WINTER 2023 | VOLUME 33 | NUMBER 3

The DEPARTMENT CHAIR

A RESOURCE FOR ACADEMIC ADMINISTRATORS

INSIDE

Being a New Academic Leader in a New Place

GORDON B. SCHMIDT AND C. ALLEN GORMAN

Being new to an academic leadership role can be tough. This complexity only increases when you are new to the university as well. While there has been some great advice on what to do before you start a new chair role (Chu 2021) and adapting generally to the department chair position (Barrick 2021; Thomas Evans and LaForge 2021), being new to a university adds unique elements. We have both recently started in department chair-like roles at new universities and want to share some of our own experiences and ideas for success. We see three important general areas to consider when you are a new academic leader in a chair role in a new place: your own personal leadership journey, getting to know your people, and getting to know your community. Each helps your ability to be successful in your new position and place. For the sake of writing ease, we'll use the term *department chair* going forward, but the advice here also can apply to those who have generally similar duties but have job titles like department head, program coordinator, or director (as is the case for Gordon).

Understand Your Own Personal Leadership Journey

Your first need going into a new leadership position in a new place is to assess your own leadership capabilities and what is necessary for this position. Whether you came to the new position as an experienced leader or not, there can be new and different skills needed for this new role. For example, perhaps at your previous position, most of your faculty were tenured with years of experience while your new university has more junior, untenured scholars. You would likely need to develop your skills for mentoring and guiding these newer faculty members. Your new job and the setting often require refining or developing a new skill set.

Assess what skills you have and what job skills seem needed. Some might come from a job description but many may be unstated. Because you are new to the place, it is likely you do not know these unstated job aspects. Talk to your superior and subordinates as well as to previous jobholders to help uncover these areas. Avoid assumptions that this university is "probably like my old one." Your experiences elsewhere will still be helpful, but they are likely not the only way things can be done. You need to develop the skills for this situation, not your previous one. Find the key leadership development needs to be successful in this new chair role.

When you have identified those leadership needs, don't be discouraged. There are many opportunities to develop your skills and learn as necessary. Your university might have relevant training such as a leadership academy or supervisor training. You might have the opportunity to be mentored by a chair with more experience, such as was the case with Gordon.

There are also often opportunities outside your university. Publications like this one can be good sources to develop your knowledge related to leadership. There are also several conferences and workshops aimed at developing academic leadership skills. Some might be through your discipline in professional organizations while others might be across disciplines and focused

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on the role, such as those offered by organizations like Academic Impressions. Ask your own superior and others about such opportunities, as you might find your university is happy to support you in such endeavors (such as when Gordon, as a new department chair, was sent to a chair's conference).

Get to Know Your People

When you're the new kid on the block, it's helpful to talk to and get feedback from as many of your new colleagues as possible. Ask them about their needs and their values as faculty members. What was their experience like with the previous chair? What did they like or not like about the previous chair's working style? What does an ideal department chair look like in their minds? As noted by Barrick (2021), an under-new-management approach is beneficial for a new chair, and this is even more salient as a leader in a new place. You need to build your understanding and figure out what works best for you in this context, not just do what was done previously.

For example, as a new chair at the University of Alabama at Birmingham, Allen scheduled a one-hour meeting with all his new faculty as soon as he could after he arrived on campus. He insisted on meeting in their office or over lunch or coffee when possible to break down potential power differential barriers. When you meet people on their level and where they feel comfortable, you will find they begin to open up more and move beyond surface-level interactions. It also helps to approach these conversations with vulnerability. Give some examples of your own leadership failures and struggles to set the tone that you are not a perfect leader but that you are working to develop your leadership capabilities in your new role in the department.

But don't stop at one initial meeting. Schedule follow-up meetings after the first semester to get their impression of how your first semester went and where there might be opportunities for improvement. Keep up the conversation and make it an ongoing dialogue. It can help to schedule these talks during a particular time of the year or semester. Over time, personalities will emerge, and you will get a good idea of the existing dynamics in your department, school or college, and campus.

Get to Know Your Community, on Campus and Externally

It's also a good idea to get outside your department and meet people across campus and in your community. Current faculty and staff will often know of such important connections that you should make, although they won't always realize that because you are new, you aren't already aware of who those connections should be. There may be networks and relationships that would be valuable that have not been considered before. Being new can help you to see these things that have been previously taken for granted.

For example, what other departments on campus send their students to take your classes? It would be worthwhile to have a conversation with those chairs to see if those courses are still serving the needs of those departments and where there might be opportunities for improvement. These conversations might also lead to additional opportunities for partnerships across departments. For example, while Allen was a department chair for management and marketing, a conversation with the chair of computing revealed a strong interest among cybersecurity professionals for an MBA degree with a concentration in cybersecurity, which led to a joint partnership between the program and the department.

> Your new job and the setting often require refining or developing a new skill set.

There are also opportunities to meet people in the community who are indirectly associated with your university and your department (e.g., employers that hire your graduates). Take the time to get to know some of your major employers and ask them their opinions of your graduates. What skills are your graduates lacking, and what are they doing well? If they show an interest and are available to provide regular feedback, ask them to join your department advisory board. There may also be opportunities to develop programming in partnership with local businesses. For example, after Allen had several meetings with a local brewer/distiller who hired graduates, it became apparent that what was needed were graduates who had not only business skills but also relevant science skills to understand the day-to-day operations of brewing and distilling. This led to an interdisciplinary partnership that created a minor in brewing and distillation sciences.

All these activities increase the visibility of your department, school or college, and university, and as the chair, you become the public face of your department. Many people across your campus and community may be unfamiliar with your department. This is a chance for you to set the tone and show that your department can be a leader on campus and in the community and that you are interested in learning from all of them. Advocating for your department is an important role for chairs, and raising the profile of your department is one way to demonstrate that it is deserving of scarce resources and attention from university leaders.

Conclusion

Although being a new chair in a new place can be hard, it can also be very professionally rewarding. You can make an important difference for your department. Considering these three areas will prepare you for this role and orient you to make that difference. Learning and growing yourself as a leader will be key. ▲

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Building Strategic Agility to Balance What Is Desirable with What Is Possible

DONNA M. BUCHANAN AND GAIL EVANS GRAYSON

Leaders across the nation are eager to embed diversity, equity, and inclusion (DEI) into their recruitment and retainment processes, curriculum development, teaching pedagogy, and institutional operations as well as into the very fabric of their identity. However, in a historically traditional industry, many institutions struggle with managing DEI change. The concepts of evolution versus radical revolution provide a useful lens through which stakeholders may balance what is desirable with what is possible in the context of their unique organization.

Evolution versus Radical Revolution

At ACAD's seventy-eighth annual meeting, keynote speaker Marjorie Haas, president of the Council of Independent Colleges, posed the general question, "Evolution versus radical revolution?" We think this is an excellent lens through which to contemplate higher education DEI endeavors. In this context,

Table 1. Common Characteristics of Evolution versus Radical Revolution

	Evolution	Radical Revolution
Approach	• Expands to include more voices at the table	• Replaces the voices at the table or silences privileged voices until historically marginalized people have spoken
Intent	• Builds onto organizational systems (communication, decision-making, resource allocation, policies, procedures, resources, protocols, etc.) (Takes time and presents the danger of waning support. Initiatives must be paced for timely, visible gains.)	• Destroys organizational systems—"Everything must go." (Everything may be disrupted or broken and replacement systems must be ready, otherwise institutional capacity to achieve goals will be compromised.)
Engagement	• Often starts where people are and helps them evolve along a continuum of progress from consciousness to not racist to active antiracist. • Often accepts that not everyone will have a desire and/or capacity to change and more likely proceeds with a critical mass of allies.	• Often starts with where people are expected to be—actively antiracist. A common example of what we hear: "All white people, especially white men, are racists and must admit racism and immediately become actively antiracist." • Often expects immediate change and sometimes gets stuck forcing the issue.
Pace	• Incremental Urgency is balanced with systematic implementation for sustainable progress.	• Immediate Urgency can supersede everything else.
Tone	• Collaborates • "We" • Resistance to dramatic change is natural and can also be racist.	• Demands • "Us versus them" • Resistance is inherently racist.
Language	• Inclusive Inclusive syllabus—random college website: "As research has shown, diversity is a critical component to educational excellence. When students are able to see themselves represented in course content and discussion, it signals to them that their identities … are valued and respected in the classroom. Instructors can access students' lived experiences and cultural backgrounds as part of their curriculum to enhance student learning."	• Exclusive Decolonize the syllabus—random college website: "We understand decolonization as the identification, interrogation, and dismantling of power structures that carry legacies of racism, imperialism, and colonialism in the production of knowledge. By decolonizing our syllabi, we make a conscious effort to change the way we understand how and where knowledge is produced. Our program contests the assumption that white, Western intellectual traditions are superior, or yet universal."
Relative to language: neither example is held as inherently right or wrong. We put them side by side to demonstrate a distinction in messaging and invite the reader to contemplate the potential impact of each on their intended audience.		
Strategy	• Considers process, full context, and capacity Assesses current organizational capacity and systematically prioritizes, plans, and monitors interventions.	• Considers desired outcome Change by any means necessary. More likely change that completely interrupts operations.
Impact	• Seeks to expand culture, symbols, icons, traditions, and ambience. Extends sense of belonging, sense of well-being, safety, trust, and equity to people of color.	• Seeks to replace culture, symbols, icons, traditions, ambience, and sense of belonging and trust in favor of people of color.

we see evolution as a process of gradual, progressive change that builds on what already exists, whereas radical revolution is a sudden fundamental change in thinking or doing. Both concepts may have their place in DEI strategy, and serious analysis is required by governing boards, administrators, faculty, staff, students, alumni, and other critical stakeholders to ascertain the practical implications of each before committing to one or the other.

The decision to pursue evolution or radical revolution is often influenced by the following:

- How societal change has impacted the institution
- The institution's DEI legacy
- Who is driving the change and who is opposed to the change
- The underlying sentiment behind the change:
    - Duty, anger, fear, resentment, resistance, guilt, self-preservation
- The reason for the DEI change:
    - Mission alignment
    - Track record
    - Lawsuits or complaints
    - Recruitment
    - Funding
- The stated explanation for the change:
    - America's and/or the institution's legacy of racism
    - People of color demand it
    - People of color have deficits that need mitigating
    - To improve education for all students
    - It's the right thing to do at this time

In table 1, we have categorized our perception of common characteristics of evolution and radical revolution that represent poles along a continuum. We want to be clear: *it is less important to agree with our characterizations of evolution versus radical revolution than it is to contemplate the idea; reach intentional consensus about what the concepts mean in the context of each institution; decide which general concept is best given institutional capacity, culture, and history with DEI; and create appropriate goals and change management plans accordingly.*

In our experience, building strategic agility to balance what is desirable with what is possible also involves other important steps (Buchanan 2022):

1. Clarify institution-wide agreement about shared/participatory governance, academic freedom, and freedom of speech to make quicker, clear-cut, sustainable decisions.
2. Enhance engagement and communication with diverse stakeholder groups.
3. Assess institutional capacity (people, culture, systems, processes, policies, protocols, expertise, resources, and competing priorities) to achieve the desired student outcomes.
4. Ensure that everyone participating in the decision-making process has a collective understanding of the day-to-day operation of the entire institution.
5. Integrate goals and programs to avoid an overabundance of disparate initiatives that compete for the same limited bandwidth (e.g., timing, staffing, resources, and systems).
6. Support and protect the change agents who are acting in the agreed-upon interest of the institution.

Conclusion

We believe that DEI change in higher education is necessary and timely. Not all academic leaders or faculty members may be accustomed to the minutiae of practical day-to-day change management, but the complexity of modern organizations and the nature, pace, and scope of change demand such focus. Each institution has a unique relationship with DEI and a current capacity for sustainable change. It is essential to assess whether the right strategy for the organization's current state is being employed and whether the institution has the strategic agility to balance what is desirable with what is possible to meet the needs of all students. ▲

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The Chair's Role in Assurance of Learning

MICHAEL BUGEJA

Assurance of learning relies on assessment to ascertain whether courses deliver content as described in the catalog, affirm departmental mission, meet compliance standards, and uphold university expectations.

Its goal is continual improvement.

