

Don't Just Hire the Best People

**Helping faculty develop a
strategic hiring plan**

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Who We Are

UW Strategic Consulting

- > **Formerly Organizational Excellence (OE)**
- > **Partner across the University's academic and administrative units**
- > **Core services: strategic planning, organizational assessment, process improvement, change management, and metrics development and analysis**
- > **Approximately 50% of our work comes from Schools and Colleges**



Our Client's Challenge

Looming Vacancies, Changing Future

- > **Several key faculty approaching retirement**
- > **Current practice: units own the vacancy and work to replace with best-match hire**
- > **Extensive curriculum overhaul underway focusing on developing Husky practitioners of the future**
- > **Very little alignment or interaction between faculty considered either teaching *or* research**
- > **No overall strategic planning at the Department level**



Department Leadership Vision

Help Us Develop a Strategic Hiring Plan

- > **Hiring viewed from department not unit level**
- > **Not a succession plan**
- > **Engage all 30+ Departmental faculty – ensure they feel ownership and buy-in**
- > **Work across teaching and research silos**
- > **Flexible enough to work when exact vacancies and timing are unknown**
- > **Focus on student needs, not academic traditions**



What Would You Do?

Break-out discussion

- > **Have you experienced a similar challenge?**
- > **What are possible approaches to use?**
- > **What would you do as a first step, next?**



Our Approach

- > Leverage our current Strategic Planning and Alignment approach**
 - Pre-meet with select individuals
 - SWOT Analysis
 - Future Departmental Vision

- > Develop framework for answering the question, “What expertise is needed, what is the priority?”**
 - Expected student outcomes
 - Associated faculty/staff proficiencies
 - Rating/Ranking current state and future risk
 - Model that can be referenced and updated

Our Approach

Important Definitions

- > **Outcome** - What a graduate of the department is expected to be able to understand, perform and/or demonstrate in the areas of:
 - Education
 - Scholarship
 - Service

- > **Proficiency** – What is required to deliver the outcome:
 - Expertise
 - Abilities
 - Skills
 - Relationships

Our Approach

The 3-Step Plan

Department
Leadership
Participate Here

Step 1

Identify

- Vision and Strategic Alignment
- Outcomes
- Necessary Proficiencies

All Faculty
Participate
Here

Step 2

Evaluate

- Rate Current Expertise in Each Proficiency
- Assess Proficiencies for:
 - Primary Focus
 - Forward Thinking
 - Secure and Stable

All Faculty
Participate
Here

Step 3

Plan/Do

- Select Focus Areas
- Determine Options:
 - Proactive Recruitment
 - Position Description
 - Joint Appointments, Shared Resources, etc.
 - Grow/Develop Internally

Step 1

Half-Day Facilitated Faculty Workshop



- > **SWOT Analysis**
- > **Future Departmental Vision**
- > **Expected Student Outcomes**
- > **Associated Proficiencies**

Step 2

Best Laid Plans . . .

- > **Faculty Working Group for Post Workshop Clean-up**
 - Translate
 - Edit and Combine
 - Quality Assurance and Alignment
- > **Attributes versus Proficiencies**



Step 2

Evaluation by Faculty

> Criteria

- Level – Does the Department have this expertise currently and to what degree?**
- Availability – Can the Department meet current demand for this proficiency or expertise?**
- Sustainability – What is the readiness for others to backfill for an individual with this proficiency or expertise who leaves**

