Search Committee and the Dean office. Full-time and part-time lecturers however have a different process. They are appointed by the Department Chair.

A newly appointed faculty is given a Faculty Handbook which describes three major activities: teaching, research and service, to be evaluated in future Retention Tenure and Promotion (RTP) filing. The teaching is practically

in the capable hands of individual faculty member (T, T/T, and full-time and part-time lecturers). The research is commonly conducted either individually as sole-author or in a collaborative group. The service, however, is all committee-driven or council-driven. The decisions of the committee or council are primarily based on existing policy and process.

Chair Appointment

When a current department Chair finishes his or her term and s/he is not subject to reelection, a new Chair is needed. Department Chairs are commonly appointed from within, at the discretion of the Dean after the ballot recommended by a Department Chair Election Committee created for that purpose.

What the above means is that the Dean has the right to appoint the one s/he sees fit from the result of the ballot. It is specifically written in the college policy. Exercising the discretion policy, the Dean can appoint whoever s/he wants. A candidate with winning vote might not be selected by the Dean. This makes sense, however, since the Dean has to work with the department Chairs.

The Chairpersonship term is 3 years. In some department, the term can be extended one more time. In other departments, it can be more than two terms. This inconsistency can be problematic

Dean Appointment

A College Dean is appointed after a national search at the recommendation of a College Search Committee. Candidates can be from within the college but more commonly, they are from the outside. A newly elected Dean commonly assumedly has the support of most existing Chairs, at least from the ones of the Search committee. After all, these are the people who recommended the dean appointment. The deanship term is 6 years.

A MATTER OF POLICY AND PROCESS

From the perspective of information management "Strategy-Capability-Value" (Applegate, 2008), a university can be considered as an information model for student knowledge development. The university and all its components are driven by policy and processes for the definition and development of university strategies, capabilities in different colleges, and values to the students.

The university, college and department policy and associated processes supposedly exist for supposedly every aspect of university governance and operations. The policy and the process are supposedly carefully drafted, fully deliberated, approved and posted in the university website. Academic policy and processes are assessable to all personnel and students.

It is assumed there is a process for anything and everything. It appears that nothing could go wrong. However, flawed policy exists, and processes can be flaky, incomplete or non-existent.

The institution as a whole is moved from a point A to a point B by the mesh of decisions over space (cross organization units) and over time (past, present, future) made by the administration, councils and committees at all three levels of organization: university, college and department. Most activities of the councils and committees are transparent via minutes of meetings and reports, except faculty evaluation such as RTP and/or a couple of others such as Finance Review.

The committees and councils meet a couple of times during a semester. Each meeting would last between one to two hours. Once in a while in a semester but not every semester, a department-wide or college-wide faculty retreat occurs to discuss issues raised by the Administration, by the AACSB accreditation organization or others. Issues normally raised in one meeting would be resolved during the next meetings by the committees and councils in observing a priori defined policy and process. As such, one can expect the concerned issues in question are slow to be resolved, except RTP filings which have to be timely executed.

Decisions recommended by Councils and Committees should be rational or logical, as one might expect. They might be based on studies, statistical analyses, trends, performance, etc.

But there are also irrational decisions. These are the results of what Daniel Kahneman called Thinking fast (or System I) as opposed to Thinking slow (or System II) exercised in the human mind (Kahneman, 2011). As reported in Antonio Damasio's Descartes' Error (Damasio, 2005), many irrational decisions are influenced by the mammalian brain portion of the *three brains in one* (reptilian brain, mammalian brain and neocortex) or Paul Maclean's triune system (Newman & Harris, 2009). These are identified as emotion-driven decisions which practically everyone exercises consciously.

In business environment, the irrational decisions are quite often driven by monetary incentives, greed, etc. They can lead to fraudulent activities, corporate fiascos, and subsequently to bankruptcy. We have witnessed these aberrant decisions as covered by news media and research articles when they happened. Examples are (1) Nicholas Leeson of Barings Bank (Hogen, 1996; Leeson,1995; Rawnsley, 1995), (2) Jeff Skilling and Andrew Fastow of Enron

(Dharan & Rapoport, 2006; Eischenwald, 2005; Fox, 2003; Healy & Palepu, 2003), and most recently (3) Richard Fuld of Lehman Brothers (Azadinamin, 2012). The latter initiated an economic meltdown which still exists in some shape or form (Shell, 2015).