Problems occur when chairs do not fully understand assessment basics. For instance, academic units often rely on student evaluations to measure teaching effectiveness. Their value has eroded as institutions moved from paper surveys conducted in class without the teacher being present to online surveys conducted when and whether students decide to opt in. Nevertheless, evaluations are still being used as evidence of excellence, playing a role in faculty raises and in promotion and tenure cases.

Low response rates plague the student evaluation process. Moreover, high numerical scores by themselves do not factor in whether lesson plans deviated from catalog descriptions, incorporated new discoveries or scholarly methods, aligned content in multisection courses, and helped students advance in degree programs.

Those are aspects of assessment that

measure quality of coursework and whether desired outcomes are actually achieved.

When chairs understand assessment practices, they compensate for such oversights and critically evaluate curricular effectiveness in advancing their units via the mission and standards that define them.

As a past on-site evaluator for the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), I realize that faculty resistance can impede assessment. Professors typically view assurance of learning as an unrewarded encroachment on their time; neither are they motivated by meeting accreditation or compliance standards. However, they typically participate in discussions about student learning. As such, chairs must prove that outcomes assessment is beneficial (Stitt-Bergh, Rickards, and Jones 2016).

Success is directly associated with the chair's ability to work with faculty in explaining departmental mission, compliance or accreditation standards, and the curriculum's role in strategic and long-range planning. Chairs also must know the measures and means to collect, assemble, and act on any generated data in outcomes assessment (Feuerstein 2015).

Some chairs delegate those tasks to a professor, staff member, or curriculum committee. This eventually undermines the process. Administrators must take the lead so that assurance of learning becomes part of departmental culture.

Advice for new chairs often omits fundamental concepts, focusing instead on larger issues such as those found in this article, "A Quick-Start Guide to Assessment for New Chairs" (Fishman 2021, 12):

- What are your academic program learning goals?
- What is expected of your department at the college and/or institutional level?
- What assessment plans, data, reports, and the like do you already have in your department?
- What campus resources are available to assist you?

These questions address important matters but fail to explain concepts that define assurance of learning, chief among them the perception of quality (indirect measures) versus evidence of quality (direct measures). By knowing those tenets, chairs not only can facilitate faculty discussions about assessment but also can evaluate any existing or future outcomes plan and whether it affirms learning goals and meets institutional and/or compliance standards.

Definitions of indirect and direct measures are concisely stated in an informative online sourcebook titled "A Guide to Assessment of Learning Outcomes for ACEJMC Accreditation" (Brown, Hardin, and Parsons 2012, 4):

- Indirect measures capture perceptions, attitudes, and outcomes of the learning experience. These include self-reports of student learning or data and outcomes that indicate program goals have been achieved.

> **Administrators must take the lead so that assurance of learning becomes part of departmental culture.**

(Examples: student surveys, alumni surveys, employer surveys, exit interviews, focus groups, student awards, graduation, and employment data).

- Direct measures require students to demonstrate their learning. These measures examine actual student work to determine whether students demonstrate the knowledge, values, and competencies required to achieve program goals. (Examples: examinations, capstone projects, student portfolios, aggregate internship evaluations, course-embedded assessment).

Questions about learning goals, which are vital in assessment, can be found in departmental mission statements. If departments lack such statements, chairs must create them in dialogue with alumni, faculty, the dean, and the provost (beyond the scope of this article).

As an example, here is the mission statement for Iowa State's Greenlee School of Journalism and Communication: "The School strives to serve students, the university, professional communicators and the general public of Iowa, the nation and the world through teaching, scholarship, service and professional outreach activities."

The statement lists eight specific ways for faculty to fulfill the mission, including educating students for careers, promoting the First Amendment, fostering scholarship that informs industry, emphasizing diversity and multiculturalism, embracing ethics, using technology to inform society, and engaging in service to the university and community.

The school assesses course outcomes based on those tenets. Moreover, as an accredited unit, we must comply with eight ACEJMC standards.

Our lesson plans must honor First Amendment tenets, demonstrate an understanding of diversity and multiculturalism, present images creatively, apply ethical principles, write clearly across platforms, know numerical and statistical concepts, and use communication technology.

To assess whether courses meet all these standards, the Greenlee School surveys faculty, asking if lectures cover any of these grounds. Course mapping provides a comprehensive overview of pedagogy and whether students are getting what they paid for upon earning a degree.

Mapping also indicates whether there is a curricular need for one or more outcomes. In addition, it can expose duplication and unnecessary prerequisites.

The Greenlee School has a detailed assessment plan that undergoes revision periodically. This is published on our website for public viewing (see Iowa State University 2018).

The plan lists specific indirect and direct measures according to the following criteria: type of data, when the data was collected, who collected it, results, and how results were implemented in the curriculum.

Iowa State University has resources that aid assessment efforts. They include departmental requirements that

• articulate specific program goals and measurable student learning outcomes;

• identify the courses or student experiences where the disciplinary learning takes place;

• assess one or more learning outcomes per year on an established periodic basis; and

• review assessment data to determine the efficacy and impact of its curriculum in achieving the learning objectives on a continual basis.

The university also shares "Assessments and Reports," listing best practices (Iowa State University 2022a), and "Assessment Tools and Resources," listing workshop archives and reports (Iowa State University 2022b).

Finally, the Greenlee School includes assessment practices in its annual review template. Professors are asked what changes they made in their courses during the academic year. More important, they are asked *why* they made those changes so that the school can gather additional data for assessment reports.

Indirect measures from annual reviews might include recommendations from students, faculty mentors, guest speakers, or curriculum committees. Direct measures might include alumni and professionals evaluating journalism portfolios or advertising/public relations campaigns. Particularly significant are recommendations from internship providers.

Because we include these questions in annual reviews, professors know that raises are in part based on assurance of learning. That justifies their time investment and elevates assessment as part of departmental culture. ▲

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Teaching Reflections: Grace—Period

CHRISTIAN AGUIAR

During the COVID-19 pandemic, the faculty at the University of the District of Columbia Community College faced the challenge of teaching their classes totally in the online environment with caution. Several had taught online before, but others were intimidated as they adapted syllabi and became more skilled at navigating online class lectures and conferences. These are their reflections on how they and their students coped.

I'm still not sure if the student meant grace in the religious sense, or in the sense of extra time, or in the sense of goodwill, or if perhaps she was hoping I would be able to handle the online classroom with "simple elegance and refinement of movement." Grace means so many different things, and in the context of that first-day question I had put to the class—"What do you need from me to succeed in this course?"—it could have been any of them.

In the moment, though, her request—that I show the class grace—seemed to capture everything.

I had spent a lot of time that previous summer, the first of COVID-19, thinking about how I would make emergency remote instruction work for months, not weeks. I considered what I could do particularly well online—and what I couldn't; what I could trim from a writing class to lessen the burden on students—and what I couldn't.

I planned well, but the most important element was beyond my control: I couldn't plan for what students' lives would look like when they weren't in class.

So it was grace, perhaps in all the senses listed, that won out: grace in waiving first attendance policies and then late penalties and then due dates; grace in being more flexible in assessments; grace in checking with students before class to see how they were doing, how they were managing; grace in trying new apps and laughing off the failures; grace in acknowledging that so much was beyond us as teachers and learners.

I can see now that what students needed was something more, the sum of all these other definitions: grace as a verb, to "do honor or credit to."

I like to think that all this flexibility, all this experimentation we have been doing, has done honor to teaching and learning, has underscored the humanity of it.

When this is all over, this is what I will try to keep with me: not just the new assignments or approaches but the importance of grace—period. ▲

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Call for Papers

We invite our readers to submit articles for possible publication in *The Department Chair*. The subject should be relevant to department chairs, and the focus should be on practical applications and strategies. We also welcome ideas for subjects of interest to academic leaders that we should develop into articles.

Articles submitted for consideration should be 1,000 to 1,500 words and can be sent as email attachments to editor-dch@wiley.com.


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Advancing Your Academic Leadership Career

ROD MCDAVIS AND MELISSA TROTTA

As search executives with deep experience in higher education, our team has firsthand knowledge of the essential skills and attributes institutions are seeking in senior leaders. Here we address the most common questions we receive from academic leaders who are interested in advancing their careers.

What are some key professional experiences a department chair could gain in order to be competitive in a more senior academic leadership search (dean, associate provost, etc.)?

We highly recommend that academic leaders obtain experiences outside of their own department, such as participation on cross-departmental committees or task forces at the school or institution level. Expanding beyond your own sphere will allow you to broaden your focus on what is happening, not just at the institution but perhaps also at the community, state, regional, or national level. To take it a step further, explore leadership roles on these committees to gain experience in an oversight capacity.

Academic leaders also benefit from involvement in professional associations, again exploring opportunities to take on leadership roles. It's valuable to consider attending professional development institutes with a focus on progressing in your career, such as the AGB Institute for Leadership and Governance. As you think about what your responsibilities will be at that next level (e.g., fundraising, external/government relations, and/or financial management across units), consider how to gain the experience to sets you up for the next step, such as knowing how to solicit major gifts or apply for grants.

How have the expectations for academic leaders changed as a result of the pandemic and other factors currently affecting higher education?

The pandemic significantly raised the bar for higher education leaders to be agile problem solvers. Things changed so rapidly, and institutions nationwide had very different responses to the situation. COVID-19 escalated the need for academic leaders to deepen their collaboration with many campus departments, such as technology, to ensure that learning did not come to a complete standstill.

The ability to lead during a crisis and to manage rapid change have emerged as critical leadership skills and continue to be highly sought after in the hiring process.

While the effects of the pandemic seem to be receding, other issues such as mental health, equity considerations, the volatile political climate, and the threat of the enrollment cliff warrant ongoing attention.

The ability to lead during a crisis and to manage rapid change have emerged as critical leadership skills and continue to be highly sought after in the hiring process. Academic leaders are navigating numerous converging issues and must do so with a combination of poise, calm, and decisiveness. It's important for leaders to be entrepreneurial, to have a strong vision for the future, and to really lean into a culture of shared governance.

What should be included in my letter of interest to stand out in a positive way to a search committee?

As a search firm that has supported more than one thousand searches, we have seen a broad range of letters of interest from candidates. The ones that stand out are those that express the following:

- Genuine interest in and knowledge of the position and the institution
- Ways in which the candidate's background aligns with the role
- Specific elements noted in the search profile and the institution's strategic plan, such as new programs, enrollment strategies, and so forth; when referencing this type of information, include your experience with related issues and give clear, specific examples
- Enough information so that the committee wants to learn more but not so much that it's overwhelming

Letters of interest should typically be no more than four to five pages for senior positions and should be addressed to the chair of the search committee directly. You may have to do some research to find this information. Ensure that the letter is error-free (ask a colleague or friend to proofread it), and above all else, be forthright and honest about your experience. Highlighting your relevant accomplishments without being boastful is the ideal balance to find.

How useful is it to be nominated for a search?

When a candidate is nominated for a search by a trusted source, it serves as an endorsement of that person's capabilities and leadership skills. During the search process, the search committee will conduct reference checks at the semifinalist stage; being nominated is akin to having an early-stage reference vouch for a candidate's competency.

That being said, a nomination is just the beginning of the process. It is still imperative to submit a compelling letter, have excellent and relevant credentials, and interview well to rise to the top of the candidate pool.

What should department chairs keep in mind when interviewing for senior academic leadership roles?

Interviewing for senior positions can be daunting. To put yourself in the best frame of mind and increase the likelihood of success, keep these tips in mind.

- *One of the most important things to do is learn as much as you can about the institution, including challenges it may be facing and opportunities it may have*. A search committee will know almost immediately if a candidate has not done their homework, not only by how a candidate responds to the questions from the committee but also in the questions the candidate asks of the committee. Tap into the expertise of the search consultant, who has likely spent a significant amount of time learning about the college or university and the unique requirements of the role.
- *Become familiar with the players*. Most search committees will share the names of those who are serving on the committee as well as those who will be in the room for the interview. You can search for these individuals online to find possible connections between them and your own background.
- *Put yourself in the shoes of the search committee*. What kinds of questions do you anticipate they might ask? The position profile will offer valuable information about top priorities and areas of interest. Prepare your answers accordingly as well as other points that are important to communicate; however, do not memorize your answers, which can come across as scripted or unrelatable. Do not hesitate to share how your experience closely aligns with the position and how the mission of the institution resonates with your own values and priorities.
- *Whether you are interviewing in person or virtually, make sure you are well rested before you visit with the search committee*. We know that candidates are managing their full-time positions and responsibilities while also preparing for these intensive interviews. Give yourself time before an interview to take a breath, collect your thoughts, and reenergize before you are in front of the committee.
- *For virtual interviews, be sure your equipment and environment are optimized*. This includes using high-speed internet, having a functional camera and microphone, ensuring that the lighting is optimal, and staging a professional office setting. Be sure to plan ahead to minimize disruptions as much as possible.