> Rate on a scale of 1-3

Step 2

Faculty Survey - Example

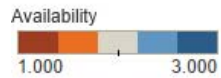
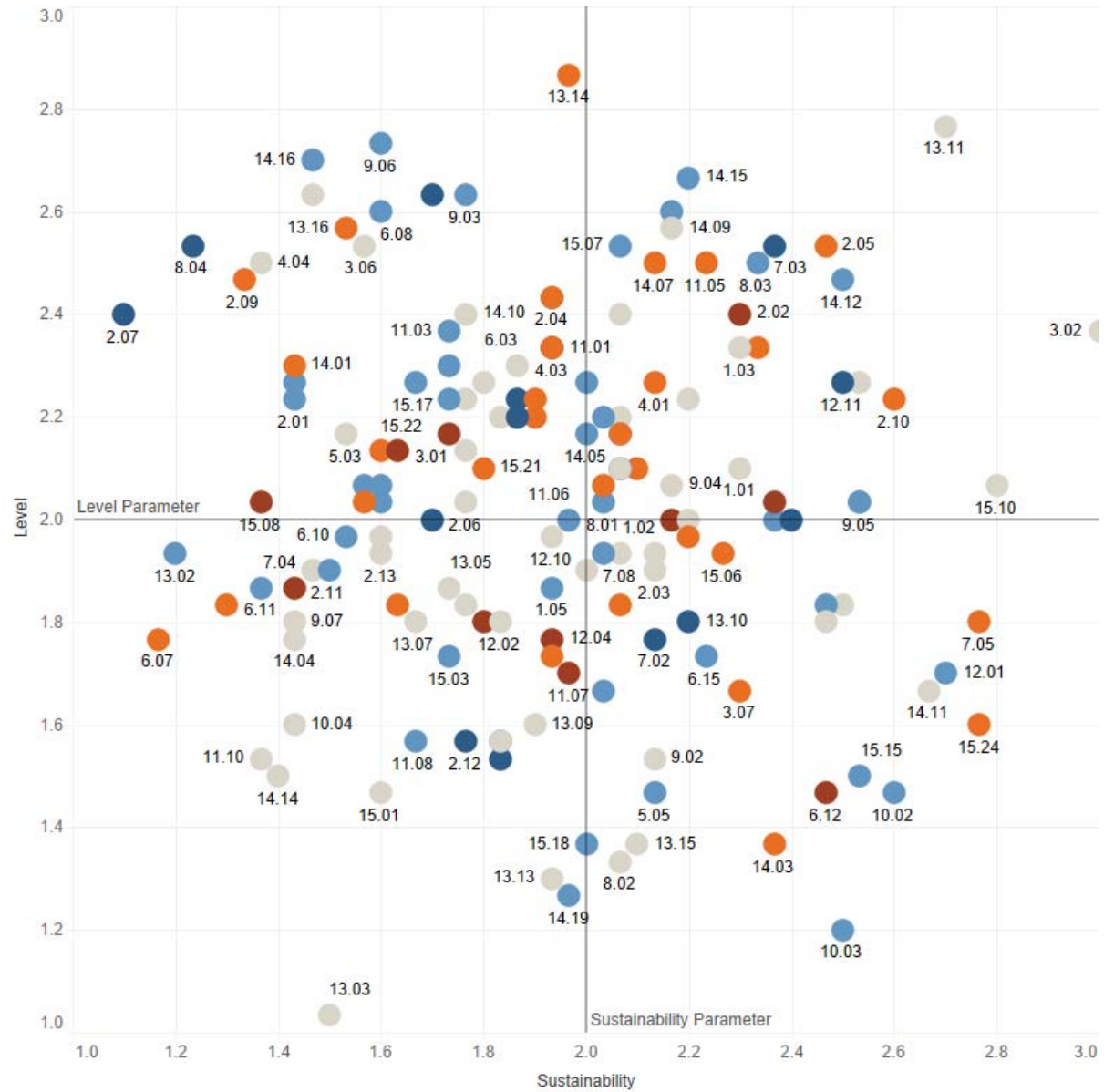
Outcome #14

Student possess strong administrative/practice management skills:

