

The California State University Department Chair Survey Report

Prepared for the California State University
Office of the Chancellor and the Academic Senate California State University

Don Chu, Professor
California State University, Chico

by

Sally Veregge, Professor
San Jose State University

The authors of this report would like to thank Steve Aquino, Office of Institutional Research, San Jose State University, and Peggy Gray, California State University, Chico for their technical assistance, and Vivian Vidoli, California State University, Fresno for suggestions about reporting individual campus data. While this report is based upon the responses of department chairs in the California State University, the contents of this report are the sole responsibility of the authors and do not reflect the position or opinions of others.

Figures

<u>Number</u>	<u>Title</u>	<u>Page</u>
1	Percent of respondents from different colleges within the universities	4
2	Age distribution of department chairs	5
3	Plot of data in Table 4	7
4	Percent of chairs with 3 or fewer years of service, serving with deans with varying lengths of service	8
5	Distribution of FTEF across departments	8
6	Median and range of FTEF for departments in various colleges	9
7	Percent of departments with various numbers of tenure-track and tenured faculty members	9
8	Percent of department chairs reporting various numbers of temporary faculty members	10
9	Percent of department chairs reporting various numbers of staff members	10
10	Number of departments with varying staff sizes, cross-tabbed with FTEF	11
11	Percent of department chairs reporting hiring various numbers of teaching associates	11
12	Percent of department chairs reporting hiring various numbers of student assistants	12
13	Percent of departments with various numbers of FTES	12
14	Percent of departments with various numbers of undergraduate and graduate majors	13
15	Variability in number of majors among departments with similar FTES	13
16	Number of months/quarters chairs are contracted to perform administrative functions	14
17	Relationship between FTEF and length of administrative contract	15
18	Relationship between FTES and length of administrative contract	15
19	Percent of chairs with various percent administrative appointments	16
20	Relationship between percent administrative appointment and FTEF	16
21	Relationship between percent administrative appointment and FTES	17
22	Relationship between percent administrative appointment and undergraduate majors	17
23	Percent of chairs with less than 12-month appointments who worked unpaid days	18
24	Percent of chairs that spend varying percentages of their time on administrative tasks	31
25	Percent of chairs indicating they plan to serve one or more terms	32

Tables

<u>Number</u>	<u>Titles</u>	<u>Page</u>
1	Years that chairs served as faculty members on any campus and on current campus	5
2	Percent of chairs elected by various means	6
3	Typical length of single term as chair	6
4	Percent of chairs serving various number of years	7
5	Responses to the questions, “Who or what determines the percent you are appointed as chair?” and “Who or what determines the number of months you are appointed as chair?”	16
6	Responses to the questions, “What basis or formula is used to determine your percent of appointment as chair?” and “What basis or formula is used to determine the number of months you are appointed as chair?”	19
7	How often chairs are reviewed by their deans	19
8	Frequency of chair review by faculty	20
9	Nature of chair review by dean	20
10	Hours of orientation before assuming the role of chair	21
11	How expectations were provided to chairs by deans	21
12	Number of times chairs meet with deans	22
13	Frequency of campus-wide chairs’ meetings	22
14	Chairs’ tasks and time required	23
15	Hours chairs spend responding to all types of mail	24
16	Chairs’ perceptions of changes in workload	25
17	Chairs’ expectations and surprises	25
18	Ability of chairs to use saved faculty/staff personnel dollars for other purposes.	27
19	How long ago was the departmental mission statement revised?	29
20	Linkage between mission statement, curriculum and resource decisions	29
21	Selected written comments about chair authority	29
22	Chairs’ indication of relevancy of various reasons for decision to become chair	31
23	Importance of various reasons for chairs serving additional terms	32
24	Selected written comments about chairs’ roles, responsibilities, resources and rewards	34
25	Reasons for not wanting to continue as chair	35

Table of Contents

Figures	
Tables	
Executive Summary	1
Methodology	3
Procedure	3
Results	4
Identification as “Chairperson”	4
College Affiliation	4
Demographics and Background of Chairs	5
Age and Gender	5
Years as Full-Time Faculty and Years as Full-Time Faculty on Current Campus	5
Recruited Externally to Become Chair?	6
How Are Chairs Elected/Appointed?	6
Length of Term and Length of Service	6
Characteristics of Departments: What is the Size of Departments?	8
Full-Time Equivalent Faculty	8
Tenured and Tenure-Track Faculty	9
Temporary Faculty	10
Technical and Clerical Staff	10
Teaching Associates	11
Student Assistants	11
Full-Time Equivalent Students	12
Number of Majors	12
Conditions of Service	14
Length of Administrative Contract	14
Relationship Between Length of Administrative Contract and Indicators of Department Size	14
Percent of Appointment as Chair	15
Unpaid Days Worked	17
Chairs’ Knowledge of Who and What Determines Percent and Length of Appointment	18
Review of the Chair by the Dean	19
Preparation for the Position of Chair	20
How Much Respondents Were Prepared Before They Became Chairs	20
Did Respondents Know What Would be Expected of Them before They Became Chairs?	21
What Preparation Seminars/Workshops Did Respondents Attend?	21
What Do Chairs Do?	21
Meetings	21
Meetings with the Dean	22
Meetings with Chairs From Across the Campus	22
Meetings with Chairs Across the CSU in Their Discipline	22
What Tasks Consume Their Time, How Do They View Their Workload?	23
Expectations and Surprises	25
Level of Authority	26
Over Fiscal and Physical Resources	26
Budgets	26
Dollar-Based Budgeting Responsibility	26
Over-Enrollments: FTES Target Information	28
Over Curriculum and Department Policies	28
Mission Statements and Linkage to Decision Making	28

Over Human Resources	29
Motivation for Chairing the Department	30
OK, Why'd You Do It?	30
Pay	31
Why Would You Want to Serve Additional Terms?	32
Authority, Responsibility and Willingness to Serve Multiple Terms	33
Why Don't Chairs Want to Continue in That Role?	34
Discussion	35
Summary of Findings	37
Reference List	40
Open-Ended Comments	41

Executive Summary
The California State University Department Chair Survey Report
Prepared for the California State University
Office of the Chancellor and the Academic Senate CSU

By
Don Chu, Professor
California State University, Chico

Sally Veregge, Professor
San Jose State University

This study looked at four primary questions. Who are the California State University (CSU) Department Chairs? What are the conditions under which they work? What do they do, and how much time does it take? Lastly, why do they serve, and why don't they want to serve longer? All recipients of the CSU System department chair stipend (N=850) were sent the self-report *CSU Department Chair Survey* via campus senate offices. Four hundred and twenty five (N=425) usable surveys were returned for a response rate of 50%. The highlights of the report follow. The conclusions and summary statements below apply to the 50% of CSU department chairs who responded to the survey.

Who are the CSU department chairs?

CSU chairs are mostly home grown with 65% having been full-time faculty only on their current campuses. While the average department size that chairs manage is 6-10 FTEF, some departments are as large as small colleges. Chairs turnover at a rate of 20% per year and about half are within their first 3 years of service. With all the new deans in the CSU, about 40% of chairs serve under deans who are within their first 3 years of service. Although there is some relationship between the size of departments and length and percent of administrative appointment, there is notable inconsistency as well.

What are the conditions under which they serve?

Two-thirds of all chairs in the CSU had zero hours of formal preparation before they assumed their positions. Wide campus differences exist with 100% of chairs reporting no preparation for the job on one campus, while 71% of chairs reported that they were given formal preparation on another CSU campus. Once on the job, chairs do not have clear expectations for their performance, with only 20% reporting that their deans give them formal reviews with clear expectations. Once again, wide campus differences exist with 86% of chairs reporting the lack of clear expectations from their deans on one campus and only 18% of chairs reporting such unclear expectations on another CSU campus. Few chairs understand the policies that affect their level of appointment and performance expectations.

Clearly, decentralization of fiscal authority has not reached the department level, with only 39% of chairs reporting that they are on dollar-based budgeting, and only 25% reporting that they are permitted to reallocate money that they have saved from their personnel budgets. Forty-two percent of chairs say that they allocate department travel money (averaging \$401-\$600 for 23% of departments, and \$201-\$400 for 19% of departments), while 39% of respondents report that their dean allocates this professional development money.

What do they do, and how much time does it take?

Chairs report that 61%-80% of their days are spent on administrative duties. For the 39% of chairs who do not have 12-month appointments, 50% report that they work at least 21 days unpaid. Much of the chair's time is spent answering mail and reading and writing reports, with 91% of chairs saying that they spend 2 hours or more each day attending to departmental communication requirements. Chairs report that they spend little time engaged in boundary-spanning activities (such as grant writing and public relations) or in faculty professional development.

Why do they serve, and why don't they want to serve longer?

The bureaucratic grind of paperwork, reports and meetings seems to wear chairs down. It is the magnitude of this paperwork that is the biggest surprise to faculty members when they become chairs. These everyday

chores take up so much time that the creative scholarly opportunities that may have initially attracted them to the professorate have no time to express themselves within the multi-tasking demands of the chair's position. This is especially the case when chairs do not have the authority that promotes a sense of efficacy. Sixty-nine percent of chairs report that they have too much responsibility and too little authority. It is also clear why chairs might consider further service--when chairs feel valued and respected by their department colleagues. There also exists wide variance between campuses in the perceived level of support that chairs feel from their deans and central administration.

Conclusions

Department management in the CSU is marked by frequent turnover of chairs, appointment of chairs who have been long-time faculty only on their current campuses, lack of preparation for the position before assuming the post, lack of clarity concerning expectations for the position, and lack of formal clear review by the dean. The decentralization of authority, budget management, and responsibility that was instituted in the CSU during the early nineties has not consistently reached the level of the department. Most departments are not on dollar-based budgeting. Most chairs do not have the authority to redistribute or rollover funds. Chairs are expected to shuffle mounds of paper and respond to a multitude of requests from all levels, the administration, faculty and students. Chairs are expected to guide their departments in the present and help plan for the future, yet often they do not have the fiscal authority to distribute resources to best support these expectations. There is little incentive to budget efficiently at the department level, even under dollar-based budgeting, if chairs are not able to move funds where they are needed to promote chair initiatives or other department priorities. Chairs not only do not have the authority to do more than "respond" to the requests of others, they do not have the time. They do not have the time to engage in the proactive, creative management that might forward their departments. Finally, chairs clearly miss the primary social-psychic reinforcements that drew them to the CSU—teaching and scholarship. In its current form, the role of chair does not permit chairs the creativity and resources necessary to engender a sense of efficacy. They might consider continuation in the role of chair if they are appreciated and respected by their colleagues and administration, or if the compensation for chairing were significantly greater.

The California State University Department Chair Survey Report

Don Chu, California State University, Chico

Sally Veregge, San Jose State University

As rising educational expectations meet limited resources, it is incumbent upon colleges and universities to enhance organizational efficiency. Given the standard organizational model found in our colleges and universities, a reasonable focus for attention is the department chair. The chair stands at the nexus of the policy making of the central administration and the faculty on whom the bulk of resources are spent. Despite the importance of this most central management position, there has been little large-scale research to set benchmarks for future scholarship.

Significant work in the area of professional development of department chairs by Tucker (1984), Gmelch and Mishkin (1993), Lucas (1994), and Hecht, Higgerson, Gmelch and Tucker (1999) is illustrative of the type of scholarship available. Anecdotes drawn from long years of experience and shared history provide the backdrop for useful axioms and warnings to the wise. Edwards discussed another angle on department chair leadership (1999) as he reviewed the National Association of State Land Grant Colleges and Universities' survey of 64 public universities. In response to the question "Do you believe that significant change at the departmental level will be critical to your campus?", fully 84% answered strongly in the affirmative. Given the importance of the university department chair in this time of diminishing resources and increasing demands, clearly there exists the need for empirical data upon which policy recommendations may be based.

The California State University (CSU) Department Chair Survey is a large-scale, research study that looks at the background, authority, responsibilities, and perceptions of chairs. We hope that the results of this survey of the 23-campus system, the largest university system in the world, will provide policy makers with an empirically-derived database that will assist them in making decisions that will improve the effectiveness and working conditions of department chairs and the effectiveness with which their departments deliver educational programs and services to students and society.

Methodology

The 66-item self-report survey instrument was developed from an early interview form used to conduct initial testing in 1999. From that form, a self-report instrument was developed with the advice and assistance of Steve Aquino in the Office of Institutional Research at San Jose State University. The survey was piloted in the 2001/2002 academic year and revised based on feedback from department chairs from a cross-section of the university.

Particular attention was given to instilling a sense of confidentiality among respondents. There was no individual identifying information on the survey instrument itself. This work was initially sponsored by the California State University Office of the Chancellor, and later, sponsorship and additional logistical support was provided by the California State University Academic Senate. The CSU campus senate chairs also assisted by distributing the survey to department chairs and mailing returned surveys to the Office of Institutional Research at San Jose State.

Procedure

The identity of department chairs was determined through the official list of CSU faculty employees receiving the supplemental chair stipend. Individual mailers for each chair were then prepared. These mailers consisted of a large manila envelope, labeled with a department chair's name, with a smaller envelope and a return envelope enclosed. The smaller envelope contained a cover letter from the researchers, an informed consent that indicated that the information in individual surveys would be held confidential, the survey, and return instructions. A boilerplate letter from the campus senate chair, encouraging department chairs to participate in the survey, was attached to the outside of the smaller envelope. In mid-Spring 2001, mailers were then sent in bulk to the campus senate office at each campus of the CSU along with a cover letter from the Chair of the CSU Statewide Senate encouraging the campus

senate chairs to assist with the survey. The researchers also sent a cover letter to the campus senate chairs that provided instructions for distributing and collecting the survey and that explained the purpose of the survey. Individual chair packets were then distributed to the department chairs from the campus senate office with instructions to the department chairs to return completed surveys within two weeks to the campus senate office. Campus senate chairs were asked to send an email prompt after two weeks to department chairs who had not yet returned their surveys requesting survey completion and transmittal. Upon receipt of all surveys, campus senate staff stripped individual responses of all identifying information. Four to six weeks after the initial receipt of the surveys, each campus senate office mailed responses in bulk to the Office of Institutional Research at San Jose State University for data scanning and processing. Of 850 surveys distributed, a total of 425 usable surveys were returned for a response rate of exactly 50%.

Results

Due to the complexity and comprehensiveness of the survey, results will be reported in an item-by-item format, with useful cross-tabulations also reported. Phrases in quotation marks above tables or in figure legends are the exact questions or phrases used in the survey. Findings of special significance are in **bold**. The first set of questions looked at the demographics and background of chairs and the characteristics of their departments.