Conclusion

The higher education sector is experiencing significant movement across all positions. There is robust competition in the market for both academic and administrative leadership roles. It is more important than ever for candidates to demonstrate their high-level understanding of the institutions to which they are applying and how, with their leadership, the organization will continue to thrive. ▲

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Making a Difference: Chairs and Curriculum Change

DON CHU

Since America's higher education's halcyon days when funding was rich and students were plentiful, the environment has changed dramatically. Whereas World War II veterans and then baby boomers coveted the bachelor's degree as the golden ticket, as Temple University President Jason Wingard (2022) now warns, "Higher education must change or die." Schools must ensure that graduates have the skills they need to shift with the market or colleges will face a situation akin to being trapped on a burning offshore oil rig with no option other than to jump into the ocean. The value of the college degree is on the wane. Companies like Google and Microsoft no longer require a bachelor's degree. Yet curriculum, which is a college's most fundamental product, remains highly resistant to change. Why? This article examines several characteristics of colleges as formal organizations that resist curricular change and the impact chairs can have on this area due to their strategic position in the formal organization.

Colleges as Formal Organizations Resistant to Change

In sociological terms, formal organizations are social systems with explicit goals, structures, rules, and practices. Although private for-profit businesses like General Motors and traditional colleges are both formal organizations, there are clear differences between them that make change directed from the top down problematic. Unlike for-profit business organizations, colleges have numerous power centers that blur the lines of status, control, and decision-making. Colleges are not run by all-powerful CEOs. Tenured and senior professors are almost immune from coercion to shape their behaviors. Departments and faculty defy homogenization. Faculty are hired to represent the full spectrum of human knowledge, and they are socialized through arduous doctoral programs to be independent thinkers who are also fiercely protective of their chosen disciplines. Insofar as curriculum is concerned, while administration holds the power of the purse, faculty have almost complete authority over the selection of courses and programs that are the primary product of the organization. Lastly, since an institution's "brand" depends on public perception, college leaders must do their utmost to guard against controversy that may call into question the assumption of their institutional quality.

> Through their affirmative actions, chairs are positioned to forward curriculum.

Although most critics of higher education relevance call for dramatic executive action, few have called for curricular change as the basis for institutional transformation. Furthermore, the importance of academic departments and their chairs is almost entirely ignored. Yet it is clear that because the curriculum is the primary product of higher education, because curriculum is the province of the faculty, and because curriculum change begins with academic department proposals for new courses and programs, what is needed is faculty action at the department level to assure the relevance of curriculum to the needs of its constituents. Progress toward institutional relevance is more likely to come incrementally, one curriculum at a time, with departments most ready and willing to change leading transformation from the ground up. The remainder of this article will look at systemic reasons why curriculum is so difficult to change and what can be done to improve the process. What is the chain of action required for curricular change? Why are there so many potential single points of failure that make curricular change so problematic? What is the pivotal role department chairs can play to overcome obstacles to change and advance their curriculum?

Curriculum Proposal and Review Process

In most traditional colleges and universities, the curriculum process is a sequential chain of action. Curricular needs are identified by faculty, administration, or consultants. The curriculum proposal is written by incumbent or consulting faculty, and faculty are identified who will lead the proposal review. Resources needed for personnel, facilities, and equipment in the new curricular area are identified from existing department funding or from resources newly provided by administration. Once the resource issue has been addressed and the proposal has been approved by the chair, it begins its journey through two or three layers of curriculum committees. After all committees approve, the chair initiates the process of identifying and hiring the necessary faculty, facilities and equipment issues are addressed, and the course or program may be scheduled.

The chain of action is a linear lockstep process with few, if any, alternative routes to bypass obstacles that block or delay the review process. An inherent problem with this chain of action is that the weakest link determines how well that chain functions. In this chain of action, there are many potential single points of failure that can prevent proposals from making their way into department instructional offerings. Single point of failure (SPOF) is an engineering concept that identifies points where failure in one part of a system will stop the entire system from working. Although many components may operate perfectly, in complex systems, failure in just one critical part will lead to total system failure. For potential SPOFs, engineers may design redundancies to ensure system operation despite the failure of one part of the chain of action. The creation of work-arounds to potential SPOFs may not be developed, however, if the cost of development is deemed not worth the benefit resulting from the work-around.

If higher education's most vital product is the subject matter taught to students, why is it so difficult to engineer colleges so that they can expeditiously change curriculum to ensure relevance? In a nutshell, whereas engineers may anticipate the SPOF and create redundancies to minimize possibilities of complete system failure, because college operations are systems with unpredictable human factors such as egos, agendas, fears, weaknesses, status, politics, and economics, the creation of work-arounds for SPOFs in curriculum review is much more problematic. Although work-arounds may be designed to address SPOFs in the college curriculum review process, the political, legal, and economic costs may be deemed too great to implement changes to the traditional system of peer review.

Curriculum change in colleges and universities is a complicated chain of action, with as many potential SPOFs as there are people in the review process and their individual differences. The need for public support, shared governance, and faculty authority over curriculum restricts management's prerogatives. The need for curriculum changes may be clear to administration, but provosts and deans must also consider whether faculty will support the changes and whether students will take the courses in sufficient numbers to warrant the expense. Even if the need is recognized, resistance from even a small number of powerful professors may cause administrators to weigh whether the cost of battle is worth the potential benefit of the new curriculum. There may not be the funding to hire faculty, since shifting resources within departments away from tenured faculty who have taught the same courses for decades is a proposition fraught with potential political and legal difficulties. With the rapid turnover of chairs the norm, there may be a delay or disapproval if a new chair replaces the incumbent who shepherded the proposal through its initial stages. If the curriculum committee approves proposals by consensus, then that may cause delay. Curriculum committees often have a backlog of courses and programs to review, so new proposals must wait their turn. Because summer breaks are the norm, proposals still under review at the end of the spring session typically must wait months before being taken up again. With committee meetings often held just once a month and subject to the calendar of faculty who are sometimes away for professional meetings or other duties, review may be delayed.

These same weaknesses in the curriculum chain of action are at play at college- and university-level committees. Once curriculum proposals are past the department level, other departments and colleges may weigh in. Faculty who teach in similar subject areas may object to the new proposal for fear that it will draw students away from their classes. Chairs of related departments may object because they fear the new curriculum will drain their enrollments. The same is true for deans who tussle over a particularly lucrative subject matter area. Political negotiation will then occur through discussions between chairs and deans. Should issues remain, any faculty member has the right to bring their concerns to the faculty or academic senate. Consideration of the matter may extend into the next academic year, when new senators, deans, and chairs will need to be brought up to speed. No wonder it often takes years between completion of the curriculum proposal to presentation of approved coursework. There may be little need to kill a proposal when death by committee will work just as well.

The Chair's Role in Overcoming Single Points of Failure in the Chain of Action

Although there is no guarantee that chairs will use their organizational position to successfully navigate curriculum proposals through the review process, chairs are the college officials best positioned to overcome SPOFs in curriculum review. If the managerial structure of colleges is viewed as a vertical hierarchy, with executive administration on the top and faculty as the foundation of the institution, chairs are the only official located at the locus of the faculty and the administration. Chairs may weigh into the curriculum review process in many ways and at many levels where deans, provosts, or presidents dare not tread. Because of faculty curriculum authority, the sequential linear review process, and the bureaucratic structure of college management, chairs are strategically positioned at the choke point for communications and decision-making in the institutional hierarchy. Through their action or inaction, their dynamic behavior, or their laissez-faire approach to management, chairs positively or negatively affect the flow of information and management decisions. Chairs have the attention of the faculty by setting their workloads and writing influential personnel reviews. Chairs are authorized to directly communicate with other chairs, the dean, and campus directors. Chairs are also authorized to communicate with committee chairs, respond to questions, adjust proposals to gain committee approvals, and ameliorate issues between departments. Through their affirmative actions, chairs are positioned to forward curriculum.

Conclusion

In matters of curriculum relevance, chairs play a powerful role. Although executive leadership may open new campuses, create new offices, and collaborate with other institutions to develop new programs, few colleges or universities are financially and politically positioned to do so. For the vast majority, institutional transformation is more likely to succeed when it begins with curricular change in departments with the faculty expertise, leadership, and motivation to meet the needs of their students and constituents. ▲

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A Snapshot of Canadian Engineering Department Chairs

KATHLEEN MATHEOS AND JONATHAN BEDDOES

Department chairs occupy one of the most important roles in Canadian universities, but finding candidates to fill these positions is a challenge. You need only look at Canadian university websites to see the number of acting and interim chairs. Chair selection processes vary from nominations and voting, seeking expressions of interest or simply an appointment made by the dean. The processes may differ between departments in the same faculty and between faculties within the same institution; consistency is not the norm. Faculty members become a chair for different reasons: as a stepping-stone to a career in university administration, as a role all department members take on as good academic citizens, or because some are simply approached and appointed by the dean and cannot say no.

Canadian university department chairs generally hold full-time tenured faculty positions at the associate level or above and are almost always situated within the faculty bargaining unit, functioning as a bridge between the dean and the department. Chair positions are ambiguous, requiring individuals to be both scholars and academic administrators, often with no formal professional development for the latter. Chairs have a range of responsibilities, including implementation of institutional strategy at the department level, development of faculty members within their departments, assigning workload, budgeting, strengthening department culture and collegiality, managing nonacademic staff, and dealing with inevitable department conflict. The rise of COVID-19 in March 2020 and the move to remote learning and working made the role more complex.

Although there is a significant body of research about US department chairs, there is very limited published work on Canadian department chairs. Building on engagement with engineering, the Centre for Higher Education Research and Development (CHERD) launched a survey of Canadian engineering department chairs. The survey explored demographics, roles and responsibilities, challenges, stressors, professional development, and academic leadership skills. The intent of the study was to do the following:

- Inform those providing professional development programming for university chairs
- Inform deans to better support chairs
- Provide current data about Canadian department chairs

The survey (approved by University of Manitoba Research Ethics and Compliance) was distributed to 148 individuals at 32 institutions, with a response rate of 66 (45 percent). The survey drew on the work of Walter Gmelch and Diane Magrane, both of whom generously shared their research. Given the initiatives across Canadian engineering to recruit female students and faculty members, the survey was designed so that data from female and male chairs could be extracted to identify any specific challenges faced by female chairs.

Survey and Findings

Demographics. Respondents were 84 percent male and 16 percent female, with 85 percent of the males holding full professorial rank versus 70 percent of the females holding professorships, with 30 percent being at the associate rank. When asked about their position description as academic faculty, administrator, or both faculty and administrator, findings were similar: 76 percent of men and 70 percent of women identified with this dual role. The provision of professional development reflected limited opportunities, with just under two-thirds receiving internal training while only-one third attended any formalized external programming. One-fifth of female chairs had neither mentorship nor professional development, compared to 13 percent of male chairs. From the limited data, it appeared that a greater percentage of females took on the chair role at the associate level than their male counterparts, and overall female chairs had less

Table 1. Chair Responsibilities

Responsibility	Men	Women
Representing the department to administration	79%	80%
Building and maintaining a collegial and respectful work climate	85%	80%
Recruiting and selecting faculty	73%	80%
Managing department resources	81%	80%

Table 2. Chair Challenges

Responsibility	Men	Women
Planning for COVID-19 and beyond	73%	70%
Supporting remote teaching	58%	70%
Supporting the mental and emotional health of staff and faculty	60%	70%
Supporting the mental and emotional health of students	54%	50%
Engaging your department members	58%	50%

Table 3. Chair Stressors

Stressors	Men	Women
Balancing administrative and scholarly demands	83%	70%
Balancing life and work demands	60%	60%
Experiencing the job interfering with personal time	29%	40%
Keeping up with email	60%	70%
Experiencing a heavy workload	70%	70%
Planning in uncertainty	46%	50%

professional development or mentorship.

Responsibilities. When asked to identify the primary responsibilities, results were similar between male and female chairs and reflected US research (Gmelch et al. 2017) involving chairs from a range of disciplines (see table 1).