There have been new regulations e.g. Sarbanes-Oxley Act in 2002, reforms in accounting, finance, corporate governance, etc. (Higgs, 2003; Powers, 2002). For the most part, there were only isolated solutions. There were no integrated solutions. Apparently, the solutions were questionable since newer bankruptcies kept occurring.

Academic institutions are not different from corporate institutions from this decision perspective. There are good decisions and bad decisions, rational or irrational. There are right decisions and wrong ones. Some good decisions which are not timely or due to other reasons turn bad (Campbell, Whitehead & Finkelstein, 2009). The rational (calculated) and irrational (emotion-driven) decisions happen every day in the academic environment especially at the college level and below, without being truly monitored and accounted for. These decisions form a sequence or series which affect faculty and staff life and student life.

One possible difference is in the participation of individual members in numerous committees and councils since it is the committee's decision. No individual member is accounted for any of the allegedly faulty decisions and nobody is at fault. Outsiders do not know what has been discussed or who vote what, except maybe in RTP filing, members have to sign their own recommendation: positive or negative. Injustice, double standard, favoritism, etc. can be exercised due to flaws in the college policy and process.

AN EXAMPLE CASE

The academic institution of interest selected for study in this paper is one of the largest of 23 campuses in the California State University (CSU) system, servicing some 36,833 students (IRA-1, 2015) as of fall 2014. One of its colleges has 3,999 students, broken down to 1,022 (Accounting), 867 (Finance), 185 (Information Systems), 1,043 (Management/HRM), 690 (Marketing), and 150 (MBA students).

One can look at the institutional statistics for a rough idea on the institution's performance. For example, in 2012, for public institutions, the average national graduation rate was 57.2% (NCES-1, 2015) at year 6 of 2006 cohorts (i.e. graduated in 2012). The graduation rate of cohorts entering the said college in 2006 at year 6 was 40.11% (IRA-1, 2015) while the corresponding rate at the university was 56.62%. The university rate was competitive. The college rate was low. There is room for improvement in the Process component of the college.

To get a feel on or to measure the teaching part in the college of interest as a whole (Table 1), one could examine the number of T's and T/T's in a particular department versus the number of lecturers. In some cases such as IS and CBA in Table 1, there are fewer T's and T/T's than lecturers by a relatively large difference (e.g. row IS, information systems and IB, International Business). This situation should be looked into and explained. It should be handled if it was a problem.

Another example is FTES indicator in the IS department. It measures faculty effectiveness with respect to enrollments (Table 2). For example, in Information Systems, it

Table 1
Cohorts from 2006-2013 by
business majors and faculty (IRA-1, 2015)

Cohort	2006	2007	2008	2009	2010	2011	2012	2013	T & T/T	Lecturers
Acct	98	84	97	63	91	67	78	63	13	9
Fin	49	60	36	29	36	42	42	51	12	6
IS	7	3	2	3	3	4	5	10	13	17
IB	41	38	45	30	31	30	50	36	0	1
CBA	8	16	25	9	23	72	63	0	1	5
Mgnt	239	200	202	110	126	104	119	131	19	15
Mkt	114	94	108	77	73	62	65	89	12	4
CBA	556	495	515	321	383	381	422	380	70	57

varies from 605.60 in Fall 2003 to 146.00 in Fall 2014. Appropriate analysis and decisions should be of concern for various issues. For individual faculty teaching performance, there is the Student Perception on Teaching or SPOT.

One would think (Table 1), with 70 T's and T/T's and 57 lecturers (totaling 127, as of 2014), to service some 4,000 students in this college one would get a very decent performance. Furthermore, just think of all 70 T's and T/T's in the college. If these 70 members collaborate in good faith (most, if not all of them, with Ph.D. as the terminal degree in all majors of business such as Accounting, Fi-

nance, Information systems–including Decision science and Business communications, International business, Management, Marketing and Legal studies), they would be equivalent to any think tank of any large corporation. If they work together through proper collaboration and coordination, they could achieve education miracles.