Identification as “Chairperson”

Ninety-four percent of respondents identified themselves as “Department Chairperson.” Interestingly, roughly 4% identified themselves by some other title, although all respondents received a small monthly stipend allocated to “department chairs.” Eighteen respondents identified themselves as “School Director” or “Program Director.”

College Affiliation

Respondents were asked to identify the college in which their departments reside from among the choices provided. The largest number of respondents, 24.4%, indicated that they resided within Colleges of Humanities and Arts, 19.7% were in Colleges of Science and Mathematics, 15.6% were in Colleges of Social Science, 8.5% were in some “Other” College, 7.3% in Colleges of Education, 7.6% in Colleges of Professional Studies, 5.1 % in Colleges of Engineering, 5.1% in Colleges of Health Sciences, 4.2% in the Colleges of Business, 2.4% in Colleges of Agriculture, and 2.2 % in Colleges of Arts and Sciences (Figure 1).

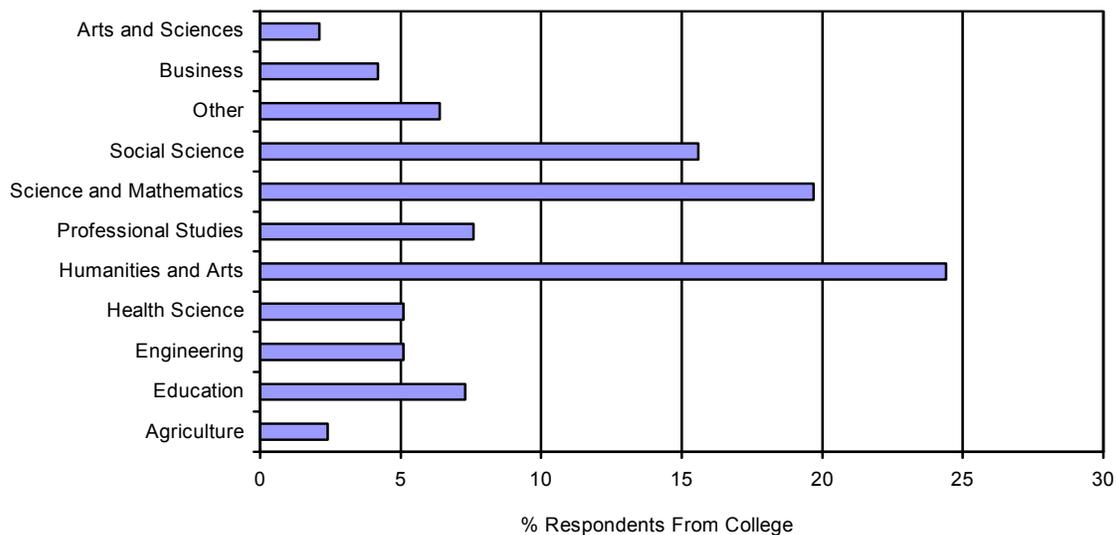


Figure 1. Percent of respondents from different colleges within the universities.

Demographics and Backgrounds of Chairs

Who are chairs, and what are their backgrounds that might affect how they approach their roles as organizational leaders? Chairs are front-line leaders. Like the sergeant and second lieutenant in the trenches, chairs are faced with an ever-changing array of problems requiring rapid assessment. Clearly the characteristics of these leaders and their backgrounds affect the chairs’ perceptions, interpretations, expectations for performance, communication and leadership style, and aspirations for faculty, students and their organizations. This next set of questions looked at some of these personal factors.

Age and Gender

Most chairs reported that they were in their fifties with 55% so indicating. Twenty-four percent were in their 60s, and 20% in their 40s (Figure 2). **Thirty-four percent of chairs were female.**

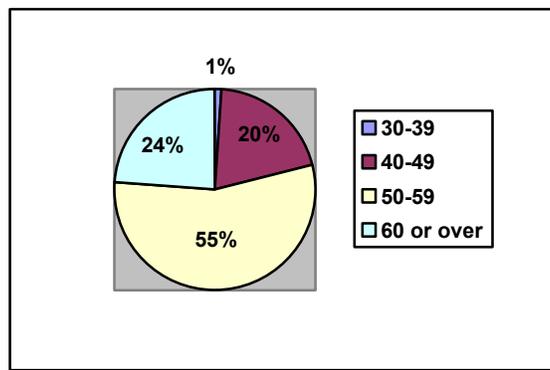


Figure 2. Age distribution of department chairs. Legend indicates age ranges.

Years as Full-Time Faculty and Years as Full-Time Faculty on Current Campus

Clearly experience counts for something, with 54% of chairs indicating that they have been full-time faculty for 21+ years on some campus. Thirty-six percent of chairs indicated that they have been full-time faculty on their current campuses for 21+ years (Table 1). **By cross-tabbing items #11 and #12, we see that sixty-five percent of respondents (270 of the 419 chairs responding to this item) indicated that they have been full-time faculty only on their current campuses.**

Table 1. Years that chairs served as faculty members at any university and/or current campus. “How many years have you been a full-time faculty member at your current and other colleges/universities?” “How many years have you been a full-time faculty member at your current campus?”

Years as Full-Time Faculty Member	At Current and Other Universities (%)	At Current Campus (%)
0-3	1.2	5.3
4-6	2.2	4.5
7-9	3.1	6.9
10-13	10.6	17.2
14-17	12.7	14.8
18-21	15.8	14.8
More than 21	54.3	36.5

Recruited Externally to Become Chair?

A little over ninety percent of respondents reported that they were faculty members on their current campus prior to becoming chair, **while 9.4% of chairs were recruited as a result of an external search.** How many of these chairs are located on one of the new CSU campuses (Monterey Bay, San Marcos, San Bernardino) is unclear.

How Are Chairs Elected/Appointed?

In response to question #22, **respondents overwhelmingly indicated that chairs were selected most often by means of election by tenured-tenure track faculty followed by official appointment by the dean (60%).** Twenty-three percent of chairs were elected by all faculty members, including temporary faculty, then appointed by the dean, and 8% of chairs indicated that there was no election, just an appointment.

**Table 2. Percent of chairs elected by various mechanisms.
“How are chairs elected/appointed in your department?”**

Means By Which Chairs Are Appointed/Elected	% Respondents
“Elected by tenured, tenure-track, and part-time faculty; the winner of the election is then formally appointed by the president (or AVP/provost) on the recommendation of the dean”	22.8
“Elected by tenured and tenure-track faculty only; the winner of each election is then formally appointed by the president (or AVP/provost) on the recommendation of the dean”	60.3
“Elected by tenured faculty only; the winner of the election is then formally appointed by the president (or AVP/provost) on the recommendation of the dean”	5
“No election; Appointed by the president or AVP/Provost on the recommendation of the dean”	7.7
Other	4.1

Length of Terms and Length of Service

How long is the typical term for chairs in the CSU? Fifty-nine percent of chairs indicated that the typical term of service for a chair is 3 years, followed by “Greater than 5 years” (18%), and 4 years (12%) (Table 3).

Table 3. “How many years is the typical term for chairs in your department?”

Typical Term for Chairs	% Respondents (N=413)
2 years	4
3 years	59
4 years	12
5 years	3
>5 years	18
Other	4

How experienced are chairs at being “chair?” How many terms do chairs serve? Most chairs have been faculty first-foremost-solely. How much time have they spent on the job so that they can learn their roles? **Almost half (48%) of chairs in this study are in their first 3 years (Table 4). Roughly 20% are in their first year of service as chair. Forty-two percent of colleagues who served immediately before**

the incumbent chair served just three years, while another 32% served through their second term or 4 to 6 years (Table 4).

Table 4. Percent of present and past chairs serving various numbers of years as chair.

The first column is present chairs and the second column is immediate past chairs. “At the end of the Spring 2002 term, how many months/years will you have been department chair at your current campus?” “How many years did the chair that served immediately before you hold the position of chair?”

Years as Chair	% Present Chairs	% Past Chairs
0 to 3 years	48	42
4 to 6 years	31.8	32.9
7 to 9 years	10.7	12.7
10 to 12 years	7.6	7.6
13 or more	6.7	4.9

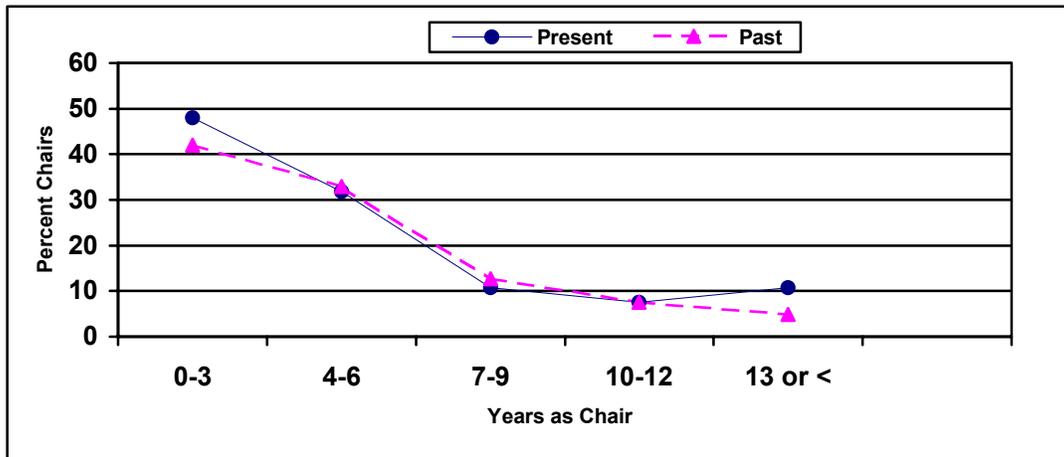


Figure 3. Plot of data in Table 4. Circles represent the percent of present chairs and triangles represent the percent of immediate past chairs who have served various numbers of years.

Referring to Figure 3, there is a remarkable similarity in patterns of service (i.e., years of service) of the current chairs versus the immediate past chairs. It would be interesting to look at these patterns retrospectively over a longer time frame. The perception is that the turnover of chairs has increased in the last few years, which may in fact be the case. A longer-range look at the data might indicate when, or if in fact, turnover increased.

The current “newness” of chairs is especially interesting when juxtaposed against the relative “newness” of deans. In answers to item #24, respondents indicated that **40% of their deans were in their first 3 years of service as well. Another 28% were in their third through sixth year.** By cross-tabbing questions #13 and #24 (Figure 4 below), we see that **17% (n=71) of chairs in their first 3 years, also serve with deans who are in their first 3 years of service.** While this statistic is of interest macroscopically across the very large 23-campus, CSU system, it becomes much more significant when applied microscopically across individual colleges. A novice chair serving with a novice dean presents potential difficulties and opportunities for that particular college. Especially during periods of rapid growth or decline, knowledge of the particular political, economic, technical and symbolic terrain of the campus may be of critical importance during these time-constrictive periods.

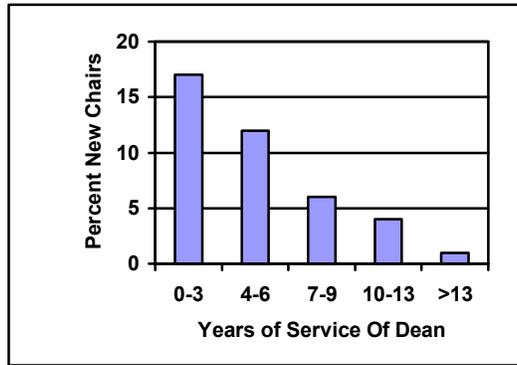


Figure 4. Percent of chairs with 3 or fewer years of service serving with deans with varying years of service

Characteristics of Departments: What is the size of departments?

The organizational research indicates that one of the most critical factors in organizational management and leadership is size (Blau and Scott, 1962). How many employees need management, development, and assistance? How many clients are served? How many of these clients require large-scale assistance? The number and diversity of faculty, staff and students will directly affect the kind of management and communication style that is most effective. This next set of questions looked at additional measures of size and a variety of measures of diversity of academic departments.

Full-Time Equivalent Faculty (FTEF)

The data shown in Figure 5 indicate that there is enormous range in the size of departments. Six percent of departments had 5 or fewer FTEF, while 7% had over 50 FTEF. The most common responses were 6 to 10 FTEF reported by 21%, and 11 to 15 FTEF reported by 20% of chairs.

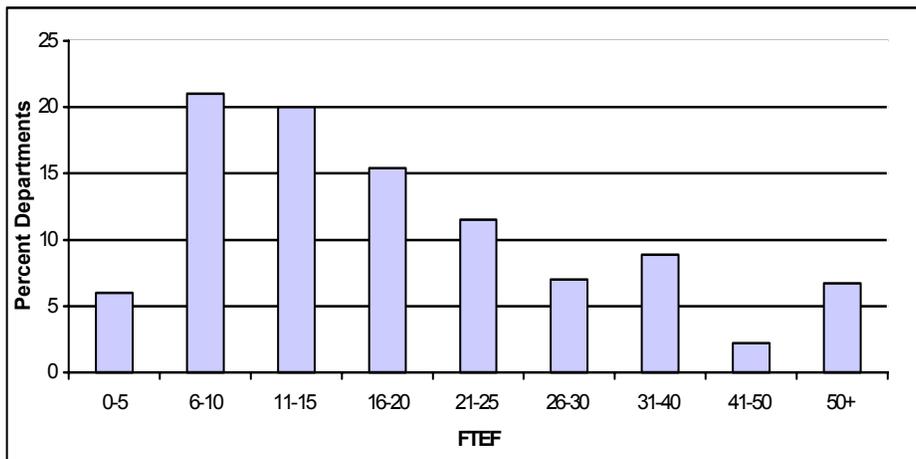


Figure 5. Distribution of FTEF across departments. “FTEF in your department (include full and part-time faculty positions and teaching associates.”

By cross-tabbing the responses to questions #1 and #5, we can see how FTEF is distributed across colleges. The medians for FTEF for all the colleges except agriculture, social science, and education were 16 to 20. Education had the highest median at 21-25 FTEF and agriculture and social sciences the lowest at 11 to 15 FTEF. The colleges of education had the greatest number of departments with FTEF over 50 (20%). The

colleges of humanities and arts had the second largest percent of departments with over 50 FTEF (12%) (Figure 6).

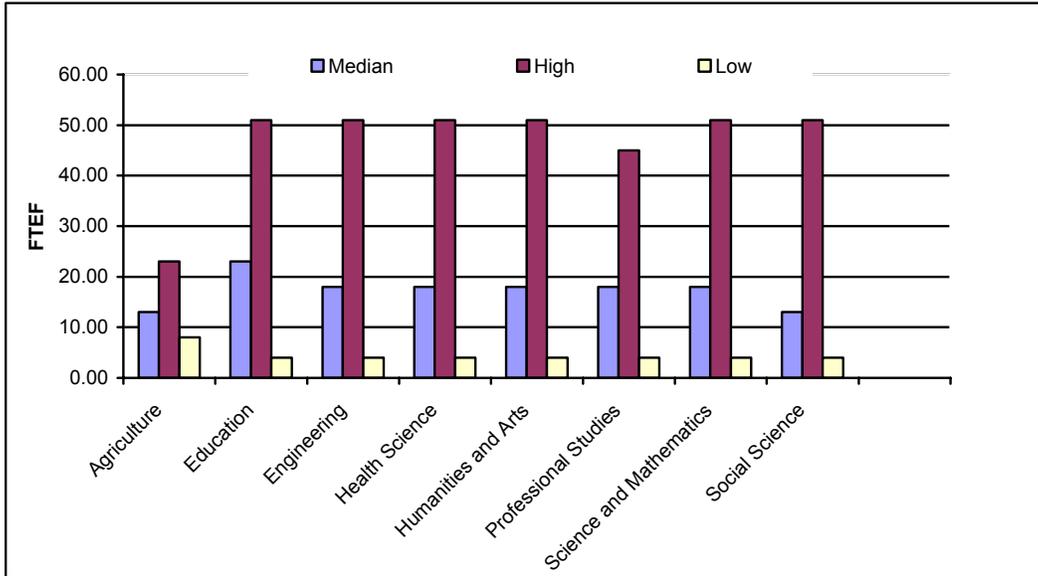


Figure 6. Median and range of FTEF for departments in various colleges. For clarity, the median is represented by the middle value of an FTEF range that was a possible choice on the survey.

Tenured and Tenure-Track Faculty (T/TT)

Chairs were asked to indicate the size of their departments in terms of number of probationary and tenured faculty. **The most common size for departments was 6 to 10 T/TT faculty, reported by 32% of chairs, followed by 11 to 15 T/TT (23%) and 5 or less T/TT faculty reported by 17% of chairs. Five-percent of chairs indicated that they had 31 or more T/TT faculty in their departments (Figure 7).**

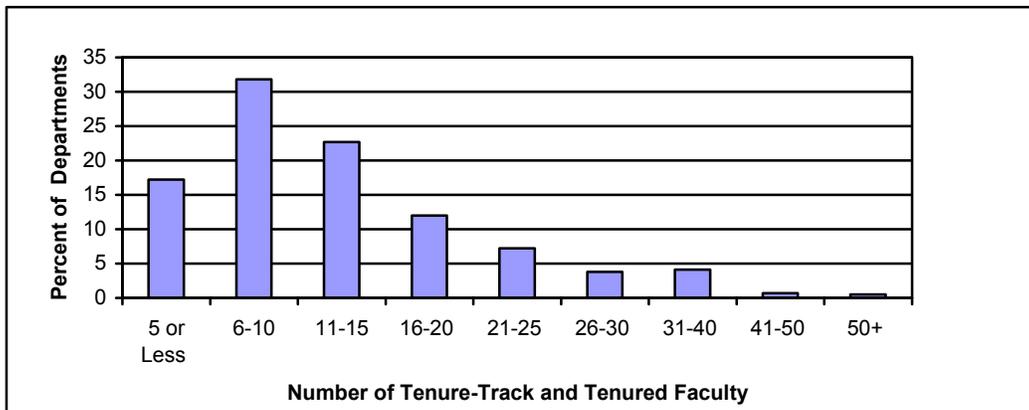


Figure 7. Percent of departments with various numbers of tenure-track and tenured faculty members. “Estimate the total number of tenure-track and tenured faculty members (i.e., head count) in your department.”

Temporary Faculty

Our data indicate that the largest number of departments (33%) have 5 or fewer part-time faculty members with about 27% of departments having 6 to 10 temporary faculty members. About 3.5 % of departments employ 50 or more temporary faculty members, which must be an enormous recruiting and paper-shuffling endeavor for the chair. Just over 17% of departments employ 21 or more temporary faculty members (Figure 8).

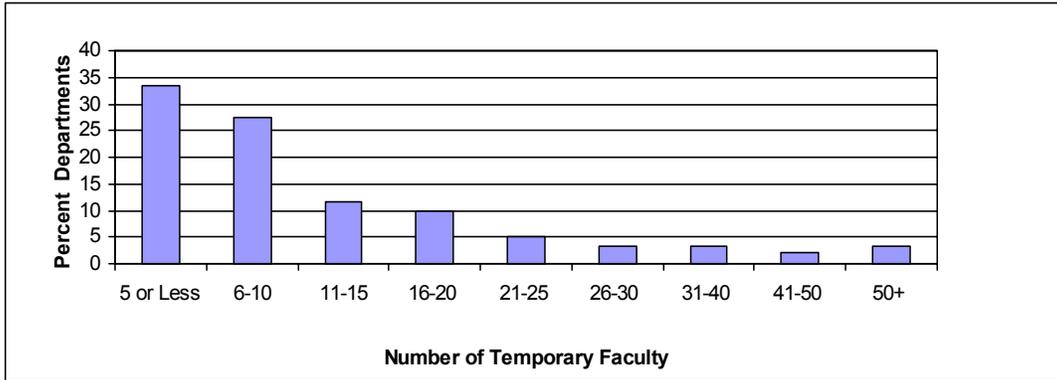


Figure 8. Percent of department chairs reporting various numbers of temporary faculty members. “Estimate the total number of temporary faculty members (i.e., head count) in your department.”

Technical and Clerical Staff

Chairs were asked to report the number of staff members in their units. Eighty-seven percent of chairs reported that their departments employed 5 or fewer clerical and technical staff members while 11% indicated that they had 6 to 10 staff members (Figure 9). Four chairs out of 391 respondents (1%) reported that they had 11 to 15 staff, three (0.8%) reported 16 to 20 staff, and one (0.3%) reported over 50 staff!

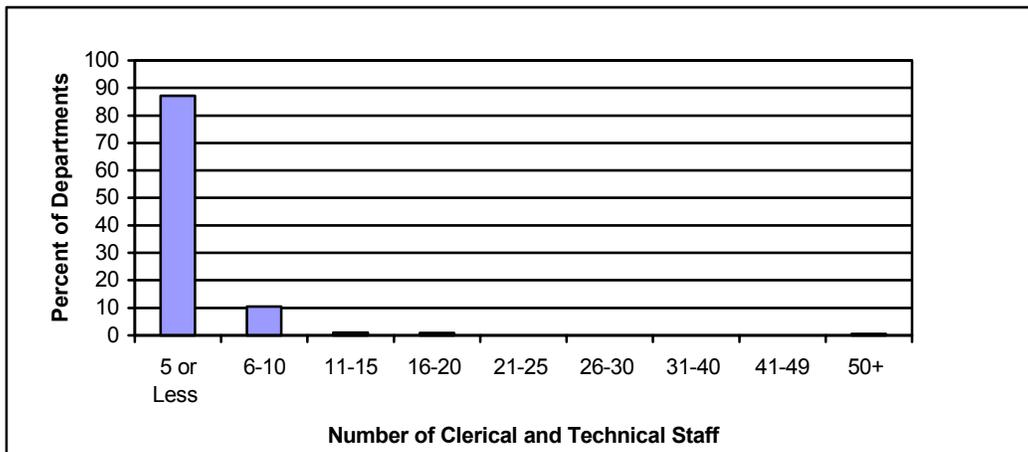


Figure 9. Percent of department chairs reporting various numbers of clerical and technical staff members. “Estimate the total number of clerical and technical staff (i.e., head count) in your department.”

By cross-tabulating questions number 5 and 7D, we can see what the relationship is between number of technical and clerical staff and FTEF. **As with the other indicators of department size, there was great variability in the number of staff in departments with the same FTEF.** These data are difficult to

interpret, however, because some departments require only clerical staff while others, especially in the sciences and engineering, require significant numbers of technical staff. **Interestingly, however, there are almost as many very small departments (0 to 5 FTEF; n=23) as there are very large departments (50 +FTEF; n=20) having 5 or fewer staff (Figure 10).**

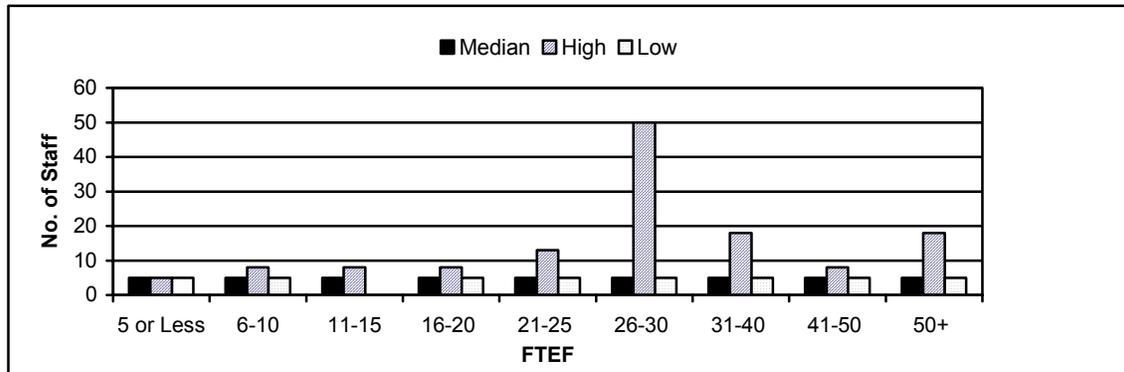


Figure 10. Number of staff versus departmental FTEF. Median, high, and low number of staff for each FTEF value. On the y-axis 5= 5 or less staff, 8 = 6 to 10 staff, 13= 11 to 15 staff, 18 =16 to 20 staff, and 50 = over 50 staff.

Teaching-Associates

Seventy-two percent of chairs indicated that they employed 5 or fewer teaching associates, while 26% indicated that they employed 6 or more graduate students in teaching posts. One department chair reported that s/he hired over 50 teaching associates (Figure 11).

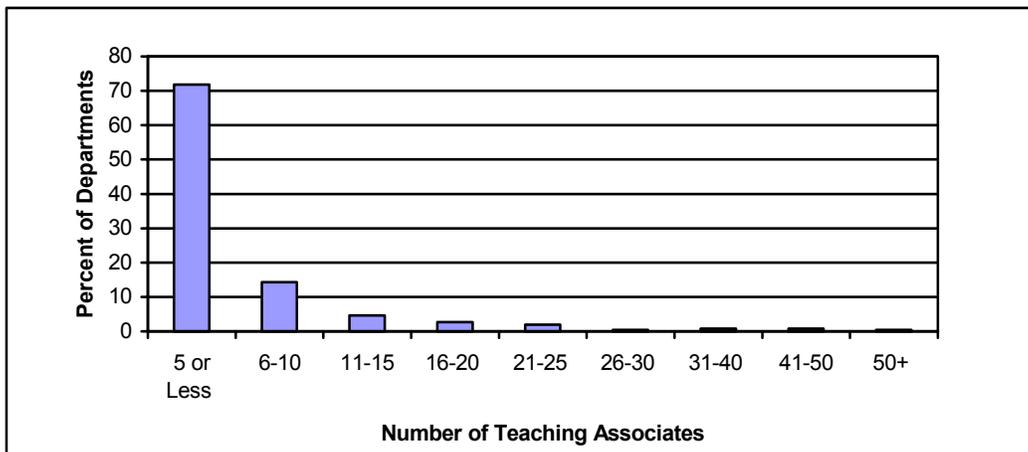


Figure 11. Percent of department chairs reporting various numbers of teaching associates. “Estimate the total number of teaching associates (i.e., head count) in your department.”

Student Assistants

Most departments (76%) employed 5 or fewer student assistants, while 2 out of 372 departments employed more than 50 student assistants (Figure 12).

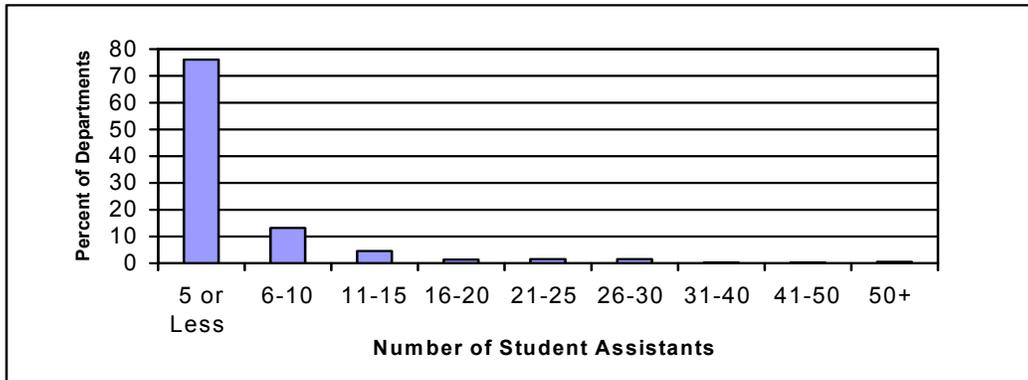


Figure 12. Percent of department chairs reporting various numbers of student assistants. “Estimate the total number of student assistants (i.e., head count) in your department.”

Full-Time Equivalent Students (FTES)

Another measure of department size is full-time equivalent students (Figure 13 below). Chairs were asked, “What was the FTES for your department for Fall 2001?” **Once again there was a huge variance in the size of departments.** While 3% of department chairs reported FTES of 100 or less, another 3% reported FTES in their departments of 1000 or more. The most commonly reported FTES size for departments was 101 to 300 (37%) and 301 to 500 FTES (26%).

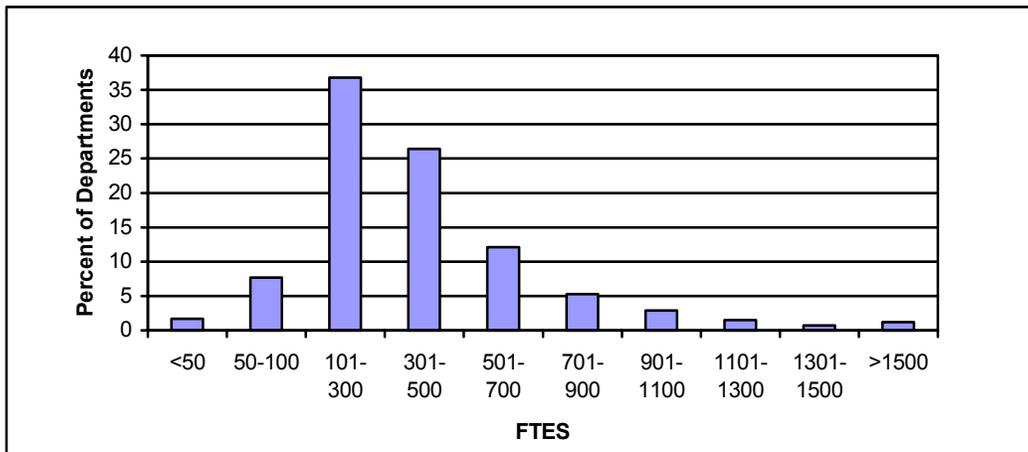


Figure 13. Percent of departments with various numbers of FTES. “What was the FTES for your department for Fall 2001?”

Number of Majors

Most chairs (34%) reported that they had 101 to 300 undergraduate majors, followed by 301 to 500 (18%), less than 50 (17%), 51-100 (12.2%), 501 to 700 (7.1%), and 701 to 900 (4%). The remaining 6.4% of chairs reported that they had 901 or more undergraduate majors in their departments. Fifty-six percent of chairs reported that they had less than 50 graduate majors in their units, while 27% said that they had 50 to 100 graduate majors. **One department reported more than 1500 graduate majors (Figure 14).**

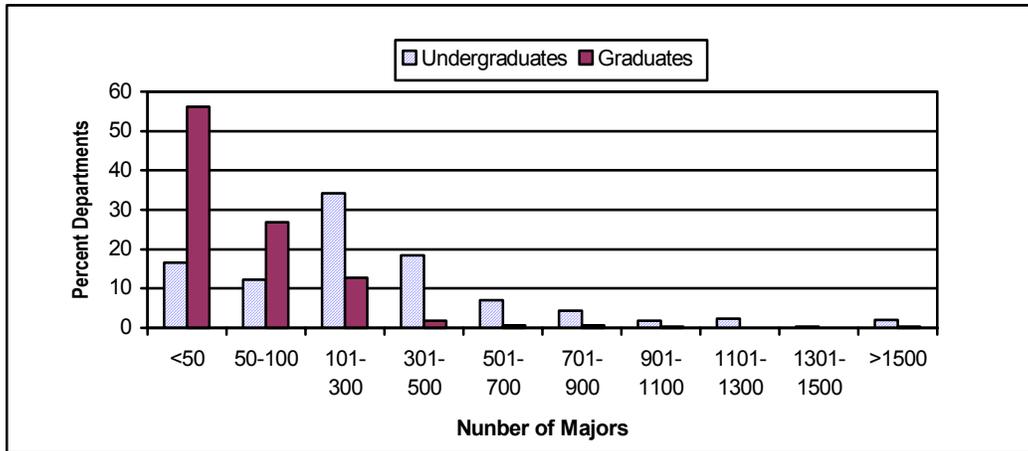


Figure 14. Percent of departments with various numbers of graduate and undergraduate majors. “What was the number of undergraduate/graduate majors in your department for Fall 2001?”

The relationship between number of undergraduate majors and percent of administrative appointment will be addressed later (Figure 22). Another worthwhile comparison is the relationship between numbers of majors and FTES (Figure 15). Because of the curriculum and career advising load that comes with majors, they add an additional workload to the faculty and chair above and beyond that required to serve FTES with regard to numbers of classes and class sections. For example, a department that has a large number of FTES but serves predominantly non-majors has a lesser advising load than a department with an equal number of FTES that serves a higher number of majors. The data in Figure 15 indicate that there is extensive variability in number of majors among departments with similar FTES. For example, if one looks at departments with 400 FTES in the figure below, one notes that among these departments are those with as few as 50 majors and as many as 1200. This variability has implications not only for the workload of the chair but for workload of the faculty and staff, yet it is typically not taken into consideration in the estimation of either.

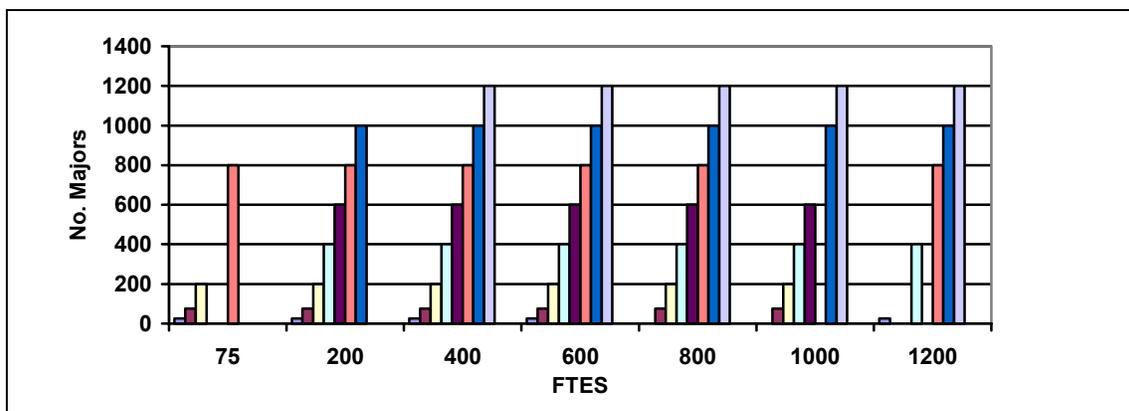


Figure 15. Bargraphs showing the variability in number of majors among departments with similar FTES. Departmental FTES is shown on the x-axis. The y-axis indicates number of majors. The bars indicate that at least one department had a specified number of majors.

Given the critical significance of size as a factor in organizational management and leadership (Blau and Scott, 1962), attention needs to be paid to the wide variance in organizational span (number of FTES, FTEF, majors, staff) among those otherwise identically titled “department chair.” While some departments

have few other faculty members besides the chair, other departments more closely resemble small colleges in size.

Conditions of Service

The organizational literature underscores the importance of clarity and consensus (Covey, 1989). Members of organizations such as universities need to clearly understand the conditions of their employment. Furthermore, there should be a consensus, that is, mutual agreement and acceptance of the terms of employment. The next set of questions looked at the conditions of the chair's employment and how much chairs know and understand concerning their appointment as department administrators.

Length of Administrative Contract

The CSU, which has a faculty union, does not officially consider department chairs as administrators. They are considered faculty and remain part of the faculty bargaining unit. As chairs, however, the university contracts them to do administrative work (i.e., manage the department). Chairs can be contracted as "administrators" for up to 12 months, while the usual faculty contract is 9 months. Question #3 asked respondents to identify the length of their administrative contracts. "How long is your contract as department chair during the course of the academic year?"

Sixty-one percent of chairs indicated that they were employed on 11- or 12-month contracts, while 33% indicated that they were officially employed on a 9- or 10-month contract. Less than 1% were employed for 3 quarters or 4 quarters (Figure 16). A little over one percent of chairs indicated that they were employed for a length of time other than those presented in the survey options.

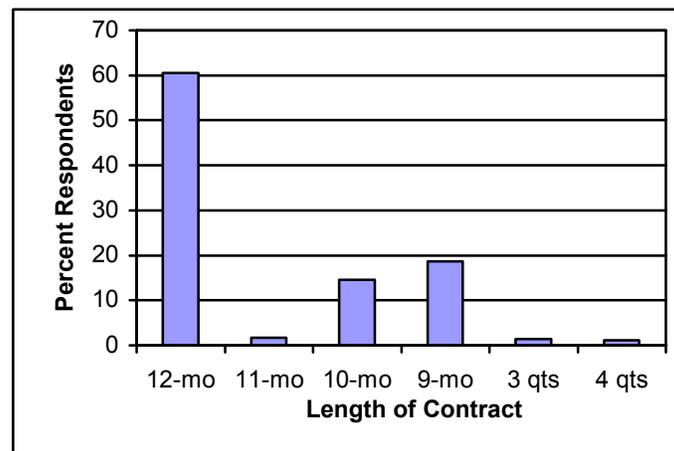


Figure 16. Number of months or quarters that chairs are contracted to perform administrative functions. "How long is your contract as department chair during the course of the academic calendar?"

Relationship Between Length of Administrative Contract and Indicators of Department Size

Logically it would seem that the larger departments would require more management, and therefore chairs of those departments would have more contracts covering a larger part of the year. **This was generally true, but with notable exceptions and remarkable variability.** Of 28 departments with over 50 FTEF, 22 chairs were employed on 12-month contracts; however, 6 had only 9- or 10-month contracts. Of 25 chairs with 5 FTEF or less, 18 had 9- or 10-month contracts, while 7 were employed on 12-month contracts. The correlation between FTEF and length of contract was relatively linear. However, the comparisons in Figure 3 demonstrate that chairs of similar-sized departments, based on FTEF, do not always have similar contract lengths. For example, about 50% of chairs with 6 to 10 FTEF had 9 or 10 month contracts and 50% had 11 or 12 month contracts (Figure 17).

The same observation is true using FTES as an indicator of department size (Figure 18).

The correlation between FTES and length of contract is not as linear as that between FTEF and length of contract, suggesting that the FTEF figure may be the one more commonly used to determine contract length. There is a significant step-wise shift from 9/10-month contracts to 11/12-month contracts at the 301 to 500 FTES range. It is possible, but not likely, that this shift is an artifact of bin-width. Among 45 chairs with departments that had 701 FTES or greater, all but 3 were employed on 12-month contracts. Of 7 departments with less than 50 FTES, 4 chairs were employed on 12-month contracts as well.

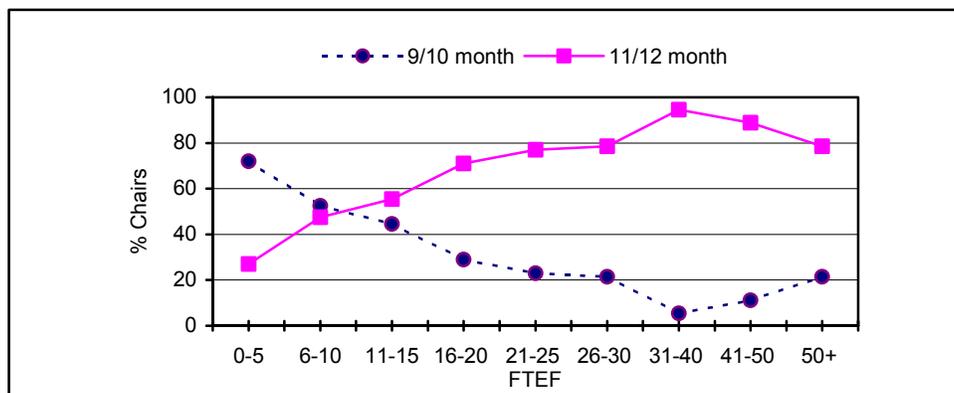


Figure 17. Relationship between FTEF and length of contract

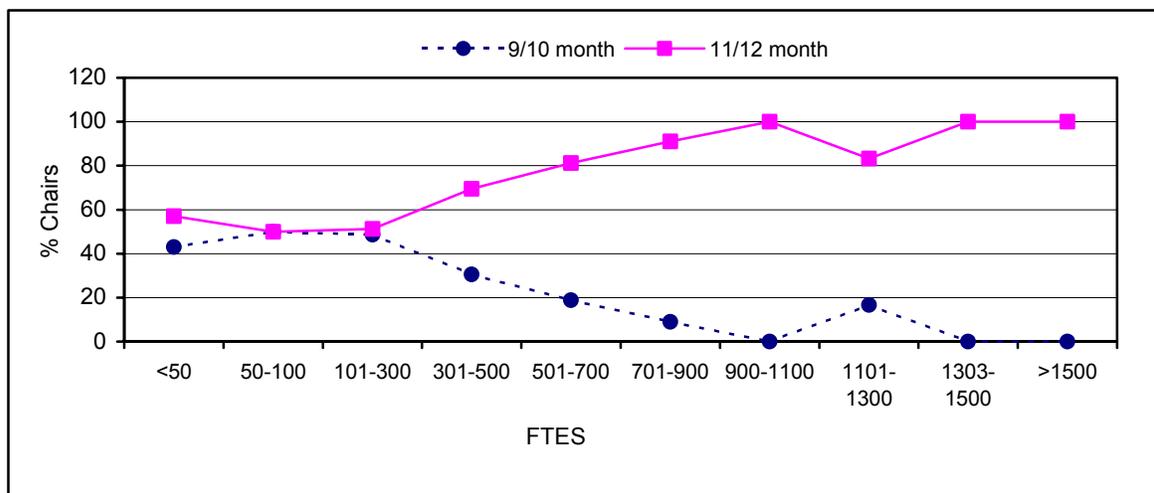


Figure 18. Relationship between FTES and length of administrative contract.

Percent of Appointment as Chair

In the CSU, faculty may be appointed for some portion of their positions as chair-administrators up to 100%. A chair appointed at the 100% level would have no teaching obligations and would be formally expected to only administer department operations. The percent of official position that a chair is appointed in the administrative capacity is shown in Figure 19. **The most common responses were 50% level of appointment indicated by 18% of respondents, 100% administrative appointment indicated**

by 13% of respondents, 75% administrative level noted by 13% of respondents, 60% appointment level indicated by 12% of chairs, and 20 to 25% appointment indicated by 12% of respondents (Figure 19). Interestingly, 40 of 425 chairs (9%) indicated “Not Certain” as their response.

Again, we would expect that the larger departments would require more management, and therefore chairs of those departments should have a larger percent of their appointment as chair-administrators. As Figure 20 shows, although this is the trend, this is not always the case. Among the chairs appointed at the 100% level, 8 are in departments with over 50 FTEF, 4 chairs are in departments of 6-10 FTEF, and 1 chair appointed at 100% is in a department with less than 5 FTEF. Among the chairs appointed at the 60% level, 4 chairs are in departments of over 50 FTEF, 7 in departments of 26 to 30 FTEF, and 3 in departments of 11 to 15 FTEF. Most remarkable is the one chair in a department with over 50 FTEF who has only a 25% appointment (Figure 20). The ranges for each median are large, which also indicates that there is significant variability in terms of the percent of assigned (administrative) time that chairs of similar-sized departments (based on FTEF) are given to perform the tasks of chair (Figure 20).

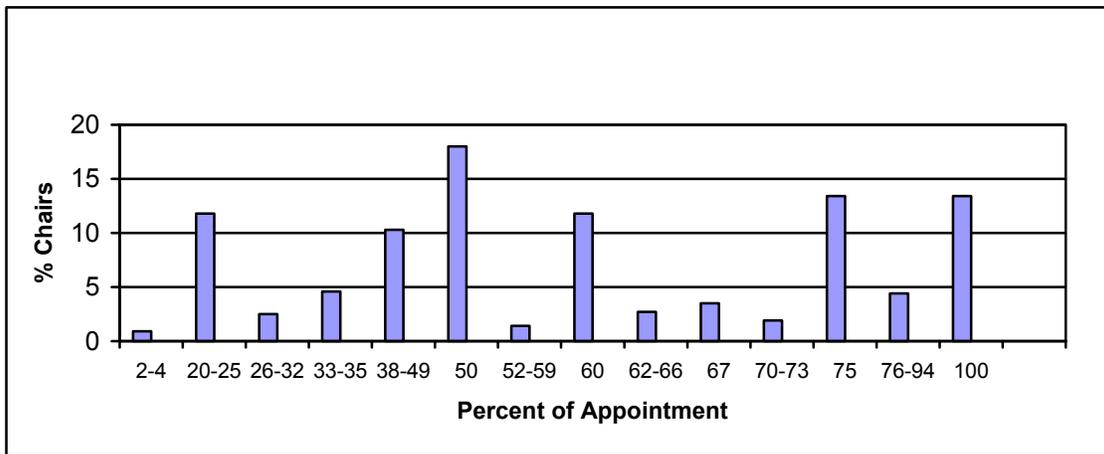


Figure 19. Percent of chairs with various levels of appointment. “Please indicate the percentage that you are officially appointed as chair.”

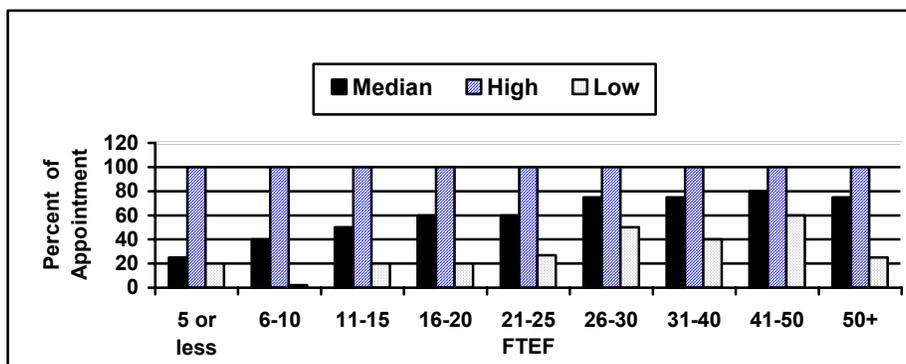


Figure 20. Relationship between FTEF and percent of appointment.

The variability in assigned time for chairs in similar-sized departments is equally high when using other indicators of size. Figure 21 shows the relationship between FTES and percent of administrative appointment. The distribution was bimodal, with a peak of 50% appointment at the 101 to 300 FTES level and a second peak of 100% appointment at the 1101 to 1300 FTES level. Again there was remarkable inconsistency in the relationship between percent of appointment and FTES, with some chairs in

departments that serve more than 1500 FTES having as low as a 60% appointment while other chairs serving in much smaller departments having a 100% appointment (Figure 21).

Similar results are obtained using the number of undergraduate majors as an indicator of size.

Of the 43 chairs indicating that they were appointed at the 100% level, 7 reported that their departments have 1100 or more majors. Contrast this to the 5 department chairs also appointed at the 100% level whose departments had 100 or less majors. Of the 50 department chairs appointed at the 75% administrative level, 5 departments had 1100 or more majors, while 6 departments had 100 or less undergraduate majors. Finally, note that one chair appointed at the 60% level has more than 1500 undergraduate majors!

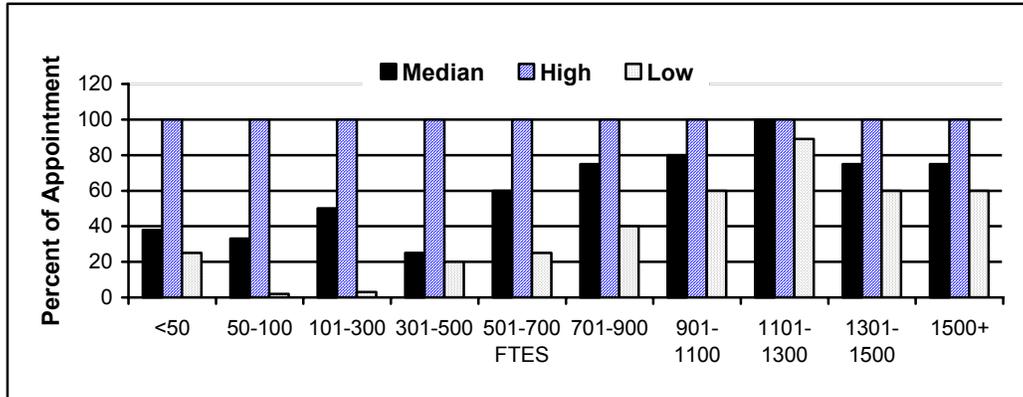


Figure 21. Relationship between percent of administrative appointment and FTES.

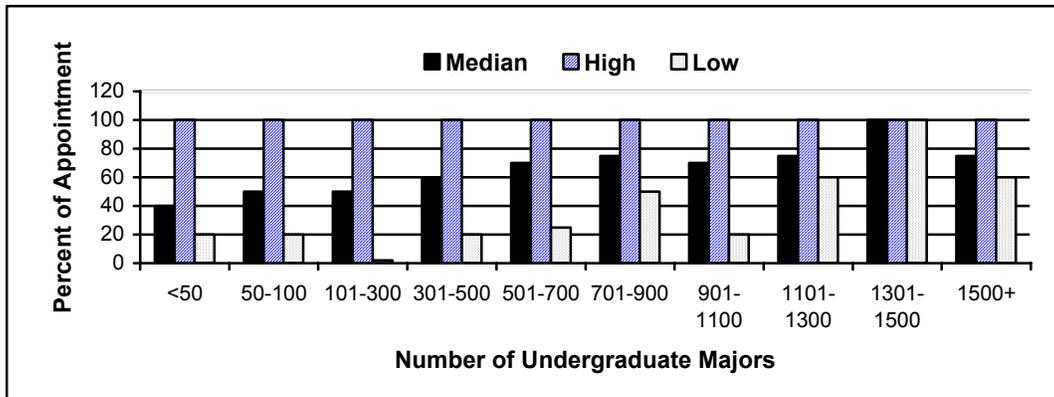


Figure 22. Relationship between percent of administrative appointment and number of undergraduate majors.

Unpaid Days Worked

Question #4 asked, “If you are not paid to work 12 months, how many days a year do you work when you are supposed to be off-duty?” **For chairs who are not 12-month employees, 73% indicated that they worked the equivalent of 1 to more than 2 months while not compensated for their duties (Figure 23).** In order of frequency, 25% of chairs said that they worked 46 or more days that were unpaid, 22% said they worked 26 to 35 days and 16 to 25 days, 15% indicated that they worked 36 to 45 days, 12% said they worked 5 to 15 days, and 4 % said they work less than 5 days while unpaid. (Note: The question did not ask how many hours per day they worked during this period).

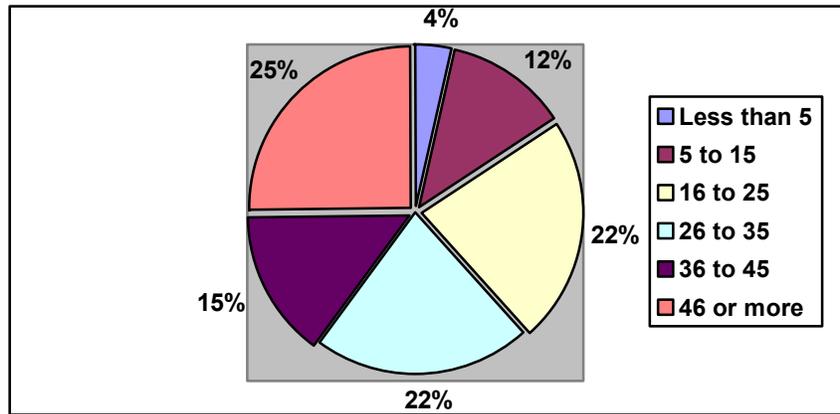


Figure 23. Percent of chairs with less than 12-month appointments who worked unpaid days. (Numbers in the legend are number of days worked unpaid). “If you are NOT paid to work 12 months or 4 quarters, approximately how many days a year do you work during periods when you are supposed to be off duty?”

Of the 43 chairs who said that they work 46 or more days unpaid, 24 of them had 9 month contracts. This represents 33% of all chairs appointed to 9-month contracts. Of the chairs appointed to 10-month contracts, 13 of 61 reported that they work 46 or more days per academic year unpaid.

Chairs’ Knowledge of Who and What Determines Percent and Length of Appointment

As noted above in response to question #17A, 9% percent of chairs were uncertain as to the percent of their appointment as department chairs. Furthermore, as Table 5 shows, **22% of chairs were “Not Certain” as to “Who or What Determines Your Percent of Appointment as Chair.”** Of those who responded otherwise, 55% identified the “Dean,” 12% indicated “University Policy” and 8% replied the “Provost.” **Twenty-three percent of chairs were “Not Certain” as to “Who or What Determines the Number of Months You Are Appointed as Chair?”** “Not Certain” was the second ranking response after the “Dean” (42%) (Table 5).

Table 5. Responses to the questions, “Who or what determines your percent of appointment as chair?” and “Who or what determines the number of months you are appointed as chair?”

“Who or what determines your percent of appointment or the number of months you are appointed?”	Percent of Appointment % Respondents	Number of Months of Appointment % Respondents
Dean	54.9	41.9
Provost	8.3	11
University Policy	12	19.1
CSU Policy	1.2	1.0
CFA Contract	0.2	0.7
Not Certain	22.1	22.5
Other	1.2	3.9

Perhaps most indicative of the respondents’ uncertainty as to the policy-makers for their roles were answers to questions #20 and #21 arrayed in Table 6. **When asked to identify the basis used for the determination of the percent of their appointment and the number of months that they would be employed as chairs, the most common response for both questions was “Not Certain” with 62% and**

64% (respectively) of respondents indicating their lack of knowledge as to the criteria used for decision-making about their administrative positions (Table 6).

Table 6. Responses to the questions “What basis or formula is used to determine your percent of appointment as chair?” and “What basis or formula is used to determine the number of months you are appointed as chair?”

What basis or formula is used to determine your percent of appointment and number of months appointed as chair?	Percent of Appointment % Respondents	Number of Months Appointed as Chair % Respondents
Number of FTEF	18	9.8
Number of FTES	7	5
Number of Majors	0.2	0
Not Certain	62.3	64.3
Other	12.5	21

Review of the Chair by the Dean

Probably the most compelling finding from responses to the question, “How often is your performance as chair formally reviewed by your dean?” is that 19.8% of chairs replied “Not certain” (Table 7).

Table 7. How often chairs are reviewed by their deans

“How often is your performance as chair formally reviewed by your dean?”	% Respondents
Never	21
Once per year	25.8
Once every 2 years	5
Once every 3 years	21
Once every 4 years	6.4
Not certain	19.8
Other	1

Taking the job and not understanding the accompanying evaluation policy appears to be common. **Twenty-one percent of respondents said that chairs are never reviewed by the dean.** Other responses were “once per year” (26%) and “once every three years” (21%) (Table 7).

Responses to item #54 are arrayed in Table 8. “After how many years of service is the chair’s performance reviewed by the faculty?” The most common response was “once every 3 years,” but of note is **that 22% said the chair is not reviewed by faculty, and another 7% said that they were “Not certain.”**

Table 8. Frequency of review of chairs by faculty

“After how many years of service is the chair’s performance reviewed by the faculty?”	% Respondents
1 year	19.2
2 years	8.2
3 years	34.9
4 years	6.7
5 years	2.2
Chair not reviewed by faculty	21.6
Not certain	7.2

In Table 9, responses to question #55 are presented. Item #55 asked chairs how they are reviewed by the dean. The most common response was that they are “Not certain” with **27% of responding chairs indicating that they do not know how the dean conducts the review**. Twenty-percent characterized the dean’s review as formal, written, and with clear expectations. **Seventeen-percent characterized the review as formal, written but with vague expectations, and fifteen-percent said that the review was informal, not written and without clear expectations (Table 9)**. Another way of looking at the primary administrative review of the department chair is that **only 2 of every 10 department chairs characterized their dean’s evaluations as formal with clear expectations**.

Table 9. Nature of chair review by dean

“If the chair is reviewed by the dean, please indicate which of the following best characterizes the dean’s review in your college?”	% Respondents
“chairs are not reviewed by the dean”	16.5
“review is formal, written, and conducted relative to clear chair performance expectations”	19.9
“review is formal, written, and conducted relative to vague chair performance expectations”	17.3
“review is informal, not written, and not conducted relative to clear chair performance expectations”	15.4
“not certain”	27.2
“other”	3.7

For most chairs, the position is the first formal administrative post that they have held. Given an annual operating budget of one million dollars or more, the number of faculty who depend upon the chair to serve as spokesperson for them, and the number of students impacted by the level of efficiency of department operations, one might expect a reasonable degree of preparation for the role. How much preparation does this newly minted administrator receive? This next set of questions looks at formal preparation for the role of chair.

How much were respondents prepared before they became chairs?

When asked in item #27 how many hours of preparation they received from campus administration prior to assumption of the chair’s position, 66% said “0 hours” (Table 10).

Table 10. Hours of orientation before assuming role of chair

“Before you assumed the duties of chair, about how many total hours of formal orientation were provided by your campus administration to prepare you for your job as chair?”	% Respondents
0 hours	66.4
1-5 hours	20.9
6-10 hours	9.4
11-15 hours	2.2
16-20 hours	0.7
More than 20 hours	0.5

This response is even more striking given the fact that faculty typically assume the position of chair immediately upon the beginning of the Fall term. Professors accustomed to the splendid isolation of their lab or office must step into the breach with the tumult of the opening of the new academic year. “Stepping into the fire” they call it. Another way of looking at the assumption of the chair’s position without preparation is that a third of the chair’s first term is spent “learning as they are doing.” Chairs learn as they succeed, and fail. Who benefits? Who loses? Who holds the ship afloat? Who knows?

Did respondents know what would be expected of them before they became chairs?

As is evident from table 11, **fully 57% of chairs indicated that there were no expectations given them by their dean before they assumed the role.** The next most common response (25%) was that chairs received expectations from their deans verbally.

Table 11. How expectations were provided to chairs by deans

“Were expectations for your performance clearly provided to you by your dean prior to assumption of the position of chair?”	% Respondents
Yes, primarily verbally	24.9
Yes, primarily in writing	15.8
No	57.2
Other	2.2

What preparation seminars/workshops had respondents attended?

The results of this survey clearly show that, for the most part, chairs were not prepared for the role in any formal way before they assumed the position. Follow-up questions looked at the formal preparation that they did/did not receive before and after the assumption of the position of chair.

Forty-three percent of subjects indicated that they attended no chair preparation workshops at all, while 23% said that they did attend a campus-sponsored workshop.

What Do Chairs Do?

Meetings

Faculty trained to teach and work in their labs, offices and library suddenly find themselves running or participating in many meetings when they become chair. Chairs serve as the liaison for the department, representing the unit on and off-campus. They meet with those above and below them in the administrative hierarchy. They field complaints and hear of matters pertaining to areas of the department and university

with which they may have had minimal contact heretofore. Some chairs may be better prepared than others if they have participated in campus governance or other meeting-driven activities. Yet there is no guarantee that they had good role models for running or participating in meetings. The next set of questions looked at the particulars of meetings that chairs attend.

Meetings With the Dean

In response to item #23, respondents indicated that they typically meet with the dean more than 12 times per academic year (60%), followed by the response 9 to 12 times per year (22%).

Table 12. Number of times chairs meet with dean

“In your college/school, during an average academic year, how often do all the chairs meet as a group with the dean?”	% Respondents
Never	0
Once	0.7
2-4 times	4.3
5-8 times	12.6
9-12 times	22.3
More than 12 times	60.1

Meetings with Chairs From Across the Campus

As Table 13 clearly shows, there is wide variation throughout campuses as to common practice relative to meetings of all campus chairs. Twenty-three percent of chairs meet monthly with their colleagues from other colleges, 21% indicate that they never meet outside of their colleges, and 16% say that they meet quarterly. During these meetings, it is typically the Provost/Academic Vice-President who leads the chairs’ group (26%), while the chairs themselves lead the group in 19% of campuses (item #26).

Table 13. Frequency of campus-wide chairs’ meetings

“How often are all the chairs on your campus scheduled to meet as a group?”	% Respondents
Never	20.5
Weekly	1.9
Twice a month	8.0
Monthly	23.4
Quarterly	15.9
Twice a year	8.2
Once a year	7.0
As called	15.2

Meetings with Chairs Across the CSU in Their Discipline

Responses to item #31 indicate that 39% of chairs never meet with their counterparts from other CSU campuses, 24% meet once per year, and 23% meet twice per year. In a higher educational system with many urban schools in close proximity, this is a somewhat surprising finding. If chairs are spokespersons and facilitators for collaboration, the lack of meetings may be indicative of a lack of coordinated efforts within disciplines and/or between universities.

What Do Chairs Do?: What Tasks Consume Their Time? How Do They View Their Workload?

The next set of questions looked at the kinds of tasks that chairs engage in and the relative amount of time they consume. Table 14 lists in descending order those tasks identified by chairs as taking up the most time. Percentages reflect the number of chairs picking “Great Deal” of their time or “Little Time” doing the following.

Table 14. Percent of chairs who indicated that tasks take up a “great deal” or “little time.”
“Indicate how much of your time as chair is consumed by each of the
activities listed below.”

Rank	Tasks	“Great Deal” of their Time	“Little Time”
1	Reading/Responding to memos from other offices	55%	5%
2	Writing reports	50%	10%
3	Reading administratively relevant material	38%	11%
3	Staffing classes	38%	19%
4	Scheduling classes and rooms	37%	21%
4	Recruiting staff and faculty	37%	18%
5	Budget management and planning	34%	19%
6	Managing staff and faculty	33%	21%
6	Advising students/student complaints	33%	9%
6	Program planning/curriculum development	33%	14%
7	Representing department at college or univ.-level meetings	32%	16%
8	Leading or attending departmental meetings	30%	11%
9	Doing program assessment	26%	21%
9	Teaching	26%	19%
10	RTP	23%	12%
11	Creating course/program assessment plans	21%	38%
12	Faculty and staff evaluations	18%	24%
12	Faculty and staff personnel problems	18%	38%
13	Scholarly activity	13%	45%
14	Establishing partnerships with off-campus entities	12%	51%
15	Public relations	11%	43%
16	Faculty and staff development	9%	50%
17	Fund raising	8%	68%
18	Managing space	7%	52%
19	Requesting/negotiating repairs to rooms/buildings	6%	71%
20	Managing large equipment repair/replacement	5%	71%
21	Planning and negotiating remodeling	4%	73%
21	Writing grants	4%	69%

While a list of this sort should be viewed with caution due to methodological limitations, and while fine differentiations should not be made between tasks in close proximity in their selection ranking, it is perhaps safe to make the following generalizations from these data.

Clearly, the most time consuming tasks for department chairs might be characterized as the “bureaucratic grind.” This is the kind of work that is unfamiliar to new administrators, and which, therefore, takes up more time than might otherwise be expended by more seasoned bureaucrats. These

tasks involve the writing and reading required for responding and reporting. These tasks are the first three on the list (#1-#3). Chairs must respond to emails, letters, calls and appointment requests. Much of this is time-sensitive and needs to happen quickly. Reading background material, policy documents and technical interpretations takes a great deal of time for chairs who typically do not have the administrative support staff to do the trench-work otherwise done by deans', vice-presidents' and presidents' staff. Due to the unfamiliarity of these sorts of tasks to senior professors who have mastered their own disciplines, the bureaucracy assumes a particular salience to our new administrators.

To shed further light on how much time it takes to chair a department, results for item #37 are presented in Table 15. The question asked, "How many hours per day do you spend responding to email, voice mail and traditional mail?" Forty-three percent of responding chairs indicated that they spend 2 hours per day on mail, 30% said it takes them 3 hours per day, and 13% said it takes them 4 hours per day.

Table 15. Hours chairs spend responding to all types of mail

"How many hours per day do you spend responding to email, voice mail, and traditional mail?"	% Respondents
1 hour or less	9.2
2 hours	42.6
3 hours	29.1
4 hours	12.5
5 hours	3.5
6 hours	1.2
7 hours	0
8 or more hours	1.9

The next set of tasks (#3-#6) may be referred to as "the household routine." Everyone in the family needs a room and sustenance. The head of household needs to make sure that all of the chores have someone assigned to them. S/he also has to listen to everyone's problems and deal with complaints. Lastly, the head of household tries to establish consensus (if possible) about what the organization actually does as it tries to reach its goals. This is the kind of daily work that has to be done or the organization cannot function efficiently.

A number of individual items on the list are worthy of further review. Items # 14, 15 and 17 are all relatively recent additions to the list of duties expected of some chairs in the CSU. **These are primarily boundary-spanning functions that require the chair to go outside of the department and build relationships with constituent groups of potential benefit to the department, college and/or university.** As is visible from these data, at this time, **chairs do not report that these external functions take a significant portion of their time.** Grant writing, another activity that might bring resources into the department (or support the chair's scholarly activity) is at the bottom of the list. Whether or not this is by choice or necessity (too many other demands on the chair's time), cannot be determined. However, the responses to question #33 about workload and question #59 about expectations may give some hints about why chairs are generally not pursuing outside alliances or funding. Seventy-seven percent of chairs indicated that their workload has increase during their terms and 50% of chairs indicated that there was little time to undertake creative activities or projects after the routine work is done. Relative to item #13, chairs report that scholarly activity does not take up a great deal of their time. Whether this is attributable to a history of little scholarly activity or too little time to engage in complex research and writing is unknown at this time. Lastly, item #16 **"Faculty-staff development" is noted as not taking up a great deal of the chair's time.** This is disconcerting considering the many new faculty entering the CSU in recent years, and the need to socialize faculty into tracks which will prepare them to best serve the System's burgeoning student body.

Other items also asked about specific tasks performed by chairs. Question #34 asked who establishes teaching schedules (88% indicate the chair does this). Item #35 asked how chairs were involved in the last

round of merit-salary evaluations (51% said they were part of the review committee, 26% said that they did an independent evaluation, and 10% said that there was no merit review done at the department level). Question #36 asked for the number of department meetings held (40% indicated once per month, 30% said twice per month, and 8% say once every two months).

Item #33 asked respondents if their workloads had changed during their term(s). **Seventy-nine percent said that their workload “has increased,” while 20% said that it “has stayed about the same.” Only 1% indicated that it “has decreased” (Table 16).**

Table 16. Chairs’ perceptions of changes in workload

“Your workload as chair has:”	% Respondents
Decreased during your term/terms	1.4
Increased during your term/terms	78.9
Stayed about the same	19.6

Item #48 asked chairs which student clearance forms they were responsible to review and sign. Seventy-six percent said they sign-off on undergraduate major clearance forms, 66% of chairs sign minor clearance forms, roughly 66% of chairs sign graduate student program clearance forms, and a bit more than half of chairs sign graduate student theses.

Expectations and Surprises

What chairs actually do with their time and the feelings associated with the role can be viewed relative to expectations respondents held before they became chairs, contrasted against what they actually found once on the job. Question # 59 asked chairs what was expected and what was a surprise about the position of chair. Responses in Table 17 are arrayed below by grouping the percent of respondents indicating “far less than expected” with “somewhat less than expected” versus “more than expected” and “much more than expected.” The biggest surprises are higher in the list.

Table 17. How Chairing Differs from Expectations. “How does the position of chair differ from the expectations you held for the position before you became chair?” Percent of chairs who indicated “less than expected” and “more than expected.”

How chairing differs from expectations	“ Less than expected”	“More than expected”
The amount of time the job takes	1%	79%
The amount of paperwork	1%	79%
The number of meetings	4%	45%
The strain that being chair puts on my relationship with faculty	17%	35%
The support I receive from my dean	23%	37%
Opportunities to make a positive impact	23%	26%
The support I expected from the faculty	26%	25%
How rewarding the job is	34%	28%
The support I receive from central administration	45%	11%
The amount of time after the routine work is done to undertake projects or creative activities	78%	21%

This data set may be viewed in a number of ways. Viewing the difference between expectations and the actual work of chairing, **respondents were clearly most surprised by the time and paperwork required for the role.** Very few chairs were prepared for this unpleasant reality of departmental administration. The routing requirements of paperwork and meetings left less time than expected for the kind of creative work

and projects that might forward the department or the faculty and that professors normally engage in as part of their faculty roles. Excluding chairs' perceptions about how rewarding the job is, they were next most surprised by the amount of support that they received from central administration, and the strained relations that they felt from their faculty colleagues. Respondents in this survey were also surprised by the greater level of support than they expected from their deans

In response to the question, "Since you became department chair, how do you feel that the role has affected your scholarly productivity?," 85% of chairs indicated that it has hurt their scholarship, 2% said that it has helped, and 13% said that it has had no effect. For faculty accustomed to long-stretches in the lab, in the field, or at the word-processor, the multitask work environment of a front-line administrator seems to have a clear effect on scholarly productivity.

The data indicate that chairs participate significantly in many tasks that overlap in time and space. They are multi-taskers. Their expectations of the demands of the job and the support they thought they would receive were generally off (either high or low) for about 50% of chairs, but off for about an additional 25% of chairs when it came to the amount of paper processing they are required to do and the amount of time they have to initiate projects or creative activities that might benefit the department and the university.

Level of Authority

Over Fiscal and Physical Resources

Budgets

In the study of organizations, clearly control of resources is very significant. The power to acquire, allocate and conserve resources is a primary source of power (Tucker, 1992). In the California State University, resources have been historically driven by FTES and the "Orange Book," a set of formulas used for the allocation of money and other resources (such as the level of clerical help and justifiable facility square-footage) generated by enrollments, types of courses, and other similar measures of university output. With the budget constrictions of the early nineties, however, the CSU went off of this strictly formula driven approach. And while the size of the overall "check" each campus received from the Office of the Chancellor may have been somewhat diminished, the expenditure requirements were loosened to give campus administrators room to spend resources where they deemed most necessary. With this decentralization from central System office control to the campus central administration, however, the question remains as to whether decentralization of authority and power has reached the level of the department? How much power over the purse do chairs have? The survey presented a set of questions that looked at the budgeting power and authority of department chairs.

Dollar-Based Budgeting Responsibility?

In the CSU there have been two approaches to the management of faculty resources----"dollar-based budgeting" and "position-based budgeting." In position-based budgeting, departments are allocated this most valuable of all academic resources, faculty positions, as numbers of positions. A full-time faculty slot is 1.0 of a position. The chair does not manage money in "position-based budgeting" and has little flexibility to redistribute resources to the department's advantage. In dollar-based budgeting, chairs receive money for their department personnel needs. In this system, chairs typically may have more flexibility with their budgets since faculty status changes with unpaid leaves, research grant buy-outs of faculty time, faculty teaching in other departments for compensation, and the such. If a faculty member receives a research fellowship and takes an unpaid leave, the chair with authority to manage the personnel budget may have \$50,000-\$80,000 to hire replacements for instruction, fund professional travel and development, fund research assistants, purchase much needed equipment, and for other productive uses. Question #39 asked chairs if their departments are on "dollar-based budgeting."

Only 39% of chairs indicated that they were on dollar-based budgeting, while 54% said that they were not. Interestingly 7% of department chairs were "Not Certain" as to the budgeting system used for their department.

Question #42 asked chairs whether or not their departments were responsible for any budget over-runs. While 56% said “yes” and 19% indicated “No”, the 26% choosing “Not Certain” indicates that many chairs do not know budget policy and practice in their college.

The next four questions looked at how much authority chairs have to allocate resources. Since 90% or more of resources in CSU academic departments are typically tied-up in contracts with tenured and tenure-track faculty and staff inherited by the chair, there may be relatively little of department resources available to chairs for discretionary use if they are not authorized to reallocate saved personnel dollars to other department needs.

Results for item #40 are shown in Table 18 below. The item asked chairs if they were able to save money from the personnel budget, were they permitted by their dean to reallocate money for professional development, travel, equipment or supplies? **Only 25% of chairs indicated that they could reallocate dollars for perceived department purposes. Forty-nine percent indicated that they could not reallocate, 12% said that they were “Not certain,” and 14% said that they were “Not encouraged to save since money does not return to the department.” Data from responses to item #41 show that even fewer chairs have budgetary discretion with staff dollars.** Only 19% of chairs indicated that they could reallocate dollars saved from the staff personnel budget, 53% said that they could not reallocate, 14% were “Not certain,” and 14% said that they do not save staff dollars because dollars do not come back to the department.

Table 18. Ability of chairs to use saved faculty and staff personnel dollars for other purposes.

“If you can save dollars from your faculty/staff personnel budget, are you permitted by your dean to reallocate dollars to fund professional development, travel, equipment, supplies, or other activities within the department?”

Can you reallocate saved dollars?	From faculty personnel budget?	From staff personnel budget?
Yes	24.9	19.2
No	48.5	52.7
Not certain	12.3	14.4
Not encouraged to save since money does not return to the department	14.4	13.7

With the ups and downs of the State budget, the capacity to roll-over money helps smooth out temporary shortfalls in resources. With class schedules produced months prior to the beginning of the academic year, and the need to hire faculty with sometimes esoteric expertise, the capacity to know that resources will be available helps management of department operations and makes staffing of classes less risky. Question #43 asked chairs if they were permitted to roll-over money saved from the previous fiscal year into the budget year following. **Only 30% of chairs said “yes” they could roll-over money, while 63% said “no,” and 8% were “Not Certain.”**

Another perspective on the authority of chairs over fiscal matters is provided by questions #38 and #47 that looked at average department travel funds and who allocates travel funds. Responses to item #38 indicated that the average allocation for tenure and tenure track faculty is \$401 to \$600 (reported by 23% of chairs), \$201 to \$400 (reported by 19% of chairs), \$601-\$800 (reported by 13% of respondents), either \$100 to \$200 or zero (indicated by 12% of respondents) and over \$1000 (indicated by 8% of respondents). In response to item #47, we see that **forty-two percent of chairs said that they allocated this money, while 39% said that the dean does this, and 13% said that a faculty committee does this.** Clearly, relative to this very important question of the support of faculty professional development, one-third of deans hold onto this authority and do not permit travel allocations to be done at the department level.

Based upon this information above, it is clear that relative to budget control, the decentralization of authority that was initiated in the nineties with respect to the individual campuses has not reached the level of the department for the majority in the CSU.

Over Enrollments: FTES Target Information

Although it is a gross generalization, it may be fair to say that all resources in the CSU flow from enrollments. Since campuses are funded based on the number of full-time equivalent students, it is incumbent upon academic administration to carefully manage student enrollments. Question #45 assessed the chairs' knowledge of the FTES requirements placed on their departments. Reasonably we could expect chairs to know their FTES target for the academic year, that is, how many FTES their classes are expected to generate. Seventy-eight percent of chairs so indicated by providing their department's FTES target. In contrast, 19% said that they were not given a yearly FTES target, and 3% said that they were "Not Certain" as to their department's FTES target. In other words, **1 of 5 department chairs did not have an enrollment number they could use to plan classes, numbers of sections and personnel hires.**

For chairs to effectively plan, they need to have FTES target information as early as possible preceding the new academic year. Item #46 looked, once again, at whether or not chairs have the information they need to manage their departments. When asked, "When are you typically given your FTES target", 19% of chairs indicated that they did not receive an FTES target, 15% said that they got it during the first month of the academic year, and 4% said that they were "Not Certain"; only 50% said they received it before the academic year. Since staffing decisions and facilities and equipment reservations are made the Spring term before the upcoming academic year, clearly a large number of department chairs in the CSU do not receive the FTES target information they need in a timely fashion. Lack of information makes department-level autonomy (and planning) extremely difficult.

Over Curriculum and Departmental Policies

None of the questions in this survey directly assessed the chair's role in creating or modifying curriculum. The questions that most closely addressed the curriculum were the ones pertaining to the mission statement.

Mission-Statements and Linkage to Decision-Making

Whereas a hierarchical model of decision-making may have dominated earlier models of leadership, contemporary organizations emphasize the importance of shared mission and constituent consensus (Covey 1989). Thirty-three percent of respondents to question #49 indicated that their departments revised their mission within the last year. Another 25% said that they did so 2 years ago. Another 13% indicated that their mission statements were revised 3 years ago. Thus, **fully 71% of academic departments represented by the respondents revised their mission statements within the last three years (Table 19).**

Creation or revision of mission statements has been in vogue in recent years; however, how much does this matter? While mission statements may serve as public-relations rhetoric, how much do mission statements matter in resource decisions? Question #52 asked, "Have courses and programs in your department been reviewed in light of your most recent departmental mission statement?" Sixty-eight percent of chairs said "yes."

Table 19. How long ago was the departmental mission statement revised?

“When was your mission statement last revised?”	% Respondents
Within last year	33.1
2 years ago	25.1
3 years ago	13
4 years ago	5.4
5 years ago	7.3
Not certain	6.1
Not applicable	3.1

Questions #50 and #51 (Table 20) also sought to assess this issue. From the results of items #49-52, it appears **that the department mission statement is important enough to maintain its currency, and it is important as a reference for course decisions, but it is not nearly as closely tied to resource decisions.**

Table 20. Linkage between mission statement, curriculum and resource decisions.

“How closely linked is your departmental mission statement to:	a) the courses and experiences required for degrees?”	b) the resource decisions made for courses and requirements?”
Our department does not have a mission statement	4.3	4.5
Mission statement consciously and closely linked	56.6	37.1
Mission statement relatively closely linked	25.1	28.1
Mission statement loosely linked	10.5	22.5
Not certain	4.5	7.2

Over Human Resources

No specific questions in the survey directly assessed the chair’s authority over human resources. The responses to question #32 indicate that chairs manage and evaluate staff and faculty. They help resolve personnel problems, and they also participate in recruiting staff and faculty. Chairs also play a role in the retention, tenure, and promotion of faculty. As mentioned above, resources enhance authority; the more resources a chair can manage, the more the chair can reward productive faculty and guide the direction of faculty activity towards one that supports the departmental mission---the more the chair can give the faculty what they need to do a good job. The open-ended comments provided by respondents suggest that some wished to have more authority over faculty and staff (Table 21).

Table 21. Selected written comments from the chairs’ about their perspectives of their authority. Numbers after the comments indicate campuses (e.g., campus 1, campus 2, campus 3...)

“Please provide written comments related to roles, responsibilities, resources, and rewards for department chairs”

Comments from Chairs About Authority
I am adamantly opposed to making the position a strictly Administrative one. I believe the system of qualified interested faculty serving as chair is excellent. 1
Chairs of large departments need to be removed from the faculty and designated as management in order to function effectively. 1
It seems like there is more “top-down” micromanagement and less real authority for chairs in the last 3 years. 2

Comments from Chairs About Authority (Continued:)

All chairs in the CSU system should be given authority equivalent to responsibility. 3
Chairs have the responsibility to manage the department, but they have no real authority over other faculty members. Chairs should be appointed rather than elected. 3
Establish concise, detailed responsibilities and authority before you accept the position. 4
There should be more access to the provost to counter and/or open a different point of view than that given by the dean. 4
Department chairs are powerless. 4
Chairs need to have the status of administrator. 5
As long as chairs are part of the bargaining unit, the chair's job will be political and unrewarding. 5
A lot of responsibility and no authority summarizes the situation for chairs at our university. 6
This is a powerless position. 6
Three-year rotating "citizen soldiers" chair terms in which everyone takes a turn is an insane idea. Not everyone is cut out to be an effective chair, and existing in an administrative/faculty appointment limbo undermines chair authority and confidence. 7
Too little authority. The department chair should not be a rotating member of the faculty. 8
The department chair has no authority at all to run his/her department. 9
Good departments are created by strong, savvy, charismatic chairs, not by deans. Our dean is simply not in a position to learn what would be good for the department. But course and program proposals must go to him and the college committee where they are picked to death by fellow faculty with great authority and no responsibility. Meanwhile, I have the responsibility and little authority. 9
The chair's position is a liminal one, not quite faculty and not quite administrative. We chairs have to practice "influencing without authority." 10
It is a thankless job of total responsibility without the power to implement. I guess that's how administration keeps chairs under control. We are a great buffer for blame. 11
Chairs in my experience shuffle a great deal of paper, have very little real authority, and are the first line when criticism or abuse seeks an outlet. 12
I find it a thankless, frustrating role because we cannot do very much given both the lack of resources and administrative indifference. 12
At our university, chairs have no real authority. 13
The CSU has no intention in true faculty input or governance, therefore they give chairs no respect or authority. They want chairs to be very weak junior administrators. 14

Motivation for Chairing the Department

The maintenance of a capable management team is essential to efficient, effective organizational operations. The next set of questions seeks to understand what motivates chairs, and what may encourage them to continue in their positions.

OK, Why'd You Do It?

Why do faculty in the CSU become department chairs? Question #56 asked chairs to indicate their motivation for becoming heads of departments by requesting that they indicate whether a stated motive was very relevant, somewhat relevant or not relevant to their becoming department chair. **Seventy-one percent of chairs indicated that their desire to help lead their department was very relevant to their becoming the chair.** Thirty-four percent said that there was no one else willing to do it. Interestingly, only 6% said that they became chair for the extra money, and only 7% indicated that they assumed the role of chair because they wanted to increase their retirement pay (Table 22). Fifty-three of 425 chairs (12.5 %) indicated that reasons other than those listed were very relevant.

Table 22. Chairs indicated how relevant each reason below was in their decision to become a department chair.
“Listed below are possible reasons for becoming a department chair. Indicate how relevant each reason is in your case.”

Reasons	“Very relevant”	“Not relevant”
I wanted to help lead my department	71%	8%
No one else willing to do it	34%	39%
I prefer a leadership role	33%	31%
I was motivated by my desire to advance a particular department program	25%	48%
Faculty rotate through the position and it was my turn	13%	72%
I aspire to higher positions of leadership in the university and this is good preparation.	10%	76%
I wanted to increase my retirement pay	7%	71%
I wanted the extra pay	6%	65%

Pay

Item #57 asked how much extra salary it would take for chairs to pursue multiple terms? **Sixteen percent of chairs said that it would take an extra \$500 per month on top of their faculty salary to consider multiple terms, and 20% said that an extra \$1000 per month would motivate them to serve multiple terms. Twenty percent said that no amount of extra monthly stipend would motivate them.** Another way of looking at this question is by noting that **only 5% of chairs in this survey indicated that \$120 per month (or less) extra stipend would encourage them to pursue multiple terms.** Given the fact that most chairs in the CSU receive an extra monthly stipend of this magnitude, it appears as if the current level of extra monthly pay is no incentive at all for continuing in the role of chair.

The question of chair stipend is cast in a different light when contrasted against the percent of the chair’s work time that is spent on administrative tasks. One might expect that in a logical world, work performed is commensurate with the salary received for that work. In other words, if one works primarily as an administrator, then one might be paid primarily as an administrator. As item #58 seems to show, this logic does not appear to be the case for department chairs in the CSU. **Seventy-one percent of chairs report that 60% or more of their time at work is spent on administrative tasks.** Respondents in this survey are primarily paid as “faculty” yet they work primarily performing administrative functions.

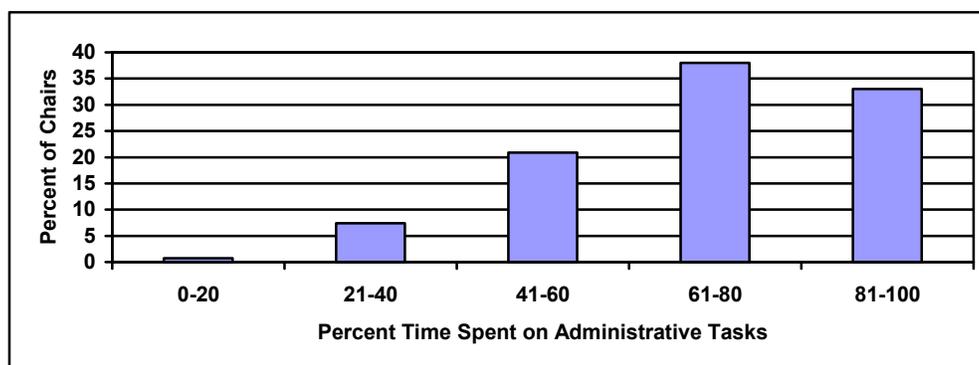


Figure 24. Percent of chairs that spend varying amounts of their time on administrative tasks. “Approximately what percentage of your work time is spent on administrative tasks (as opposed to teaching and service)?”

Why would you want to serve additional terms?

Question #62 asked how many terms respondents planned to serve as chair. Most indicated two terms (30%), “Not certain” was reported by 26% of chairs, “One term” by 24% of respondents, “Three terms” by 11%, and “More than three terms” by 9%.

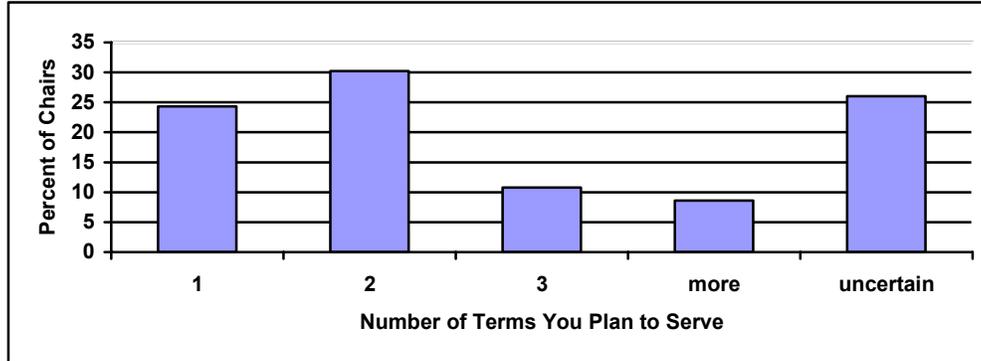


Figure 25. Percent of chairs indicating they plan to serve one or more terms. “How many terms do you plan to serve as chair?”

Question #64 asked respondents the importance of a number of possible reasons why they might want to serve additional terms as chair. Arrayed below are these choices ranked according to the percent of chairs who chose each item as either “somewhat important” or “very important” (Table 23).

Table 23. Importance of reasons indicated by chairs to serve additional terms.
“Listed below are possible reasons for serving additional terms. Indicate how important each reason would be to you in deciding to continue to serve as chair.”

Reasons to serve additional terms	% indicating “somewhat-very important”
1. I want to help lead my department	86%
2. I feel valued and respected by my department	79%
3. My department asked me to continue as chair	75%
3. I like faculty development and working with faculty in the department	63%
4. I like working with colleagues and individuals beyond the department	63%
4. I enjoy working with and advising students	63%
5. I like working with staff	58%
6. I feel valued and respected by my dean	57%
7. I want to advance a particular department program	51%
8. No one else is willing to do it	47%
9. I like having access to university-wide information	46%
10. I want the extra pay	45%
11. I want to increase my retirement pay	41%
12. I feel valued and respected by the university administration	35%
13. I feel valued and respected by CSU administration	20%
14. I aspire to higher positions of leadership and this is good preparation	18%

From these data it is clear that **chairs will consider multiple terms if they feel that their departments value them and want them to lead.** The top four reasons (#1-#4) why a chair would consider multiple terms are all department-based. If chairs are motivated to serve more than one term, it is because they feel

that they can lead the department, they feel valued by the department, the department asked them to continue, and the chair can help faculty grow professionally. These findings should come as little surprise given the focus of faculty within the departmental home. If chairs feel appreciated at home, and they feel that they can lead, then they feel encouraged to do so for more than one term.

The next cluster of four reasons (#4-#7) for wanting to serve more than one term as chair may be characterized by **stimulation and respect**. These reasons have to do with being able to work with elements of the department and university otherwise unavailable to the typical faculty member enjoying the isolation of their specialization, their lab or office. The chairs' responses suggest that they may feel stimulated by the opportunity to work with colleagues outside the home department, students from many specializations within the department, staff, and a dean who values their contributions.

The third cluster does not have a common theme and ranged from chairs wanting to advance a particular departmental program to liking access to university-wide information to the perception that no one else was willing to chair. The desire to increase regular pay and retirement pay was also in this grouping.

Of the least importance for most respondents, was an aspiration for higher positions, feeling valued by the central administration on campus, or feeling valued by the Office of the Chancellor.

Authority, Responsibility and Willingness to Serve Multiple Terms as Chair

Although the following observations are only suggestive, an interesting look at motivating factors behind a willingness to serve more than one term as chair comes from the cross-tabulation of items that evaluate budget authority with willingness to serve additional terms. For example, "Are chairs who are given dollar-based budgeting responsibilities more or less willing to serve more than one term as chair?" The results of cross-tabbing question #39 with #62, show that of the 156 chairs with dollar-based budgeting, 84 or 54% expressed a willingness to serve 2 or more terms. Contrast this with the 100 chairs out of 217(46%) without dollar-based budgeting who indicated a willingness to serve 2 or more terms.

Similarly, when items #40 and #62 are cross-tabulated, we see a relationship between chairs who have the authority to reallocate unspent personnel budget dollars and their willingness to serve more than one term. Of the 93 chairs who have this reallocation authority, 59% (n=55) are willing to serve more than one term. This may be compared to the 48% of chairs (n=78) from the "without this reallocation authority" group who are willing to serve more than one term.

There is a similar trend with chairs' willingness to serve multiple terms and the responsibility to make up budget shortfalls. Question #42 reads, "If your department's expenditures exceed your allocated dollars, is your department responsible for making up this shortfall?" Among chairs who answered affirmatively to this question, 51% (n=111) said that they planned to serve more than one-term as chair. Among those chairs without the fiscal responsibility to answer for shortfalls in the budget, only 42% (n=30) said that they would consider multiple terms as chair.

If a *sense of efficacy* is the issue, then one might expect that chairs who have fiscal responsibility along with the authority to manage department resources, would entertain serving multiple terms as chair. By looking at cross-tabulations of items #43 and #62 we see that the results are not inconsistent with this interpretation.

Item #43 reads, "Are you permitted to carry-forward or roll-over any state funds saved from one year for department use during the next fiscal year?" Among the 120 chairs who indicated that they have this authority, 59% (n=67) said that they would consider multiple terms as chair. On the other hand, among the 252 chairs who responded that they do not have the authority to roll-over funds from one year to the next, only 49% (n=124) said that they would consider multiple terms of service as chair. It may be that chairs who feel that they can be effective managing resources on behalf of the department are more willing to assume the responsibilities of administration.

Further data suggesting that budget authority (and thus self-efficacy?) for chairs and their willingness to consider multiple terms may be linked is provided by the cross-tabulation of questions #44 and #62. Question #44 asks “If dollars are saved from one fiscal year and rolled into the next, who decides how those dollars are spent?” Of the 107 chairs who indicated that they have this decision-making authority, 55% (n=59) indicated that they planned on serving as chair for more than one term. Of the 59 chairs who indicated that a faculty committee shares this authority with the chair, 48% (n=28) said they would be willing to serve multiple terms. Of the 77 chairs who indicated that it was the dean that had this authority, 43% (n=33) indicated that they were willing to serve more than one term as chair. It could be that a felt sense of real authority over the budget commensurate with real responsibility makes multiple terms more attractive to chairs. Chairs do not seem to shirk responsibility. They seem to be willing to embrace it. The written comments of chairs seem to support this assertion (Table 24).

Table 24. Selected written comments about roles, responsibilities, resources, and rewards for chairs that pertain to authority over budgetary resources. Numbers at the end of the statements indicate comments from different campuses (e.g., campus 1, campus 2,...)

Comments by Department Chairs About Budgetary Authority	
Roles: important; responsibilities: a lot; resources: no control over; -rewards: non-existent.	1
Too little budgetary power.	2
I'd like to see less centralization on the college level of resources and spending.	3
This is the first year since our campus opened that we are allowed to roll over funds.	4
I might consider becoming a chair again in 5 or 6 years but would insist on adequate resources—staff budget, office, and classrooms—as a condition to accepting the position.	6
Chairs are neither fish (faculty) nor fowl (administrators) but exist in a twilight limbo zone, with no budget or authority or support but all the responsibility.	7
The Dean does not decentralize the budget to the departments. He controls too much and holds back resources to achieve the departmental mission.	8
Too much responsibility and work with no resources...or rewards.	9
Resources-want to manage the budget.	10
Lack of resources.	11
The absence of any control over resources is the main problem in managing the department.	12

Why don't chairs want to continue in that role

Question #64 asked respondents why they would not want to continue as chair. Responses were grouped by those choosing “Somewhat important” and “Very important” for each of the choices listed in Table 25. The list provides a clear view of the tasks that seem to wear down respondents enough that they shun multiple terms. Judging from the choices of respondents, the top-eight reasons seem to be qualitatively and quantitatively more significant than the remaining thirteen. **Why don't chairs want to serve multiple terms? The workload is too heavy; there is too much mundane, time-consuming work that keeps chairs from the teaching and research that has been the focal point of their faculty lives and there is too much mundane, time-consuming work that keeps them from advancing new programs and engaging in creative management. In addition, the roles and responsibilities expected of chairs are not accompanied by the level of authority and resources to administratively advance the department and its programs, and the extra pay is not commensurate with these extra responsibilities.** Looking at the second tier of reasons, it is less the difficulties of managing people or the budget. It is less that they feel too little support from their faculty, campus administrators, or the Office of the Chancellor. Instead it is more the mind-numbing hours doing what they can to fulfill administrative responsibilities, while they are given too little discretion and too few resources.

Table 25. Chairs indicated which reasons were somewhat or very important for not wanting to continue as chair.
“Listed below are possible reasons for not wanting to continue as a chair. Indicate how important each reason is for you not continuing as chair.”

Reasons for not wanting to continue as chair	% Choosing “somewhat/very important”
1. The workload is too heavy	78%
2. I miss teaching and/or scholarly activity	74%
3. I have too little authority and too much responsibility	69%
3. After the basic tasks are done, there is no time to advance new programs or engage in creative management	69%
3. The extra pay is not commensurate with the extra responsibilities	69%
4. I do not have enough control over resources, few if any discretionary resources	65%
5. I am exhausted and ready for a break	64%
6. I am ready for new challenges	60%
7. Being chair has strained relationships with my faculty colleagues	37%
8. I do not enjoy human resources/personnel functions	36%
8. I do not enjoy managing departmental resources, especially in lean times	36%
9. I do not feel supported and respected by my dean	33%
9. I do not feel supported and respected by the university administration	33%
9. I do not feel supported and respected by the CSU administration	33%
10. I do not feel supported by my faculty colleagues	32%
11. I do not enjoy dealing with student complaints and problems	31%
12. I only planned to serve one term	24%
13. The job is okay, but other better opportunities have arisen	23%
14. I do not enjoy being a manager	21%
15. I do not feel like I have been trained to be a competent manager	19%
16. I aspire to higher positions of leadership in the university	15%

Discussion

The California State University is a vast collection of campuses. This 23-campus System is marked by diversity. There are large differences between rural and urban settings, residential and commuter student populations, old and newly established campuses, mega-sized universities of over 30,000 and other campuses of less than 3,000 students. This diversity is mirrored in differences among the working environments of department chairs (e.g., differences in size of faculty, staff, students, and majors) and the management of chairs on individual campuses (differences in appointment levels, length of terms, fiscal responsibility, review policies). The results of this empirical study provide a data-driven look at the range of these differences, and will, hopefully, inform discussion concerning appropriate practices and policies relative to chairs. With decentralization of control the watch-word in contemporary models of management of educational organizations (Covey, 1989), it is especially important that higher education’s leadership have a good idea of who their critical departmental leaders are, what they are asked to do, the conditions under which they work, and what draws them to and repels them from their jobs.

As we have seen from this study, the size of the CSU is reflected in the range of differences evident in the background of chairs and the management of chair affairs. The size of the job facing chairs is not always commensurate with their level of appointment. Most, 9- or 10-month chairs state that they work a month or more “unpaid.” Most chairs in general feel overworked. While most departments are small to moderate in size, other departments are as large as colleges. There exists little clarity regarding the criteria used to determine the level of the chair’s appointment, the expectations of the job, and how chairs are reviewed. The most common response to the question of how many hours of preparation chairs received before they took the job was “zero.”

When chairs leap into the fire their first semester of administration, they do so under conditions established by the previous chair months before. They are then buried under an average of 2-4 hours each day of mail (email, voicemail, traditional mail), and unmeasured hours of bureaucratic paperwork. They generally surmise, after finding some time for reflection, that the level of their responsibilities does not equal the level of their authority. Why is this? Is it the many novice deans or the higher-level administrators, even beyond the campus, who do not know they should empower their chairs, or who do not trust chairs to manage more authority? Is it that the dean’s or higher-level administrators feel that their heads are on the line if the chair mismanages resources and/or authority? In any event, most chairs do not have authority to control their resources. They do not have authority to manage their personnel dollars, even when there is a surplus. Someone else is pulling the strings, and who wants to continue serving when they do not have a sense of self-efficacy.

Clearly the universities that comprise the CSU System have changed markedly since the days of the normal schools and State Colleges. With the tremendous changes in size, diversity, bodies of knowledge, specializations, and technology, academic departments find themselves in a different type of university organization, more formal and structured, compared to the days when everyone knew each other in the hallways and on campus. The philosophy of organizational management has also changed from the top-down, autocratic Tayloristic model to a collegial system more in tune with our nation’s democratic ideals. Campuses and departments have grown by FTEF, FTES, majors and budget. Knowledge has exploded, specializations have proliferated, interdisciplinary studies and customized general education programs are all the rage. Multiple constituencies pull the academy from all directions. But has department leadership changed? The findings from this research raise questions as to whether or not the role of department chair as middle-level leaders has changed appropriate to the times. **Perhaps the overriding issue facing policy makers, and the faculty in general, is whether or not they believe that the position of department chair is important enough and distinct enough from the role of faculty member to be worthy of special attention in so far as selection, socialization and compensation are concerned.**

From this research, a number of specific questions may be generated to guide future studies and policy review.

1. Should chair contracts be standardized as to length (e.g., academic year versus 12-month) and percent of administrative appointment? If “yes,” what criteria should be applied? FTES? FTEF? Major count? Staff numbers? Faculty responsibilities? Involvement in GE? Grant administration? Number of programs?
2. Should the issue of “unpaid” workdays be addressed? If so, how?
3. What is the proper level of compensation in general, and what criteria should be applied to determine that level of compensation?
4. Relative to the background of chairs, is the current level of diversity of seniority, tenure on one campus, gender, age, and ethnicity on campus acceptable? If not, why and how should that issue be addressed?
5. Is the “newness” of deans and chairs a problem? If so, how can the university remedy this?
6. How and when should chairs be selected?
7. How and when should chairs be reviewed? How do we know if a chair is doing a good job? What is the definition of a “good job” by the chair?
8. Do chairs need to know the conditions of their employment, the expectations for their performance, and how their performance will be reviewed?
9. How and when should chairs be trained? Should there be a formal socialization?

10. Is the paperwork chairs face so onerous that it needs to be addressed? If so, how can chairs be relieved of some of this?
11. How can the level of responsibility required of chairs be more evenly matched with a level of authority that permits them to fulfill their responsibilities?
12. How can good chairs be encouraged to continue service?
13. How can good faculty who avoid the role of chair be encouraged to serve?
14. What are the advantages and disadvantages of having chairs come from the faculty they oversee?
15. Should chairs be evaluated on teaching and research when they have little time to pursue these activities?
16. How can more time be carved out of the chair's position for creativity—creative management, creative scholarships?
17. Scholarship, teaching, and leading the department: Is there time for all three, and which should be a priority?

Summary of Findings

Chair and Department Background

- Most chairs (54%) have 21+ years of full-time teaching experience (Q11).
- Most chairs (65%) have been full-time faculty members at their current campus only (Q11, Q12).
- Nine percent of CSU chairs were recruited externally (Q15).
- The primary means by which chairs assumed their positions was through election by the tenured and tenure-track faculty in the department followed by appointment by the dean (Q22).
- Thirty-four percent of respondents were female (Q10). Campuses ranged from 56% to 9% female chairs.
- The average turnover rate reported was 20% per year, with 48% of current chairs serving in their first 3 years (Q13). Depending on the campus, from 76% to 26% of chairs were serving in their first 3 years.
- Forty percent of CSU chairs were serving with deans who were within their first 3 years of service (Q24). The proportion of chairs serving with new deans ranged from 88% of chairs on one campus to 0% of chairs on another campus.
- Seventeen percent of chairs serving in their first 3 years were serving with deans who were also in their first 3 years of service (Q13, Q24).
- The modal size of departments was 6 to 10 FTEF with 21% of respondents indicating this choice (Q5). The range in modal department size varied from 31 to 40 FTEF to 6 to 10 FTEF depending on the campus.
- There was an inconsistent relationship between department size (FTEF) and length of the chair's administrative contract (Q3, Q5).
- There was an inconsistent relationship between department size (FTEF) and percent of the chair's administrative appointment (Q17, Q5).

Preparation and Conditions of Service

- Sixty-six percent of chairs reported that they had “zero” hours of preparation for their new positions before becoming chair (Q27). Campus averages ranged from 100% to 29% of chairs indicating no preparation for the position prior to the assumption of administrative duties.
- