

## The Teaching Chair: Maintaining Excellence in Teaching

300-500 word summary:

After attending the Academic Chairpersons Conference, it was noted that there were many sessions related to balancing the roles of chairs, but the focused primarily on the leadership role and loss of scholarship capacity. Many chairs expressed a loss of intellectual enrichment from doing scholarly work. Lacking was the topic of the loss of one's teaching excellence the teaching chair's day is often consumed with responsibilities that have little to do with typical faculty roles such as teaching and scholarship. As a result of this, the presenters conducted a nation-wide survey related to teaching roles and the impact of chair duties on teaching. Participants include current and recent chairpersons.

The session will begin with an overview of the survey responses including the number of years serving as chair, rank, and the impact that being chair has on teaching effectiveness. Preliminary data suggest that the majority of respondents to the survey were members of their department for >10 years and full professors before they became Chair/Head; Their load includes teaching and keeping regular office hours. The majority of respondents do not spend as much time prepping for their teaching since becoming Chair/Head and feel that their teaching suffers as a result of being Chair/Head.

The session will conclude with interactive small group scenarios for discussion and application and development of realistic strategies for coping with, overcoming, and/or accepting their limitations related to balancing the chair and teaching roles. Some of the issues will be lack of time for preparation and giving students meaningful feedback, less positive student course evaluations and comments, maintaining teaching excellence and acceptable student outcomes, and the potential impact on post-tenure-review and/or promotion.

While not all academic chairs teach, this session intends to aid those who do in coming to terms with the teaching challenges and changes in their roles. Participants will actively engage with colleagues while exploring workable options to employ to enhance the time and energy that they do have for the teaching role.

Brent, R. L. (1992). The changing role and responsibilities of chairmen in clinical academic departments: The transition from autocracy. *Pediatrics*, 90(11), 50-57.

Fant, Jr., G. C. (2006, August 4). Without a net. *Chronicle of Higher Education*, 65.

Hubbell, L. & Homer, F. (1997). The academic department chair: The logic of appeasement. *Political Science and Politics*, 30(2), 209-213.

LeVine, "E. L. (1998). Reflections of a reluctant chairperson: A model of leadership applied to academic administration. *The Psychologist Manager*, 2(1), 13-24.

Reddy, M. S. (2016). Setting the stage for a great performance as an academic department chair. *Journal of Dental Education*, 80(3), 263-264.

Saad, A. M. & Al-Karni, (1995). Evaluation the performance of academic department chairpersons. *Higher Education*, 29(1), 37-57.

Weinberg, S. S. (1984). The perceived responsibilities of the department chairperson: A note of a preliminary study. *Higher Education* 13(3), 301-301