The results have been however less than desired. Table 3 shows the performance of the college of interest in terms of graduation within college rate at year 6 is **40.11%**, and the persistence rate and retention rate are **3%** and **43.17%** respectively. There is much to discuss about.

TABLE 2:
TES BETWEEN 2003-2015 (IRA-1, 2015)

Enrollment Headcount and FTES Trend
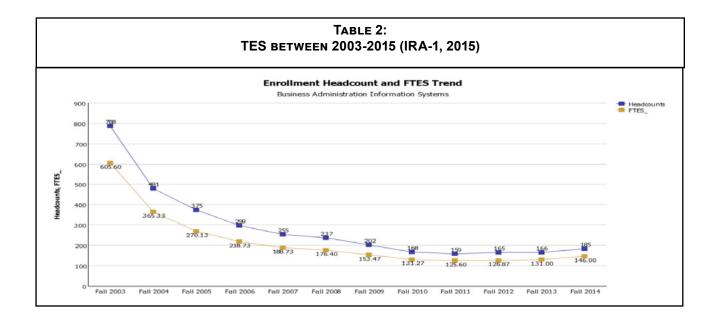Business Administration Information Systems

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TABLE 3
GRADUATION RATE
(IRA-1, 2015)

Cohort Year	Year	Cohort Count	Graduated	Grad within College	Graduation Rate	Grad Rate within College	Still Enrolled	Still Enr within College	Persis_Rate	Persist Rate within College	Total Retained	Total Retained within College	Retention Rate	Retention Rate within College
Fall 2006	1-Year	556	0	0	0.00%	0.00%	471	431	84.71%	77.52%	471	431	84.71%	77.52%
Fall 2006	2-Year	556	0	0	0.00%	0.00%	416	330	74.82%	59.35%	416	330	74.82%	59.35%
Fall 2006	3-Year	556	8	6	1.44%	1.08%	390	265	70.14%	47.66%	398	271	71.58%	48.74%
Fall 2006	4-Year	556	79	57	14.21%	10.25%	302	185	54.32%	33.27%	381	242	68.53%	43.53%
Fall 2006	5-Year	556	249	182	44.78%	32.73%	125	58	22.48%	10.43%	374	240	67.27%	43.17%
Fall 2006	6-Year	556	334	223	60.07%	40.11%	39	17	7.01%	3.06%	373	240	67.09%	43.17%
Fall 2006	7-Year	556	360	235	64.75%	42.27%	12	5	2.16%	0.90%	372	240	66.91%	43.17%
Fall 2006	8-Year	556	367	237	66.01%	42.63%	2	0	0.36%	0.00%	369	237	66.37%	42.63%

An Example Practice of Appointment of Faculty, Chair and Dean

National search or not, a candidate can enter the competition via networking with a chair and his/her close friends via past acquaintance at the same graduate school or of the same origin. Networking is not a bad scheme. Prior acquaintance is not bad. Same origin (country, state, prior employment, etc.) is not bad. One should bring in good candidates to the department. It should be encouraged but it has to be done right. It should end after the appointment.

Networking scheme will turn bad, however, after the candidate is appointed, s/he feels obligated and grateful to the department Chair who brings in the candidate. These obligations happen. The candidate allegedly repays the favor by positive vote in numerous department activities which serve the chair's self-interest.

One might ask how a department chair can strengthen his/her position. It's not too tough. S/he can start bringing in people s/he knows as exemplified earlier. Appointment is normally based on the list of recommended candidates, but the Administration would go with the one who accepts the lowest salary. That's how the "favored" candidates commonly got in: being in the recommended list and accepting the lowest offer. There have been cases where the newly appointed "favored" T/T's have been groomed from the start by the department chair and his/her close friends in the department at the expenses of other new hires who might have been misled in their preparation for RTP or received no proper guidance and/or assistance. Some degree of favoritism exists.

These will eventually serve in the future search committees for recommendation of other friends of the same graduate schools, same origin or not. No one would know or can blame the fact that behind the scene these newly hires would get the undivided attention and/or support to be quickly tenured or promoted as this has already happened in this college.

Again, as in the case of faculty appointment recommended by the department search committee and by the chair, loyalty of a chair to the dean after being selected is a good thing. But it would not service the purpose of the education if loyalty is misplaced or exercised for the self-interest or power seeking of the Dean or of the leadership team the Dean is building.

It is allegedly possible for self-interest and power seeking chair or dean to recruit senior faculty and T/T faculty and place them in strategically important committees and councils such as Faculty Council, Finance Review, RTP (Retention Tenure and Promotion), Faculty Development

to achieve his/her goals. It is not a tough job to maneuver this scheme. The dean can get these committee or councils work for him or her.

The above argument is to illustrate that it does not take much for a chair or dean pursuing self-interest or power seeking with a hidden agenda to manipulate the policy and the democratic process via committees and councils to serve their purpose. The irony is that the revised or change to policy and process manipulation are in the name of student interest.

During the last 15 years, the college of interest has witnessed three deans. The first one left abruptly before his term, and resumed his teaching position at the department he came from. The second one left at the end of his term, and he did not have another job waiting. He went back to his former college elsewhere before he landed a deanship at another private university. In both cases, no reasons were given on why they have left. The current dean has reached, supposedly, the end date of his term more than a year ago but no dean evaluation is yet seen.

Commonly, college deans come and go. Chairs do not. For the most part, the chairs return to their department as faculty members, after the appointment expires. Some deans return to their original college. Other deans might go on to other things or retire. Tenured full professors stay where they belong. The latter keep the minimum participation when they don't care.

But, T/T faculty is a different story. The T/T's invest five to six years of their life, trying to get tenured and promoted. Contrary to some fast track T/T's, others receive no mentoring, no guiding from the department or college except the seminars offered at the university level during their first year. They have to work on their own, no advice and at times no respect. Also, at times they are lured into activities which interfere and jeopardize their plan for RTP. They are commonly under a lot of pressure in three areas of activities: teaching, research and service.

For the college in this study, the faculty attrition rate is sort of high. Some, of course, left after they were recommended by the Dean to be offered a terminal year after RTP filings. There was the case of a young full-time lecturer who worked his way to finish his doctorate program. He was then appointed as an assistant professor. He was misguided since he was not among the "favored". He was late in producing the number of articles as required in RTP policy. He was let go. Of course it was his fault.

For some cases of negative recommendation, the RTP candidates did not take no for an answer. They followed up with their rebuttals, and the Provost office overturned the Dean and all RTPs committees' recommendations.

But the damage left a scar so deep that the tenure and promotion would not heal properly.

Nevertheless, life goes on in the college. New candidates are appointed to replace the departed ones. The new T/T's would be productive for their upcoming RTP filings, therefore the department college performance indicators would stay in the acceptable range of AACSB while some of the senior ones remain inactive in publication. A quick look into the college website will reveal the contributions of all these members. Is it time that someone should voice proper governance and control process to the department and college activities?

ACADEMIC MANAGEMENT AND DECISIONS AT COLLEGE LEVEL: HIDDEN ISSUES AND EXAMPLES

Besides the observable from the institutional research and assessment unit which provides data and statistics, we examine issues which can be hidden at the college and its departments. These issues are primarily the results of Dean's power building and some department chairs who take advantage of the less structured or missing process at the department level, where the adherence to policy is less than expected. These might cause the loss of faculty and faculty confidence, degrading performance, and once in a while some turmoil and other situations which could involve CFA. The followings exemplify the signs and symptoms of the hidden issues.

Issue 1:
Dean's Power Building Rather than Leadership

Every newly appointed Dean initially wants something good for the college as portrayed in his/her vision made known to the entire college during his/her candidacy. A new dean is motivated to perform well while many faculty members are in a wait-and-see position.

The newly appointed Dean already has the undisputable support of his/her Associate Deans and Assistant Deans and his/her staff in organization unit such as Business Development, etc. While good leadership should be the main task of a new dean, some dean could pursue self-interest. A power-seeking dean can structure or restructure easily his organization by manipulating some organization units in his/her dean office. The dean might need more people to support him or her outside of the dean's office. Over the term of the deanship, there might be more than one new Chair selected by the dean to replace the ones whose terms are expired or who stepped down for some valid reason. This is the opportunity for the dean to strengthen his support.

It was not unusual that the Dean would seek the support of some senior or T/T faculty members. It is a matter of negotiations. It's sort of "You scratch my back, I do yours". The new Dean can influence membership to various committees and councils. The senior members would be members or chairs of some important committees or councils. Some most important ones are the Faculty Council (Policy and Process), RTP Committee (Retention, Tenure, Promotion), Finance Review Committee (Finance and Accounting), and Faculty Development Committee (Awards). Membership to important College Committees can be easily placed, via democratic process (ballot, etc.), in three-year, two-year or one-year term, based on the influence of college administrators and other supporting senior faculty members. The dean would be able to control every aspect that deems important to the dean.

Issue 2:
College Governance

The Department and/or College committees and councils, now under the control of the Dean, can make changes to policy and relevant process. It is highly possible in this situation at this point to run the college to the liking of the dean.

Resistance to the power building in the college is scarce. Part-time lecturers mostly are not involved. Staff and full-time lecturers do not have a strong voice. Some full professors mind their own business. Tenure-track faculty members try to be productive for retention and promotion in due time since they would face the potential offer of terminal year, if they are not. Tenured associate professors can speak out but they also are subject to promotion as well.

Aberrant college decisions start to grow and invade the system much like cancerous cells which grow and invade nearly tissues, and proliferate to other organs. Aberrant decisions for some self-interest groups can be exercised at the expenses of everyone in the College.

To object or remove a chairpersonship, the department needs strong, productive, caring and compassionate faculty members. While there are a few, they are outnumbered by the others "favored" voting members. The removal or recall won't happen.

To object or remove deanship, the college needs strong chairs. These won't happen either when the college leadership and management are controlled by the dean, especially in the case where the majority of chairs are appointed by the Dean.

Signs and symptoms of problematic issues start to surface, as indicated by many RTP filings which are overturned by

the Provost office with or without the help of CFA. Other indicators to problematic issues can be detected by looking at student declining success rate or attrition rate, declined or non-existence of outside grants, college culture, increasing number of part-time lecturers, no activities or reports from Finance Review Committee.

We present in this section a number of example cases, namely, Example 1 on Assigned time; Example 2 on Election procedure; Example 3 on policy change; Example 4 on Faculty evaluation, and past RTP overturned examples.

Example 1:
Assigned Time Award Handling

The Business Development unit of the Dean office is supposed to work on grants for the college. We haven't seen any sizable grants. The faculty on their own brought in some small grants and stipends for their research, unlike other colleges of the university who brought in millions and millions of dollars in their research.

The college relies on assigned time awards set aside by the university. Everyone in the college competes for a piece of the funding, worth some $5,000-6,000 to hire part-time lecturers to teach in the faculty's place.

In a particular year of the past, there was an announcement of assigned time awards for research activities. Faculty was to submit research proposal. The proposals were to be evaluated and ranked by the College Committee, formerly called Faculty Development Committee. There were 5 members. Each represented one department of the college. One of them was elected chair. The task described in the Faculty handbook was to provide the Dean with a recommendation list. There was no written policy or procedure on how to do the task.

In this example case, one Committee member named X recused himself according to the policy, because he submitted a proposal for award consideration. There was no alternate member for him. As suggested by a senior member, the Committee executed an ad hoc process: read all submitted proposals, use a numerical scheme to rank them, and combine all ranked values of all individual members for final discussion on overall ranking. The Committee completed the recommendation with X's proposal ranked last. It sent the recommended list to the Dean office.