Challenges. When asked to identify their most important challenges, as shown in table 2, we noted some differences in the responses from male and female chairs, along with women identifying challenges not listed: lack of respect from upper management and managing relationships with deans and above. Female chairs also identified supporting remote teaching and attending to the mental and emotional health of staff and faculty as greater challenges than their male counterparts. The survey timing of January 2021 (at the height of the pandemic) impacted the results, but for most Canadian institutions, the return in the fall 2022 term will be a different reality from that of March 2020. Hybrid learning and working will form a key component moving forward and will require department chairs to navigate and implement new institutional directions. Always bearing in mind that reemergence of new variants could result in the return to remote teaching and working, so it is fair to suggest that planning beyond COVID-19 will remain a challenge.

Stressors. When asked to identify top stressors in their current role, we noted similar responses between male and female chairs in balancing life and work demands, email, heavy workload, and planning in uncertainty (see table 3). Eighty-three percent of male chairs and 70 percent of female chairs indicated balancing administrative and scholarly demands as a top stressor. Only 29 percent of the males compared to 40 percent of the females selected their job interfering with personal time as a top stressor.

Leadership skills. The final questions asked participants to evaluate the importance of leadership skills (from a list provided) and subsequently evaluate their confidence in using the respective leadership skills (both using a Likert scale). While male and female participants indicated the balance of administrative and scholarly demands as important, both were less confident in their ability to do so, with female participants less confident than their male counterparts. Second, although both recognized the importance of practicing habits to maintain physical and emotional well-being, female chairs were slightly less confident than male chairs in being able to do so. Both male and female chairs identified the importance of leveraging personal and professional strengths and promoting collegiality, indicating a level of confidence with practicing these skills (see table 4).

Learnings

This survey was useful as it provided preliminary evidence-based data regarding Canadian engineering chairs. The findings mirrored work done by Gmelch et al. (2017) from a US-based multidisciplinary sample regarding key responsibilities and stressors, reflecting the commonalities between systems and across disciplines. Balancing administrative and scholarly demands emerged as both key stressors and an important leadership skill that chairs (both male and female) lacked confidence in being able to practice. The ability to practice habits that maintain physical and emotional well-being reflected the survey findings in Magrane et. al (2018), with both participant groups identifying these habits as important but not confident in their ability to practice. Similarly, both Canadian and US engineering administrators indicated the importance of leveraging personal and professional strengths, along with confidence in their ability to do so.

The findings were presented to Canadian engineering deans in fall 2021 and provided a springboard for discussion. While deans anticipated some of the issues department chairs faced, it was invaluable to have current Canadian data. In addition, the data showed that female chairs felt less confident balancing administrative and scholarly demands and practicing habits that maintain mental and physical health than their male counterparts, along with concern about the greater impact the work had on their personal life than identified by their male counterparts. As engineering faculties strive for more gender equity, these issues need to be addressed and effective support provided to female chairs. Finally, the data are useful to those providing chair training to ensure inclusion of skills and techniques to balance administrative and scholarly work and to maintain physical and mental health. While there is a strong body of US literature, much of which is applicable to Canadian university chairs, it is important to have data from Canadian universities that can resonate with and support Canadian chairs. ▲

Table 4. Leadership Skills

Leadership Skills	Men		Women	
	Importance	Confidence	Importance	Confidence
Balancing administrative and scholarly demands	4.50	3.22	4.22	2.70
Leveraging personal and professional strengths	4.32	4.26	4.56	4.40
Promoting collegiality in your department	4.37	4.18	4.50	4.10
Practicing habits that maintain physical and emotional well-being	3.80	3.27	3.78	3.10

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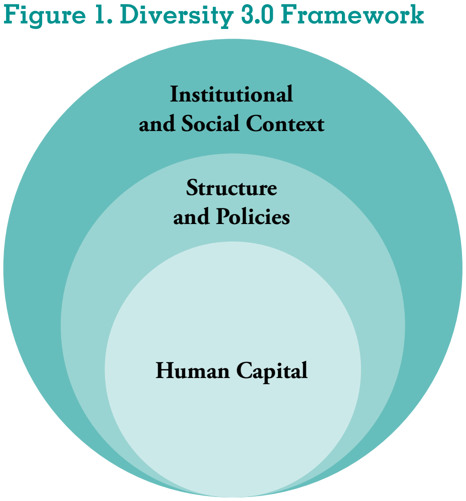
Sharing the Reins: The Role of Administrative Inclusive Leadership in Supporting Faculty-Led DEIB Initiatives

JENNIFER KNIPPEN AND ALEXIS E. RAMSEY-TOBIENNE

Eckerd College is a private four-year, residential undergraduate liberal arts college located in Saint Petersburg, Florida. Although Eckerd has significant gender diversity in its student body, with 68.5 percent of students identifying as female, it is a predominantly white institution (PWI), with 72.7 percent of our student body identifying as white or non-Hispanic (Eckerd College 2020). While inclusive leadership may be the new normal at many institutions, advancing diversity, equity, inclusion, and belonging (DEIB) initiatives at a PWI presents unique challenges. Research has shown that African American faculty at PWIs report experiences of racial fatigue from disproportionate workload burdens and feelings of being undervalued (Harley 2008). Further, African American students face challenges at PWIs related to racial and campus climates, a lack of diversity among faculty and staff, and feelings of unbelonging that can impact academic performance and well-being (e.g., Hunn 2014; Love 2008). This article will discuss how administrative support of faculty-led DEIB initiatives demonstrates inclusive leadership and helps build an inclusive climate on campus as we try to address the strain on faculty, students, and staff of color to create a stronger sense of belonging within our college community.

Figure 1. Diversity 3.0 Framework



Adapted from Diversity 3.0 Framework, AAMC

An important step in facilitating these initiatives is first creating a climate wherein such initiatives can develop and grow. As a baseline, develop foundational language to speak about DEIB (Harvard University 2022). Also consider the interrelated concepts of culture and climate. Culture refers to organizational values, beliefs, and assumptions that provide identity and set behavioral standards—how we do things around here. Climate refers to shared perceptions, attitudes, and behaviors—how we feel about how things are done (Stolp and Smith 1995). When we think about sharing the reins or responsibility for DEIB work, our institutional climate matters. You must understand how your institutional climate positively or negatively affects your DEIB initiatives and the role that faculty play in their development.

The American Academy of Medical Colleges (AAMC) provides a useful framework for assessing institutional culture and climate (AAMC 2022). The Diversity 3.0 Framework identifies three key factors that influence your DEIB climate: institutional and social context, structures and policies, and human capital. Each of these factors can be thought of as a set of nested or interrelated systems (see figure 1). Human capital factors are nested in or influenced by the structures and policies of your institution. The structures and policies of your institution are nested in and therefore influenced by the broader institutional and social context.

The institutional and social context are reflected in the history, geography, political/legal environment, and local community (AAMC 2022). First, it is helpful to understand the history of your institution as it relates to diversity. Has your institution historically been on the forefront of progress, or has there been a lag? This history is often reflected in the demographic composition of your students, faculty, and staff. Next, it is useful to examine the demographic composition of the area surrounding your campus and whether your institution reflects those demographics. To better understand your institutional and social context, you must review the government programs or initiatives that may support diversity and inclusion at your institution and examine your institution's relationship with diverse stakeholders. Investigate how this institutional context is reflected in what is included or excluded in the curriculum.

The structures and policies category captures to what extent DEIB work is integrated, reinforced, and supported by your institution. This college- or university-level commitment to DEIB work can be reflected in whether DEIB is specifically mentioned in the strategic plan and future vision for the institution and whether there is financial support for DEIB initiatives. Do human resources policies reflect current best practices for hiring and supporting DEIB progress? It is important that your organization set goals related to DEIB progress and that you identify metrics to capture your progress on those goals. Your leadership structure, composition, and culture should also reflect your commitment to DEIB work (AAMC 2022). These structures and policies can either serve to facilitate or hinder an inclusive climate on your campus.

Human capital refers to the extent that

the full benefits of diversity are reinforced by your institution's culture of inclusiveness. Your culture of inclusiveness should be reflected at all levels of the institution and across stakeholders (i.e., administrators, faculty, students) in terms of hiring, training, promotion, admissions, curriculum, research, community engagement, and mentorship (AAMC 2022). It is important that leadership be held accountable and that the experiences of your stakeholders are valued and incorporated into decision-making. Finally, the service role of those moving DEIB initiatives forward should be recognized and valued by the institution.

We want to highlight six faculty-led initiatives that helped shift our institutional climate over the last few years:

- First-Generation Student Group: Formed by both faculty and staff, themselves first-generation college students, the group works to build community among first-gen students to help with their academic success.
- The Antiracist Teaching Group (ARTG) convened in the summer of 2020 and is led by faculty. This multidisciplinary collective, comprised of roughly thirty faculty, met throughout the summer to engage in personal reflection about the ways in which they might be implicated in systematic racism, develop strategies for ameliorating racism in their classrooms and at the college, and articulate future plans for professional development opportunities surrounding the topic of race and ethnicity.

From this group, several other programs emerged as a direct or indirect result of faculty involvement.

- One program is the Faculty DEI and Vocation Discussion Groups (funded through an external grant applied for by a faculty member). Small groups of faculty were offered grants of $500 to explore how questions of vocation relate to issues of diversity, equity, inclusion, and antiracist pedagogy and practices from spring 2021 to spring 2022. We had eight groups, with projects ranging from our theater department pairing with People3 diversity consultants to assist in creating more inclusive rehearsal and production spaces, to human development and psychology together reflecting on course offerings, to groups looking at how to make STEM courses more inclusive and another focusing on gender and diversity, to the library faculty attending a DEI institute.
- In the sciences, faculty have connected with two national organizations: SEA Change and the Underrepresented Curriculum (URC) project. SEA Change is housed in the American Association for the Advancement of Science and promotes DEIB work in science, technology, engineering, mathematics, and medicine (STEMM) fields in colleges and universities. Our faculty have attended institutes, participated in discussion groups, been involved in book clubs, and held an on-campus movie screening for the entire campus community.
- Faculty organized a workshop led by the URC project coordinators. The URC is a free, flexible curriculum for STEMM instructors to teach about injustice and change the culture of STEMM. A majority of our STEMM faculty attended this seminar.
- Finally, the college partnered with other local institutions to form a Truth, Racial Healing, and Transformation (TRHT) Consortium named the Saint Petersburg Pinellas Higher Education for Racial Equity (SPHERE). SPHERE recently received authorization from the Association of American Colleges and Universities to move ahead as a TRHT Campus Center—one of the two consortia to do so (the others are single campus centers). We finished our first year of the Racial Justice Fellowship, in which two students from each institution participated in a yearlong learning community, completed a racial justice project on campus, then interned with a community partner organization focused on racial justice in our county.

Taken together, these six initiatives have directly involved over half of our faculty, and the rest are largely supportive. Importantly, each initiative was started and further developed by faculty but with support from administration. At no point was participation in any of these groups expected or demanded by administration.

To facilitate the development of faculty initiatives at your own institution, consider the following questions:

- How do you invite and incentivize faculty initiatives?
- How do you reward faculty participation in DEIB initiatives?
- Are there any initiatives you might recommend to your institution?
- If faculty are not proposing these initiatives, what are the roadblocks or risks?
- If faculty do propose a new initiative, what is the process?

Faculty-led initiatives can help with buy-in by creating a shared accountability model. Similarly, given that it was faculty working together, the conversations took place in a spirit of inquiry and not of assessment. These programs also enabled faculty to reclaim their time to think about issues related to their lives as faculty. Finally, these types of grassroots or bottom-up programing can lead to systematic change or to the changing of campus climates. Thus, even if your institutional climate creates challenges, these grassroots initiatives from faculty can change said climate.

This article is based on a presentation at the 78th annual meeting of ACAD, February 23–25, 2022, Saint Petersburg, Florida.

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Preparing for the Next Leadership Position, Part 3: The Campus Interview

MARKUS POMPER AND
MARGARET THOMAS EVANS

This is the last article in our series on applying for leadership positions. In previous articles, we discussed how to find the right fit and how to present our accomplishments effectively in the CV and in the cover letter. Even the video interview that has likely been part of the process (and that we did not specifically discuss this in this series) will not provide the institution with a full picture. Most institutions will invite several finalists for a campus visit.

You have probably invested a lot of time and energy into getting to this stage, and you want to be the finalist for this position. But is that really what you want? The on-campus interview is not only the time when the institution wants to see whether you are the correct fit for them. It is also the time for you to examine whether the institution is the right fit for you. This article therefore has two parts: selling yourself to the institution and letting the institution sell itself to you.

Showing yourself in the best light requires further research. You've already looked at the website to gather enough information for the initial application and perhaps even the video interview round. Now that you have been invited to campus, you must be ready to meet a broad range of people and have multiple interview sessions and conversations. You need to learn as much as you can before you get there. You also must ask specific questions of each individual or group.

Before you visit, learn about the overall history of the institution and inquire with whom you will meet and prepare accordingly. Learn about the leadership team (and try to remember names and faces). See if you can find a connection to those holding important roles. Did you attend the same university as anyone? Did you live or work in the same area? Do you have some other interests in common? You are going to make small talk as well as answer in-depth questions. Administrative assistants are a valuable source from whom to glean inside information about the institution, but they are also your future supervisor's eyes and ears and will watch you carefully. You will likely meet deans or others in parallel positions to the one for which you are applying.

These people are a great source about the specifics of the job. Find out whether you will work together and in what capacity. Ask about their budgeting system and know how your current institution handles budgets. You will certainly be asked about your leadership style. Be ready with examples. It is also likely that you will be asked about your vision for the future of the school you are hoping to lead. One of the most important groups you will meet with is the faculty for the unit you will run. They will put you on the spot and ask challenging questions. You need to know how you plan to work with your faculty and convey that to them.

The position description may include an expectation to make connections with external constituents. Share what you've done in the past and how you would like to contribute to specific organizations in the community. You must research them. Are you interested in the arts? If so, find out whether there are musical organizations in town as well as art galleries and museums. If you are interested in the environment and nature, are there parks and other outdoor locations that might also need volunteers? Would you be willing to serve on a nonprofit board? Join a choir? They want to hire a person who can serve the institution in ways both internal and external.

We started this series of articles with a set of questions that each one of us must answer for ourselves, and we will end it in the same way: Do you want to accept this position if it were to be offered to you? Perhaps the most fundamental question is, "Will I be happy here?" To answer this, consider whether the institution is well run, whether it is financially stable, and whether you can trust your future supervisor. In all your dealings with the institution, search for clues that will help you answer this question.

Prior to, during, and after the campus visit, you should expect to have one person who will communicate with you and provide you with relevant and timely information. Suppose you receive an email one day before the scheduled campus interview that informs you that you will have to give a presentation on a specific topic to a group of faculty—and you were never previously told that this would be part of the interview process. Although you may be able to come up with the required materials on short notice, consider that this may reflect an institutional culture of last-minute changes to important agenda items.

The on-campus interview also gives you the opportunity to discern any points of friction between the various constituencies. Part of the work of an academic administrator is to deal with conflict among faculty, staff, and students. Just how much conflict are you willing to manage? Are there faculty in the open sessions who wanted you to referee a departmental quarrel before you even completed the interview? Use your time on campus to examine how much infighting there is.

In examining financial stability, you may be able to pick up on cues from meetings with various constituents that something is amiss. You might not be able to see the institution's balance sheets, but there will be clues that alert you to possible financial trouble. Look for the signs of deferred maintenance in the buildings and the grounds, as these signs speak louder than the CFO's assurance that the institution is in stable financial condition.

To determine whether you will trust your supervisors, examine whether they share your values in education and its associated norms. If your future boss has difficulty with subject-verb agreement, what does this say about their commitment to academic standards? When they describe the workplace as a big family, do they refer to a highly collegial work environment, or do they describe the dysfunctional dynamics of a family business? On your way home after your campus interview, let the conversations replay in your mind and ask yourself whether there are any warning signs.

The question of whether you are going to be happy at the new institution is a very personal one to answer, and this article cannot give you a comprehensive checklist. If you are aspiring to even higher academic leadership positions and are viewing the current opportunity as merely a stepping-stone, consider that even a few years in a bad work environment can feel like an eternity. Choose wisely. ▲

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Faculty Turnover: It's Preventable

STEFAN NIEWIESK AND GATES GARRITY-ROKOUS

Dean Z meets with department faculty to discuss the appointment of a new chair. She wants to appoint Dr. B, an internal candidate who is a respected senior professor. Dr. B feels that it is his turn to become chair and that an internal candidate is much cheaper than an external one. Some faculty voice opposition but are mollified by the assurance that their concerns (specifically, Dr. B's lack of understanding of the subdiscipline and poor communication skills) will be addressed by the dean. However, within twenty-four months of Dr. B's appointment, six faculty have left the department. The dean is concerned about the reputational and monetary costs, and she requests that Dr. B "stop the bleeding." Dr. B is not sure what consequences to draw and finally decides to involve the department faculty council to solve the problem of faculty turnover. This will give the rattled faculty time to settle down, and maybe the faculty council will find a solution.

Retention and faculty turnover are perennial themes for academia, and for some departments there are regular cycles of faculty departure and recruitment. The management literature provides evidence that high turnover of employees is negatively correlated with the management skills of their supervisor. The connection in academic settings may be weaker, yet even those faculty who stay will sit out a disconnected or unsupportive administrator. It remains the responsibility of the chair, not the faculty, to create a positive department culture and to address faculty turnover.

Reducing faculty turnover is a solvable problem, yet it is frequently not viewed that way. Often, chairs feel powerless and blame external (pull) factors such as family-driven geographic relocation or offers of unmatchable additional resources (salary, start-up packages) by other institutions. Departing faculty often identify pull factors as the main reason for their moves, so as not to endanger their relationship with their colleagues ("My mom is getting on in years, and I could not resist the fantastic salary." Who can argue with that?). In reality, high faculty turnover results not only from these external pulls but also from internal push and stay factors: departmental discord, friction, and divisiveness frequently push faculty to seek other opportunities while weak departmental support reduces their reasons to stay.

There are programmatic approaches to departmental leadership that address faculty turnover proactively. We recommend that chairs use the academic leadership framework to scaffold such an approach (Niewiesk and Garrity-Rokous 2022). Instead of treating retention as a case-by-case issue, it should be viewed as part of the faculty life cycle, which is addressed in the second domain (people) of our framework. The life cycle of faculty starts with recruitment and ends with designation and potential involvement as emeritus faculty. Critical stages include new faculty onboarding, promotion and tenure, and professional development (early, mid, and late career). The recruitment narrative forms the foundation of this career life cycle for faculty, as it explains the roles faculty play in the department, why candidates should join, and why current faculty should stay. The recruitment narrative also frames development opportunities for faculty throughout their career, conditions of promotion, and the roles available for emeritus faculty. If taken seriously, the development of a recruitment narrative takes time and effort by the chair (and faculty) and will result in the development of written procedures—guidelines for searches, expectations for promotion and tenure, and a process for awarding emeritus status and its associated expectations. Once written down, these procedures can be revised and adapted as necessary to best support faculty development.

Addressing faculty needs. A structured approach to faculty life ensures that basic needs of faculty are continually addressed. According to Herzberg's motivation-hygiene theory, motivation factors and hygiene factors determine faculty satisfaction. Hygiene factors, which include a competent, consistent, transparent, and fair chair; an attractive salary; good professional interpersonal relationships; and effective department/college/university policies and administrative processes, prevent dissatisfaction with the institution. Ensuring that these factors are in place requires work on the management competency of the chair, ongoing review of salary levels, efforts to measure and improve a collegial working climate, and smooth administrative procedures. As the pandemic disruption showed, this last factor is important because continuous disruption or inefficiency of purchasing, IT, or HR processes can create faculty dissatisfaction (push factor).

These hygiene factors do not, however, motivate faculty to stay by improving the connection of faculty to the institution. Such motivation factors include the opportunity for fulfilling work, recognition and performance feedback, support from administration, autonomy, and the opportunity for growth and learning. A chair needs not be expert in all these topics but must be honestly trying to make improvements and to engage with faculty—and to be seen to be doing so. Faculty typically conditionally engage with their institution by waiting to see the commitment by their leadership before they engage, and such engagement is easily destroyed if hygiene and motivation factors are not addressed.

What are the warning signs? The faculty life cycle depends on effective management of department processes. Warning signs that these processes are in decline may not appear to connect to faculty turnover. For example, a dismissive attitude of chairs toward department management and learning about management concepts, as well as disorganized and ineffective meetings, may be perceived by faculty as an absence of commitment to the department, which in turn suggests a department that will decline over time. Likewise, contentious promotion and tenure processes indicate that either the procedures and/or the expectations for promotion and tenure are not clear to everyone and agreed upon.

More subtly (and frequently), in-groups and out-groups form within a department, in which only members of the former receive the chair's frequent attention and participate in department decisions, to the exclusion of out-group members. Whether the chair actively or passively promotes this delineation, out-group formation indicates a major risk factor for faculty retention because out-group members often do not identify with the larger group (and department) and self-exclude. Out-group members are often also very talented individuals who bring a different perspective to department matters and if ignored are most likely to leave. If not addressed, these issues will translate into difficulties with the recruitment of faculty candidates and retention of faculty. Chairs must treat faculty evenly and engage out-group members.

What can be done? Of course, a chair has no control over external pull factors. However, a chair does control the internal push and stay factors described earlier. If a chair becomes aware that faculty have been approached by other institutions or that they have applied somewhere else, they must actively try to prevent faculty from leaving. The chair should engage in a conversation with faculty to determine what it would take for faculty not to pursue a potential outside offer. To wait until faculty receive an outside offer and then to counter it works well for faculty who never wanted to leave but simply sought to increase their salary and resources. That strategy fails for those faculty who are leaving because they are not satisfied with their current position. And should faculty leave, be gracious about it. Actions and words, which could be viewed by the faculty body as retaliatory and petty, will not help to keep remaining faculty.

> It remains the responsibility of the chair, not the faculty, to create a positive department culture and to address faculty turnover.

More generally, chairs seeking to address faculty retention should collect and maintain basic statistics. Is the department able to fill positions when recruiting? What about yield? How many of the final top three candidates accepted an offer? What is the percentage of faculty leaving on an annual basis and from year to year? (If every faculty member were to retire after thirty years of service, the turnover rate would be 3.3 percent of all faculty. If every assistant professor were to depart after six years, this number would be 16.7 percent.) Often an increase in faculty turnover is linked to a lack of success in recruitment. One should analyze whether the faculty who are leaving tend to be those the department would like to keep while those with problematic professional behavior and productivity continue to stay. Qualitatively, obtain information about why faculty are leaving through a structured informal or formal approach for interviews with faculty, both for those who leave and for those who choose to stay.

What about quiet quitting, the Great Resignation, or a crisis? Any crisis, whether a national pandemic or a local scandal of sexual misconduct, may cause faculty to reevaluate their professional allegiances. A chair must evaluate the recruitment narrative and align the approach with the situation at hand: Have the pull factors changed? Are we doing everything we can to minimize push factors and to strengthen stay factors? In addition, we encourage chairs to view themselves not as firefighters but as landscapers. Working on the faculty life cycle and developing a recruitment narrative will also help to develop a good relationship with the dean and to successfully lobby for department resources. By taking a longer-term view and building an effective and resilient department, you will be in a better position to navigate faculty turnover and retention. ▲

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Special Topics: Issues and Trends

The Resilient Leader: Surviving, Coping, and Thriving in Difficult Times

TANNER BABB

It is Monday morning, and you have an accreditation report due on Wednesday. You just learned that your associate dean who does the accreditation report is in the hospital with COVID-19. He has all the files, backups, and passwords and is unreachable. Are you stressed out right now? If your role does not have anything to do with accreditation, you may not find this scenario very troubling. If your role does have to do with accreditation, this may be the kind of thing that keeps you up at night. The reality is that this is just one stressful situation among many that administrators might contend with. We all deal with stress, every day, in many different situations, but I sense that most administrators do not have a good psychological understanding of stress, coping with stress, or how better coping with stress can improve their life as an administrator. This article will help administrators at all levels understand stress better, more effectively cope with stress in their personal and professional lives, and understand how to apply resiliency strategies in supervision with direct reports.

Stressors are not experienced the same way by every person. Two people can face the same stressor and react to it very differently. A working definition of stressor for this article is a life event that affects people's ability to fulfill goals central to their self-concept (Papa, Kahler, and Rummel 2015). The closer something is to a person's view of who they are, the more stressful that thing becomes. If something makes you feel disorganized and unprepared and you are normally a very prepared and organized person, you become stressed. The intensity of the stress response can also be heightened for people if it challenges their sense of identity, creates an inability to do what they want to do, or goes on for a long length of time (Papa et al. 2015).

> Resilient leaders learn how to create a stable environment and how to decrease reactivity to difficult situations.

However, a moderate amount of stress is necessary if you want to be productive. If you have too much or too little stress, it can adversely affect your level of productivity. How do you find the right amount of stress, or how do you moderate or cope with the stress well enough so that you can be productive in your role? If you want to learn to manage your stress better and increase your productivity, it is important to understand the role that coping plays in stress management. Coping is the attempt to alleviate stress, which you can do by trying to change a stressor, managing how you react to a stressor, or devaluing something that you are stressed about (Papa et al. 2015). As you think about how you cope with the administrative and personal stress in your life, it might be helpful to consider a few questions:

- How have you learned to manage the stress in your life as an administrator?
- How do you categorize stress?
- What coping mechanisms have you developed?
- Do your coping mechanisms always work, or have you had to adapt them?
- What do you do when you cannot cope easily with something?

It is important to develop more effective coping mechanisms in your role as an administrator if you want to learn to manage your stress better. If you want to move from surviving to thriving as an administrator and a supervisor, it is important to understand the barriers to growth in administrative situations, which include novelty, ambiguity, unpredictability, conflicting goals, performance skills deficits, and lack of resources.

You can probably think of stressful situations that fall within each of these categories. The key to dealing with each of these barriers is a resilient mindset and an adaptive response based on the person-environment relationship (Nezu, Nezu, and Ricelli 2015). Developing resilience in your life helps you to manage every stressful situation, both professionally and personally. Resilience is about being stable in life. A resilient person has a multitude of roles that keep any singular focus from becoming too stressful. A resilient person has developed emotional discipline that can help to moderate stress and that can even create an immunity to some stressful situations. Resilient people can also assess situations well, become better problem solvers, and have an understanding that control is a big part of developing resiliency (Papa et al. 2015).

Over time, resilient leaders learn how to create a stable environment and how to decrease reactivity to difficult situations. This environmental stability and decrease in reactivity can create continuity and stability in self-concept, which allows for a greater sense of control and a more grounded reaction to stressors (Bauer and Bonanno 2001). It is important to also realize that when you work on one area of life, you are also working on another. If you develop resiliency in your personal life, you will find that the same benefits extend to your professional life. An important part of developing resilience in your professional life is to ensure that you create structures that encourage resiliency. There are six questions that you should ask yourself as you begin thinking about developing resilient structures in your life:

1. Do you have several obligations, social roles, and routines in your daily life?
2. How much is your sense of self invested in work?
3. Are you health oriented?
4. Where do you have the most control in life?
5. How is your emotional reactivity, and has it improved in relationships?
6. Is there congruence in your life?

The next step for leaders who have worked on developing resiliency in their own life is to help their direct reports do the same by creating structures that foster a resilient mindset. To create resilient structures in supervision, leaders often must think about how persistence and planning are built into the day-to-day processes of interaction with a direct report. A structure or environment that fosters resiliency teaches direct reports how to plan well, accounts for difficulties, realizes that processes are harder before they get easier, keeps long-term goals in mind, pays attention to energy used, accumulates resources, and builds up supports. There are eight questions that leaders could use in supervision situations to help a direct report develop resiliency:

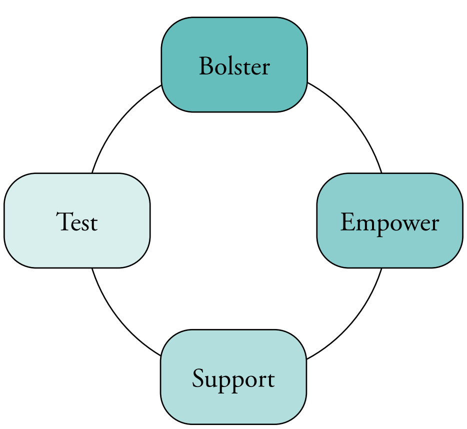
1. What is new about this project for you?
2. What isn't clear about this project for you, or what part do you least understand?
3. How does this project fit in with your workload?
4. How will you have to adapt your future schedule to manage this project?
5. As you try to complete this project, what will be competing for your time?
6. Is there knowledge, training, or information you need to complete this project?
7. Are there skills you lack to complete this project that someone else can provide in support?
8. What resources need to be in place for this project to succeed?

A move to make supervision time more resiliency focused will create an environment that is centered on the here and now. Leaders will be more aware of the potential struggles, concerns, and barriers that a direct report may be facing in trying to complete a task. Leaders will also be more focused on process rather than just on content. It should be important for leaders to know how a direct report will get something done, not just what they need to get done. A resiliency-focused leader will realize that healthier employees are also more resilient, and it should be important to leaders that a workplace encourages good health practices. A resiliency-focused leader will also incorporate persistence and barrier questions into conversations and team meetings. One of the easiest and most helpful things leaders can do to foster resiliency is to create an environment where stressors are contained. It doesn't take much effort to delay emails to go out until the workday starts rather than in the middle of the night. Leaders should also contain stress around and during a vacation for an employee. Leaders must work to find the optimal challenge range for each person. A resilient structure is one in which a direct report is encouraged to grow at a reasonable pace, and an optimal challenge range will help support the direct report's development. Leaders who want to change their supervision time to make it more resiliency focused should ask these five questions:

1. What resources can I make available?
2. What boundaries around this project can I set?
3. How could I ask questions differently?
4. How can I empower my direct report?
5. How do I create an environment where it is okay to share struggles?

A model or way of thinking about this process is the BEST resilience model of supervision, as shown in figure 1. This model encourages supervisors to bolster supervisees with a supportive structure, empower them and give them agency, support them with the resources they need, and then test or measure their progress to see if there are additional areas that need to be supported or bolstered. Leaders who learn how to cope with stress and develop resilient structures in their own lives and in their work with direct reports will find that they move from just surviving stress at work to thriving in a challenging environment.

Figure 1. BEST Resilience Model of Supervision



This article is based on a presentation at the 78th annual meeting of ACAD, February 23–25, 2022, Saint Petersburg, Florida.

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Musings for Leaders during Uncertain Times

BROOKE BARNETT

As we begin another school year, university leaders will be tasked to rebuild the capacity needed to face the challenges ahead, to model and allow space to reset and recharge, and to know when the time is right to shift focus to the planning that we need for our organizations to be successful and the community building we need to engage again with the meaningful work on our campuses.

No matter the size or type of institution, one theme that resonates now with anyone working in higher education (and perhaps with any worker) is exhaustion. The pandemic, racial reckoning, mental health crisis, demographic cliff, and political and societal uncertainties have placed increased pressure on already fraying systems and structures. Together with one's own specific personal and professional contexts, it can be hard to figure out how to get it together yourself, much less motivate and inspire others toward crucial goals.

Add in a fierce competition for talent, and there will be more shifts to come. Leaders are not opting to move to the next level of leadership. Retirements are coming in disproportionate numbers. People are wanting change at all costs, and that means at times ousting a leader or seeking an outside candidate or jumping quickly to what seems to be greener pastures but then realizing that every place has issues.

Even in the best of times, faculty and staff morale and disengagement are an issue. One prepandemic study found that one-third of faculty described experiencing burnout and that burnout rates were higher in female faculty. I suspect that burnout among staff is also prevalent but perhaps not even studied. The mental health crisis on campus is so pervasive now that no matter where you work in higher education, you're on the front lines with students and colleagues, both of whom are dealing with mental health issues. And the problems we were struggling with on campus prior to the pandemic (e.g., lack of confidence in higher education; deceasing enrollments and state funding; calls for stronger commitments to sustainability; diversity, equity, and inclusion; and furthering democracy) are more pressing than ever. The great disengagement is real, but our institutional change and mission-oriented directions must continue for our organizations to be successful.

It is also important to note how culture and identity intersect and exacerbate these issues, as they do with most of the things we face in higher education. Who you are impacts how you are experiencing this. Many women are still tasked with the brunt of family life, including elder- and childcare, something that fell more to women than to men during COVID-19 and that also became much more complicated because of the pandemic. Leaders of color faced their own particular stress, as social unrest has created an undue burden to solve racist problems that they did not create. The well-meaning check-in culture was exhausting, and COVID-19 hit communities of color much more dramatically too. Leaders with serious health issues or those with family members with chronic illness faced additional stressors.

A new academic year is a chance for renewal, and as a leader, you have the opportunity to make things better. Think about the ways that you can relieve pressure, communicate just-in-time and relevant information, and build trust. It is always important to establish a culture of support and understanding, but this is even more so when things are uncertain. Building in opportunities during your faculty and staff meetings for them to share best practices and vent about their struggles will help them feel connected, even if they are separated by physical distance. Keeping open lines of communication can also help faculty identify signs of burnout among each other.

As a leader, you can work to reduce frustrations and barriers. Your own clear communication and clarification will set the foundation. Then identify the things that you can make better. For example, can you audit faculty service to make sure it is fairly distributed? Look at the number of service obligations and the number of people who serve on each to see if you can combine groups or decrease participants as a way to reduce workload. Together with faculty and staff, prioritize essential work and remove nonessential meetings or tasks.

Set your own boundaries and respect others when it comes to phone calls and texts. Find ways to encourage and model work-life balance rather than an available anytime culture. Use time-delayed messages if you are working during off hours so that you do not create expectations of responses. Try to anticipate faculty and staff needs and see what you can do to help. Perhaps you can share articles that can assist them to create a self-care plan (Selbst and Zultanky 2020). Or you can provide continual faculty training and development as another way to keep folks active and engaged in their careers, find meaning in their work, and have the tools they need to flourish (Malvik 2020). There are loads of free development opportunities and other low-costs ones. With some light curating, you can provide development support that will help foster some certainty during a discombobulating time.

Finally, take care of you. Make sure your oxygen mask is firmly in place as you take care of others. This is often the hardest thing to do. But in the end, you will not be of use to others if you are not able to continue at your best. When my children were younger, I felt guilty as a working parent about exercising when I could be spending time with them. I heard a colleague frame exercise as a long-term investment in spending time with her children and being healthy enough to enjoy it now and when they were adults too. This reframe was what I needed to invest time in my health in order to be a better parent, partner, community member, and employee. ▲

This article is based on a presentation at the 78th annual meeting of ACAD, February 23–25, 2022, Saint Petersburg, Florida.

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Loneliness: The Silent Killer

ROBERT E. CIPRIANO

Loneliness is a universal human emotion that is both complex and unique to everyone. It has no single and widespread cause. Therefore, the prevention and treatment of loneliness as a potentially damaging state of mind can vary dramatically from person to person.

Notwithstanding the deleterious impact on quality of life and life satisfaction, loneliness has an equivalent risk factor to health as smoking fifteen cigarettes a day, thereby shortening one's life span by eight years. Humans can survive three minutes without air, three days without water, three weeks without food—as told by survival lore—and three months without companionship. We are a social and gregarious people. People simply need people. Loneliness is a complicated emotion. Some people can feel lonely in a crowded room or feel content in solitude. A quick way to think about loneliness is this: It's the difference between how much social connection or interaction people want and how much they are getting. It is essential to acknowledge that these relationships should be important and positive. A few positive relationships are far better than a dozen negative interactions. Thus, it is a subjective feeling. Without that social connection, people often become depressed, which further feeds feelings of loneliness. Loneliness has been linked to higher rates of heart disease, alcohol and drug addition, violence, anxiety, depression, altered brain function, Alzheimer's disease progression, decreased memory and learning, increased stress levels, suicide, and even death. Loneliness is almost as prevalent as obesity and has shown to impact all aspects of quality of life. Loneliness causes people to feel empty, alone, and unwanted. Loneliness is clearly a public health concern.

Over the past two decades, there has been a threefold increase in the number of Americans who say they have no close confidants. More than fifty-five million people in the US described themselves as lonely or socially isolated. One of our responses to COVID-19 is *social* distancing, where we stay six feet away from others. This is a misnomer. Don't we really mean *physically* distancing because we engage in phone conversations, email each other, attend Zoom meetings, and so on?

Perhaps it is time for US institutions of higher education to follow one approach to combating loneliness used in the United Kingdom: appointing a minister of loneliness at the dean's level or above.

> Department chairs are in an enviable position to address loneliness in their faculty and staff.

Strategies to Help Alleviate Loneliness on Campus

Under the direct leadership of the minister of loneliness, the following actions can be taken:

- Encourage students and/or faculty to begin a new hobby.
- Encourage people to reach out to old friends via Zoom, email, or phone.
- Help people to develop a list of the social connections they do have.
- Start a campus Task Force on Loneliness comprised of faculty, staff, and students.
- Encourage people to join an online or in-person book club.
- Aid people to identify when and where they felt the most lonely.
- Establish specific times and places to meet and greet people on campus.
- Develop a newsletter on key elements of loneliness and recommendations for feeling less lonely.
- Establish a speaker's bureau to have experts on loneliness present to the community.
- Establish a twenty-four-hour suicide hotline staffed with trained counselors.

Musings on the Epidemic of Loneliness

Loneliness is a universal condition that affects all of us directly or through the people we know and love. A sad reality of modern life is that loneliness is pervasive and on the rise. In fact, since 1985, the number of people in the US who indicated they had no close friends has tripled. Loneliness has been found to be a serious impediment to flourishing while cultivating strong positive connections with people has been seen to bring meaning and well-being to individuals. Loneliness is also a strong predictor of poor health. To feel lonely is to experience a sense of being painfully disconnected, left out, and isolated, with no one to turn to for emotional and social support. Since the dawn of antiquity, we have been built to be social creatures.

Across key demographics, younger generations are lonelier than older generations, men are lonelier than women, higher-income people are less lonely than those with lower incomes, and those living in urban and suburban communities are less lonely than those in rural areas.

Department chairs are in an enviable position to address loneliness in their faculty and staff. Although COVID-19 has reduced in-person interactions, chairs can still be cognizant of how department members are relating to other faculty, staff, and students. Colleges are often equipped with resources and services such as group sessions, counseling, and workshops to proactively address many types of issues. One of the best ways that chairs can help with loneliness is to recognize that it is a very real possibility and to stay connected with faculty and staff via regular interactions with them.

Perhaps Thomas Wolfe said it best in *God's Lonely Man*: "The whole conviction of my life now rests upon the belief that loneliness, far from being a rare and curious phenomenon, peculiar to myself and a few other solitary men, is the central and inevitable fact of human existence." ▲

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Lawsuits and Rulings

Racial Discrimination

Case: *Simmons v. Alabama State University et al.*, No. 2:18cv640 (M.D. Ala. 08/03/21)

Ruling: The US District Court, Middle District of Alabama, granted summary judgment in favor of Alabama State University.

Significance: A plaintiff claiming retaliation for supporting a colleague's complaint must show that she had a relationship with the other person, that the other individual engaged in a protected activity, that the plaintiff suffered an adverse employment action, and that the other employee's activity caused the adverse action.

Summary: In November 2016, the plaintiff—an assistant professor in the ASU Department of Health Information—allegedly asked the interim department chair to stop making disparaging racial comments about a colleague and told the colleague about the remarks.

In February 2017, the plaintiff was listed as a favorable witness when the colleague filed an Equal Employment Opportunity Commission discrimination charge against ASU.

In April, the ASU provost refused to renew the plaintiff's contract.

The plaintiff filed a suit, and one of her claims was retaliation in violation of Title VII.

ASU filed a motion for summary judgment, arguing that its legitimate reasons for nonrenewal included being openly disgruntled when she was passed over for a promotion, committing a serious breach of email etiquette, and being irritating and offensive to others.

The plaintiff contended those reasons were false because the alleged infractions were trivial.

The district court judge dismissed the suit, ruling that the plaintiff's opinion about the significance of the reasons was irrelevant because an employer had the right to make unwise decisions and she hadn't proved ASU was lying.

He also said the passage of about five months between the plaintiff's alleged expressed concerns about the remarks and the nonrenewal was too much time to suggest a causal relationship between the two events. ▲

Age Discrimination

Case: *Tsavaris v. Savannah Law School LLC et al.*, No. 20-11150 (11th Cir. 02/25/21)

Ruling: The US Circuit Court of Appeals, Eleventh Circuit, affirmed the dismissal of a suit against Savannah Law School.

Significance: When an institution of higher learning provides a legitimate reason for refusing to renew a professor's contract, she must demonstrate such weaknesses in the stated reason that a reasonable fact finder could find it unworthy of credence.

Summary: After the plaintiff began teaching at SLS in 2013 as an associate professor, her annual contract was renewed for a few years.

However, the SLS Retention and Tenure Committee told the dean in January 2017 that student evaluations of the plaintiff "raised some concerns."

After he immediately responded by observing her teaching and reading the relevant evaluations, the dean sent the plaintiff a letter stating that her teaching fell short of the "strong teaching" described in the faculty handbook and that over half of the students in one class said she neither held their attention nor made good use of class time.

A couple of weeks later, the dean sent the plaintiff another letter stating that her employment would end on the last day of July.

The plaintiff filed a suit claiming age discrimination, but the trial court judge granted summary judgment in favor of SLS.

On appeal, the court said the only issue was whether there was sufficient evidence to show that the stated reasons for nonrenewal were false.

The plaintiff argued that the reasons were fabricated because the dean had told the Retention and Tenure Committee in September 2016 that he wasn't going to renew the plaintiff's contract.

The appellate court acknowledged that the dean may have made up his mind against renewal in 2016 before the 2017 student evaluations memo and the classroom observation.

However, it ruled that the evidence was insufficient to prove that the dean's 2016 decision was motivated by age discrimination instead of something else.

The appellate court affirmed the summary judgment. ▲

Adult Learner

Case: *Kim v. Villanova University*, No. 21-1879 (E.D. Pa. 09/16/21)

Ruling: The US District Court, Eastern District of Pennsylvania, refused to dismiss a suit against Villanova University.

Significance: Courts are reluctant to get involved in a private university's disciplinary process unless it fails to comport with fundamental fairness.

Summary: The plaintiff was a Villanova graduate student who received an email from a dean stating that he was immediately terminated from the program for unspecified reasons.

He then filed a suit making several claims, and one of them was a lack of due process.

In support of the claim, the plaintiff alleged that he wasn't given notice or an opportunity to be heard prior to his termination, a chance to have representation, and the ability to call witnesses.

Villanova filed a motion to dismiss.

The district court judge said that courts were reluctant to get involved in a private university's disciplinary process unless it failed to comport with basic due process and fundamental fairness.

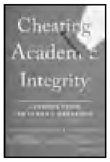
Although the judge dismissed the rest of the suit, she decided that the treatment of the plaintiff wasn't fundamentally fair and allowed the due process claim to proceed. ▲

Book Reviews

Cheating Academic Integrity: Lessons from 30 Years of Research

David A. Rettinger and
Tricia Bertram Gallant, Editors

Wiley, 2022
256 pp., $36.00



Academic dishonesty is a guild problem that connects academicians from all disciplines. While cheating has appeared throughout the history of education, never has skirting the rules threatened the legitimacy and integrity of modern education as it does now. For this reason, David A. Rettinger and Tricia Bertram Gallant have crafted a book that addresses cheating in a contemporary context and that is based on empirical research, most of which has been produced in the last three decades. Rettinger and Gallant, along with their contributors, all of whom have research and administrative backgrounds in academic cheating, have provided insights into academic dishonesty that offer new ways of thinking about students' behaviors and, equally importantly, how professorial and institutional actions contribute to dishonesty by students. This book is more than a resource. It is the meat of a learning curve for understanding how and why students try to cheat the system and find ways to gain the benefits of a college degree without studying.

The fallback position most teaching faculty assume upon nabbing an academic miscreant is that students cheat because of some moral failure or simple laziness. These explanations define cheating as intentional and rational behaviors calculated to gain an unfair advantage. Such explanations, as we now know from the literature presented by the book's contributors, is overly one-dimensional and reductionistic. Students do make the decision to cheat, but those decisions are more complex than a breakdown (or absence) of moral fiber. Many factors are at play when a student decides to buy a paper online, pay a substitute to take an exam, or use a smartphone to find exam answers.

As the research shows, the overwhelming majority of students believe that cheating is wrong. That said, many studies presented in this book report research that indicates that perhaps over half of all students engage in cheating at least once in their college careers. Such an inconsistency is not psychologically insignificant, and the book provides readers with excellent summaries and assessments of the burgeoning research that seeks to resolve this incongruity.

To this end, the books' authors make three important points. First, academic dishonesty is an act of deviant behavior in the psychological and sociological sense. Largely because they know it is wrong, individual students do not often cheat, maybe once or twice in their careers as students. Therefore, the question, as pointed out in Waltzer and Dahl's chapter, is not who is cheating but when and why some students cheat. As in the case of all deviant behavior, individual and contextual factors underlie the decision to cheat, and the chapters' authors have excellently synthesized this research and uncovered those variables that provide a better and more strategic understanding of cheating. In addition, the chapter by Anderman and colleagues adds clarity and meaning to the empirical and statistical findings presented throughout the book by situating academic cheating in the context of social-psychological theories.

A second key point is that cheating is not a solely psychological event; research shows that environmental and institutional practices encourage students to violate the rules. Factors such as social and educational inequities, linguistic diversity, and cross-cultural differences in educational background (e.g., rote learning vs. critical thinking teaching styles) experienced in the K–12 years fall outside the institution. Yet, as research shows, these antecedents cause many students to be unprepared for college work and lead some to a sense a desperation that cheating is necessary to survive academically. In other cases, students' social, familial, and educational backgrounds have not provided them with their college's expectations of original work, such as specifying appropriate definitions of plagiarism, or cause disruptions that make it difficult for students to study. Research also shows that institutional practices such as emphasizing standards over content and skill mastery, poor course quality, inadequate instruction, and unclear standards of appropriate educational behavior also contribute to student cheating.

Third, students who decide to cheat have a multitude of new technological options to enable their intentions and weaken their resistance to violating honesty standards. Lancaster's chapter reviews new avenues of dishonesty such as the international contract cheating industry (buying papers online), artificial intelligence (computers writing papers), and smart eyewear (programmable contact lenses and glasses). These technological innovations pose serious and frightening threats to the integrity of higher education. Fortunately, all is not lost, and the book warns institutions to be ready for these "attacks" and reminds us that we are not powerless to combat them.

Indeed, the book is rich with institutional and teaching strategies to diminish cheating. The temptation to cheat can be reduced or even eliminated by reorienting classroom pedagogies. Goldman and associates present a thoughtful chapter (with a handy table summarizing key prevention strategies) on how classroom practices and climate can reduce cheating. Most tactics presented in the book are feasible for every professor in every discipline, making their potential impact on cheating rates quite significant.

This volume is important and relevant throughout the academy. Rettinger and Gallant's book is not solely for directors of a college's academic honesty program but a must read for everyone who engages students. It is ideal as a common book for teaching faculty and is highly recommended for department chairs. Dishonesty is no longer about cheat sheets hidden away in pockets of naive or lazy "party students." Rather, as we have learned from the authors of this book, cheating is a multifaceted behavior that has evolved in complexity via sophisticated technology that has the potential to undermine higher education as a model of rectitude.

We are all responsible for protecting higher education, and this book provides us both the incentive and the ideas to support that end.

Reviewed by **L. Allen Furr**, professor emeritus of sociology at Auburn University. Email: laf0014@auburn.edu

Leading Wisely: Becoming a Reflective Leader in Turbulent Times

Manfred F. R. Kets de Vries

Wiley, 2022
192 pp., $22.50

Leading Wisely: Becoming a Reflective Leader in Turbulent Times by Manfred Kets de Vries delivers an insightful and unique exploration of what it means to lead with wisdom. Leadership in any arena is challenging in the current climate. The title leads readers to expect a description of the requirements for wise leadership in the current landscape.

This book focuses on two areas that should be the central point of leadership during these unsettling times: people and personalities. It offers an antidote to the linear and fragmented leadership models that emerged out of the industrial age and refocuses our thinking on a people model grounded in wisdom. The author's point of view moves the reader toward self-assessment. He tackles the subject of successful leadership—how people obtain it and what contributes to extraordinary success as opposed to everyday success.

Kets de Vries challenges the thesis that successful leadership is often defined by dollars and cents and circumstances out of our control more than by any effort we put forth. This premise is not exactly revolutionary. Most of us know it to be true. However, most of us also believe that if we just try that much harder and develop our talent that much further, it will be enough to become wildly successful, despite bad or just mediocre beginnings. Not so, according to the author. His research, both qualitative and quantitative, finds human decency at the core of great leaders' success. This concept is more important, according to the author, than money or effort. Because citizens in these turbulent times are grasping for results regardless of how they are obtained, they refuse to listen to a voice of wisdom.

It has been a point of contention whether leadership is an innate characteristic or whether it can be learned. Kets de Vries portrays how multiple qualities affect leadership, and they are all linked to wisdom. He gives us deep insight into the attributes of a wise leader based on his psychoanalytic and executive coach background as well as data-driven findings. The book is both applicable and realistic. It forces readers to question their own leadership style and their ability to demonstrate a level of wisdom.

> The book is both applicable and realistic.

Leading Wisely provides a comprehensive definition of wisdom, including thoughts derived from Socrates, Whitehead, and other great philosophers. The author also relates wisdom to discernment and night vision. He clearly reminds readers that wisdom and intelligence are not synonymous and that those who are believed to be the most knowledgeable are not necessarily the wisest.

The book describes the personal qualities that those with wisdom possess—ranging from compassion and empathy to authenticity and courage. These attributes are described in the chapters in conjunction with short stories, anecdotes, and tales based on spiritual and cultural conditions.

The author makes a compelling case for purpose, empathy, and caring to become the strategic driving forces for organizations in a disruptive and complex world. The book provides readers with the simple tools and the wisdom mindset needed to lead their organizations into the twenty-first century. These are people-focused qualities that have proven to be successful.

The last chapters provide eight lessons on wisdom, beginning with the golden rule and concluding with a definition of happiness. Leaders who are courageous, good listeners, can forgive easily, and can choose their battles wisely are bound for success.

The author has done a phenomenal job of synthesizing data and observations of students and clients. However, the way it is presented borders on too much information, thus forcing readers to return to earlier chapters to make the connection. The short stories and tales drive the points home, but their numbers are almost overkill. This makes for a difficult read.

The book does not necessarily show the relationship of the content to being a good leader, nor does it emphasize the relationship of wisdom to good leadership. The utility of information is lacking. A broad summary of the content as it relates to leadership would have been beneficial to the reader and simultaneously provide clarity of content.

I appreciate the author's honesty, straightforwardness, and genuine tone, but it would have been helpful to know more about his leadership style and how he demonstrates wisdom in his daily work. This would entice readers to seek wisdom and encourage other leaders to use wisdom in their leadership roles. However, this is a must read especially for new leaders or leaders who feel they are lacking or deficient in people skills and wisdom.

Reviewed by **Joan S. Cranford**, assistant dean at Georgia State University. Email: jcranford2@gsu.edu

Doing the Right Thing: How Colleges and Universities Can Undo Systemic Racism in Faculty Hiring

Marybeth Gasman

Princeton University Press, 2022
296 pp., $29.95

In 2016, Marybeth Gasman wrote an opinion piece that appeared in the *Washington Post* about her experience in answering the question, Why do research and elite institutions lack minority scholars? Her response was admittedly frank: "'We don't have more faculty of color among college faculty [because] we don't want them.' Those in the audience were surprised by my candor and gave me a round of applause for the honesty" (see https://wapo.st/3LvvQ41). The uproar came from all directions, with a flurry of BIPOC scholars sharing their CVs and hoping for entrée to a job through their frantic emails to Gasman.

The cacophony also rang with white colleagues' voices, more than perturbed that the secret was out and confirmed in newsprint. However, six years later, precious little has changed.

Gasman's recent book, *Doing the Right Thing: How Colleges and Universities Can Undo Systemic Racism in Faculty Hiring*, extends the discussion and offers a call for change. Opening with the shifting diversity among the student populations at the most elite schools, Gasman juxtaposes those numbers, which are upward of 55 percent at Columbia and Stanford, with the number of minority faculty at the same types of institutions. White men represent 41 percent of the faculty, with white women representing 35 percent and with Black men, Black women, Latinx men, Latinx women, and Indigenous populations making up 3 percent or less, respectively, of the faculty population. While the student population represents the demographic throughout the United States, the professoriate has remained stubbornly homogenous. The stagnant diversity occurs despite the 32 percent increase in African Americans and the 67 percent increase in Latinx scholars earning doctorates between 2006 and 2016. However, these numbers still did not impact the current faculty.

Dr. Gasman wrote this book from a unique perspective because her 2016 *Washington Post* article prompted more than seven thousand emails from scholars of color and white hiring authorities. The scholars of color often responded as if scales fell from their eyes; the truth was that color and gender, not deficient credentials, were at the nexus of rejection. White hiring authorities admitted that they used credentials as a lame

Gasman is unabashed about the purpose for this book: to highlight the structural and systematic racism in faculty hiring and then motivate hiring authorities to make real change instead of veiled excuses.

excuse to keep women from STEM careers or used the scholar's institution against them when credentials otherwise proved their expertise.

Gasman is unabashed about the purpose for this book: to highlight the structural and systematic racism in faculty hiring and then motivate hiring authorities to make real change instead of veiled excuses. Each chapter begins with a witty nugget of wisdom from mentors and various Association of American Universities' provosts and deans. For example, chapter 3 begins, "In academia, we're purposely vague, so we are not accountable for anything" (59). Woven among direct accounts from provosts and deans, Gasman supports her argument with the National Center for Educational Statistics and the National Science Foundation's Survey of Earned Doctorates. In addition to clear structures, processes, and policies that inform the complex simplicity in diversity hiring, the nine-chapter book supported by statistics confirms the paltry numbers of diverse faculty. Gasman discusses "quality" as a convenient excuse, the pipeline of scholars, and the leaders who directly influence hiring practices.

In an environment where leadership is genuinely committed to diversity and opposes homogenous candidate pools, the university is more effective at diversifying the faculty. They know that action, beyond lip service, fosters diversification. Gasman solidifies this point with concrete examples and strategies on how provosts have successfully diversified their faculty; further, she shares examples of provosts and deans who do not challenge the status quo and maintain the same faculty homogeneity.

With a call to action for the faculty hiring processes to reform traditional practices, Gasman chronicles how social capital and whiteness built the current system, which is reluctant to change. Although the statistics show growing numbers of diverse students, those deans and provosts in power may have entered the academy through the old boy network of fair-haired boys and legacy donors. Nonetheless, Gasman's respondents confirm that such a system is unsustainable. Colleges and universities need to recast their hiring model with more faculty voices and retrain faculty to use an inclusive lens during screening. Failing to reform means failing to meet diverse students' needs, including having faculty who represent them.

For this review, I will bypass the standard magical language that this book is a "must read," is "excellent," or is an "instant classic." Instead, I insert the phrase "for those who are serious about true inclusive hiring practices." Dr. Marybeth Gasman adeptly highlights the problem inherent in constantly failing diversity initiatives. She confirmed empirically what we have known all along—people do what they want. If colleges really want sustained and improved diversity, they have a clear path to increasing the numbers of Black and Brown faculty. After reading this book, one might ponder whether higher education hiring authorities will do the right thing or continue to do the same thing by defending the continued exclusion of very talented and diverse faculty candidates.

Reviewed by **Leah P. Hollis**, associate professor in the Department of Adavnced Studies, Leadership, and Policy at Morgan State University. Email: leah.hollis@morgan.edu

UNITED STATES POSTAL SERVICE® Statement of Ownership, Management, and Circulation (All Periodicals Publications Except Requester Publications)

1. Publication Title	2. Publication Number	3. Filing Date
The Department Chair: A Resource for Academic Administrators		10/1/2022
4. Issue Frequency	**5. Number of Issues Published Annually**	**6. Annual Subscription Price**
Quarterly	4	$2,076

7. Complete Mailing Address of Known Office of Publication (Not printer) (Street, city, county, state, and ZIP+4®)
Wiley Periodicals LLC, 111 River Street, Hoboken, NJ 07030
Contact Person: S. Schmidchen
Telephone (Include area code): 201-748-6048

8. Complete Mailing Address of Headquarters or General Business Office of Publisher (Not printer)
Wiley Periodicals LLC, 111 River Street, Hoboken, NJ 07030

9. Full Names and Complete Mailing Addresses of Publisher, Editor, and Managing Editor (Do not leave blank)
Publisher (Name and complete mailing address)
Wiley Periodicals LLC, 111 River Street, Hoboken, NJ 07030
Editor (Name and complete mailing address)
None
Managing Editor (Name and complete mailing address)
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■ Has Not Changed During Preceding 12 Months
☐ Has Changed During Preceding 12 Months (Publisher must submit explanation of change with this statement)

13. Publication Title	14. Issue Date for Circulation Data Below
The Department Chair: A Resource for Academic Administrators	Summer 2022

15. Extent and Nature of Circulation	Average No. Copies Each Issue During Preceding 12 Months	No. Copies of Single Issue Published Nearest to Filing Date
a. Total Number of Copies (Net press run)	42	42
b. Paid Circulation (By Mail and Outside the Mail) (1) Mailed Outside-County Paid Subscriptions Stated on PS Form 3541 (Include paid distribution above nominal rate, advertiser's proof copies, and exchange copies)	28	27
(2) Mailed In-County Paid Subscriptions Stated on PS Form 3541 (Include paid distribution above nominal rate, advertiser's proof copies, and exchange copies)	0	0
(3) Paid Distribution Outside the Mails Including Sales Through Dealers and Carriers, Street Vendors, Counter Sales, and Other Paid Distribution Outside USPS®	0	0
(4) Paid Distribution by Other Classes of Mail Through the USPS (e.g., First-Class Mail®)	0	0
c. Total Paid Distribution (Sum of 15b (1), (2), (3), and (4))	28	27
d. Free or Nominal Rate Distribution (By Mail and Outside the Mail) (1) Free or Nominal Rate Outside-County Copies included on PS Form 3541	1	1
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b. Total Paid Print Copies (Line 15c) + Paid Electronic Copies (Line 16a)	0	0
c. Total Print Distribution (Line 15f) + Paid Electronic Copies (Line 16a)	0	0
d. Percent Paid (Both Print & Electronic Copies) (16b divided by 16c × 100)	0	0

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17. Publication of Statement of Ownership
■ If the publication is a general publication, publication of this statement is required. Will be printed in the Winter 2023 issue of this publication. ☐ Publication not required.

18. Signature and Title of Editor, Publisher, Business Manager, or Owner	Date
Joseph Fargnoli, Jr., Director, Accounting	10/1/2022

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THE DEPARTMENT CHAIR

THE DEPARTMENT CHAIR (Print ISSN: 1049-3255; Online ISSN: 1936-4393) is published quarterly by Wiley Periodicals LLC, 111 River St., Hoboken, NJ 07030-5774 USA.

Periodicals Postage Paid at Hoboken, NJ and additional offices.

Postmaster: Send all address changes to *THE DEPARTMENT CHAIR*, Wiley Periodicals LLC, c/o The Sheridan Press, PO Box 465, Hanover, PA 17331 USA.

Information for Subscribers: *The Department Chair* is published in 4 issues per year. Subscription prices for 2023 are: **Institutional Print + Online:** $2076 (The Americas), £1066 (UK), €1342 (Europe), $2076 (rest of the world). **Institutional Online Only:** $1848 (The Americas), £949 (UK), €1195 (Europe), $1848 (rest of the world). **Institutional Print Only:** $1928 (The Americas), £990 (UK), €1247 (Europe), $1928 (rest of the world). **Personal Print + Online:** $129 (The Americas), £83 (UK), €100 (Europe), $157 (rest of the world). **Personal Online Only:** $105 (The Americas), £56 (UK), €68 (Europe), $105 (rest of the world). **Personal Print Only:** $118 (The Americas), £76 (UK), €94 (Europe), $118 (rest of the world). Prices are exclusive of tax. Asia-Pacific GST, Canadian GST/HST and European VAT will be applied at the appropriate rates. For more information on current tax rates, please go to https://onlinelibrary.wiley.com/library-info/products/price-lists/payment. The price includes online access to the current and all online backfiles for previous 5 years, where available. For other pricing options, including access information and terms and conditions, please visit https://onlinelibrary.wiley.com/library-info/products/price-lists. Terms of use can be found here: https://onlinelibrary.wiley.com/terms-and-conditions.

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Printed in the USA by The Sheridan Group.

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