Proficiency <i>The necessary expertise, skills, abilities, relationships, etc. required of a Faculty/Lecturer/Clinician/Staff to successfully deliver this outcome</i>	Level <i>Does the Department of Pharmacy have this expertise and at what level?</i>	Availability <i>Can the Department of Pharmacy meet current demand for this expertise?</i>	Sustainability <i>What is the readiness for others to backfill for an individual who leaves with this expertise?</i>
<ul style="list-style-type: none"> Broad based experience in management and administration 	Click to select from drop down	Click to select from drop down	Click to select from drop down
<ul style="list-style-type: none"> Demonstrated ability to motivate and lead individuals and teams 	Click to select from drop down	Click to select from drop down	Click to select from drop down
<ul style="list-style-type: none"> Demonstrated skills in complex problem solving 	Click to select from drop down	Click to select from drop down	Click to select from drop down
<ul style="list-style-type: none"> Familiar with auditing procedures i.e. Pro Research Auditing, grand adjudication; NIH/NSF grant audits 	Click to select from drop down	Click to select from drop down	Click to select from drop down
<ul style="list-style-type: none"> Research audit experience 	Click to select from drop down	Click to select from drop down	Click to select from drop down
Inspections			
<ul style="list-style-type: none"> Knowledge of the system, practice, lab 	Click to select from drop down	Click to select from drop down	Click to select from drop down
<ul style="list-style-type: none"> Knowledge of inspection requirements and laws applicable to inspections 	Click to select from drop down	Click to select from drop down	Click to select from drop down
<ul style="list-style-type: none"> Provide practical examples of what meeting specific requirements look like 	Click to select from drop down	Click to select from drop down	Click to select from drop down

Step 3

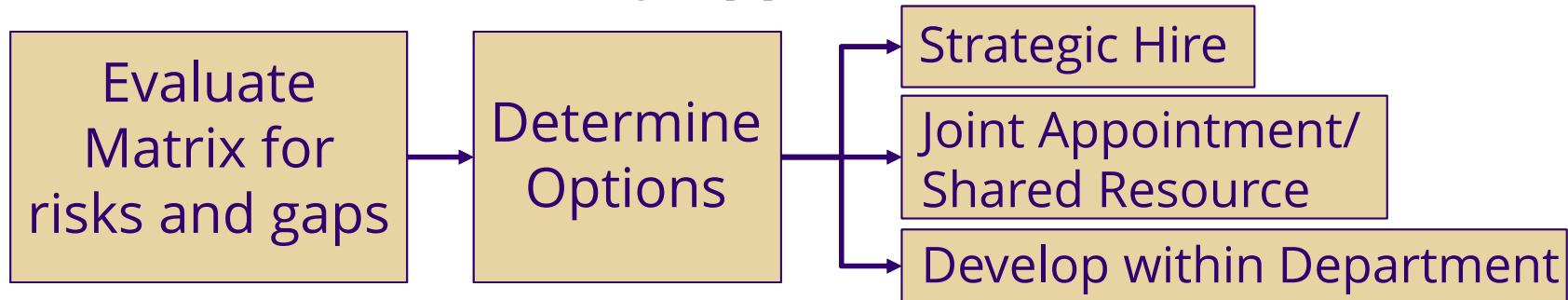
Output



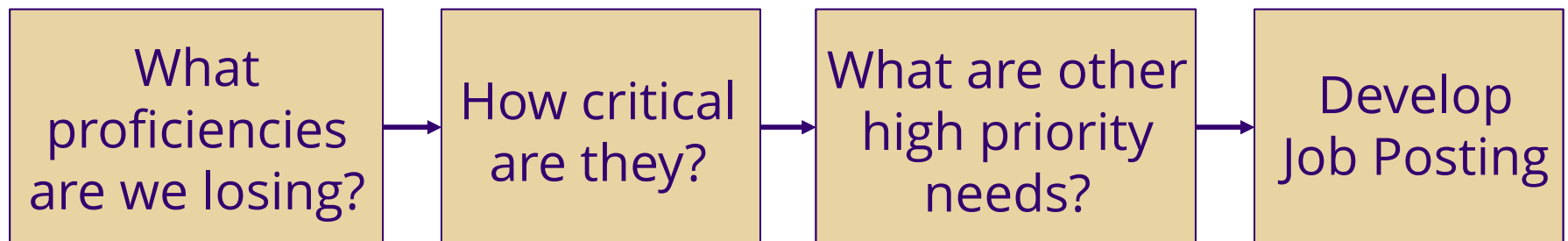
Step 3

Determine Options

Proactive – Identify opportunities



Reactive – Faculty leaves or retires



Lessons Learned

Next Time

- > **Faculty involvement = longer timeframes**
- > **Establish Working Group up-front**
- > **Provide venue to capture attributes separately**
- > **Seed framework for gathering outcomes and proficiencies so output is more focused**