When the department Chair (the same chair for decades) of member X found out, he protested on the reason that there was no input from a representative of his department. The Committee Chair who was a T/T faculty replied that the said department sent no alternate before

the meeting, despite the request. The department Chair argued that he would have been the alternate by default, and he had sent his ranked list which was placed in the Committee Chair mailbox. There was no list received. It was a lie.

The department Chair bypassed the Committee, escalated the issue to the Dean office. The Dean altered the list of assigned time awards recommended by the Faculty Development Committee and sent the revised list which now included faculty X with higher ranked value to the University administrators for the award. Such arbitrary violations of policy, process and protocols have been commonly practiced. The email exchange and reports on the case should be still in the system as proof.

Example 2:
Missing Election Procedure

There was a ballot to be counted by a department Election Committee on an important issue. There was no voting procedure defined at this department level.

To manipulate the result for unknown reasons, the Chair of the Election Committee changed the date of meeting to an earlier date so that one of its members could not attend. This member raised the issue to the Faculty Council (FC). There was an investigation by a sub-committee of FC. The sub-committee found violations of process. Original ballot records were apparently tampered with. The report was submitted to FC. It was buried in subsequent meetings as there were more important issues to be dealt with.

Example 3:
Policy Change

Under the pretext of improving faculty research and raising faculty qualification standards, a former Dean placed an item on a change to RTP policy to the Faculty Council which s/he was controlling. The change required that all new RTP filings for promotion must have at least three journal articles on an approved list of journals. The RTP policy change was passed.

As a result, there were two RTP policies: an old one and the one newly passed. Subsequent RTP filings were allowed to select one of the two RTP policies for some arbitrary period of time. At an arbitrarily selected time, the new one completely replaced the old one.

The issue was that the new RTP policies were flawed due to omission. It did not count research manuscript or textbook as research, scholarly and creative activities. A simple reason for this omission: no faculty of the college has published any research manuscript (not book chapters)

or textbook for more than 15 years, so books (not book chapters) do not count. The recent RTP candidates who published research manuscripts or textbooks did not have these products counted towards RTP criteria.

The irony was that even students entering the school would have enjoyed the criteria set forth in the Catalog of the year they enrolled in the university. Not the faculty. Faculty appointed before the new RTP policy now has to adhere to the new policy after the arbitrary cutoff date.

Example 4: Faculty Evaluation

Faculty evaluation is one of the toughest tasks. The article-counting rule of the new RTP policy mentioned above created unjust and sloppy evaluation and decisions. The department and College RTP just count articles. If the number is less than three articles published in journals not in the approved list, RTP filing will be negatively recommended, without any true evaluation. A couple of simple unjust and unfair situations occurred as briefed below.

At times, three or four authors, each work on an article, resulting in three or four different articles, each faculty now has three or four articles counted towards meeting the criteria of RTP research, scholarly and creative activities (RSCA). The contribution should be measured as 1/3 or ¼ of each article. This has discouraged serious researchers. In other cases, professional articles are not counted in one department. In a different department, they are.

RTP-overturned examples

Multiple RTP filings were unjustly recommended. For example, a Department RTP Committee whose members had no knowledge of the business communications was to evaluate the filing of such T/T members.

The Committee should have recognized that the domain was not their expertise. It should have sought inputs from external reviewers. Instead they did the article-counting scheme and offered a negative recommendation. It happened twice. In both cases the Provost office overturned the College recommendations.

In another case, there was the manipulation of double standard: one candidate got promoted to full professor with one journal paper while another one who filed one year later ended with negative recommendation. The double standard was so severe that after rebuttal and rebuttal, the second faculty was finally awarded the promotion to full professor but he immediately retired because he was so devastated with the process. A good educator was lost. Two other cases in a couple of years later were also overturned by the Provost office, due to double standard. The

above sent a negative message and impression on the College's ability to be ethical.

A PROPOSED MANAGEMENT MEASUREMENT

In a sense, there is no perfect management model, but there is appropriate model to meet some well-defined objectives. One of the two models cited in Section 1 and Section 2 can be used as departure point for details on improving the academic modeling. Actually the current model or any decent management model would work for this academic environment if most of the people in it behave ethically.

But people are people. There are always some good people, some bad people and/or some good people turned bad due to self-interest, or other reasons such as self-interest, greed, power seeking, fraudulence or the like. The remaining constitutes the silent majority.

After the collapse of so many business institutions during the last two decades, ethics has received a lot of attention in this college. Ethics is recommended to be part of most courses offered in this college. This college even has a Center for Ethical Leadership. Can this college walk the talk? The above cases were some proofs of flaws in the policy and process facing the college which prevent the college from implementing ethics policy.

We feel that management modeling for a better college is not the issue because there is always someone smart enough, who can come up with scheme to abuse it. There is nothing in the literature to help prevent the other side of academic management from growing. We propose a different approach with a focus on measurement.

In this measurement model, we do not address good performance but only problematic ones. Here are the what, the how and the why of such a measurement model.

The What

A special college committee will be created. It is tentatively called Oversight Measurement Committee, for the sake of this discussion. The term is two to three years. Members of this Committee are subject to a ballot, college-wide, like any others. Commonly, some good people in the college are known and well respected. Faculty, staff, and students know them well, and can identify them for nomination. If they agree to run, they would be elected.

The Committee reports to the Provost office. The Committee should not be part of the Academic Senate but it could. It should play, in part, the role of the judiciary branch of government (no punishment, just investigation).

The How

The Oversight Measurement Committee is funded by the College. Its members are compensated adequately, outside of their usual service and salary. They have data access to anything and everything in the college.

They do not interfere with decisions made by the Dean, Chair, Committees or Councils. However they can question anybody in the college committees including the College administrative team after decisions are made. Their job is to produce a measurement report to the Provost office every semester on administrative and committee performance during the past semester. Its creation and organization should be on the Academic Senate floor for discussion.

The Committee is problem-focused. It can bring in external reviewers for assistance. It can invite other faculty members whom it needs for the task of data collection, analysis and review. It collects data on administrative decisions throughout the semester. At the end of the semester, it meets for analysis and measurement.

The Committee reports on questionable decisions and negative impact of those decisions to the college as a whole. Initially, it develops policy and process for its organization and tasks. It includes but is not limited to the following concerns, to name a few. For starting, it can use some criteria from AACSB Accreditation.

- Faulty policy, faulty processes, double standard, faculty evaluation such as RTP, mini-review, and etc.

- Increasing attrition rate, declining graduation rate, no outside grants from Dean office

- Issues involving ethical behavior of faculty and college administrators

- Others

The Why

For Chairs and Dean, maneuvers like the ones exemplified in the previous sections are not difficult to achieve. As a matter of fact, we have experienced many of these maneuvers in practice. They need be stopped or constrained. Confidence among faculty members would be degraded to the point it might influence their teaching and their research. Collaboration and cooperation is in doubt.

It will take a couple of years, maybe half the term of a Dean, for a particular dean to reach a major part of its power seeking implementation. When this is progressing towards full speed, the damage is already done so severely that the only available decision is the removal of the dean.

It is not fair however to the students during the term of deanship.

Power building under the pretext of education excellence is common, at least in the environment cited as example in this paper. Integrity and ethics of leadership team in the college should be of primary concern.

CONCLUDING REMARKS

One would ask, what happens if the Oversight Measurement Committee is unethical? Well, we won't have another one overseeing this Committee. We just have to make sure a democratic process is in place for the selection of its good members. Many good people are there too in the academic environment. They just do not have the opportunity or mechanism to serve properly. The Committee is the alternative to the flaws in academic organization at the college level and below.

The question is if the above arguments on the events that happen in a college, why academic institutions do not experience bankruptcies, or similar fiascos. The answer is three fold: (1) business corporations bankrupted because of the three L's: leverage, loss and liquidity after frauds; academic institutions especially public ones, always have funding; it comes from at least three sources: student tuition and fees, state funding, and others such as alumni, outside sources, etc. (2) most abuse and wrongdoings occur at the college level or below, and (3) deanship term is six years subject to dean evaluation.

When things get worse, the administration will remove the dean. A new dean will arrive and things will get back to its normality, at least for a couple of years.

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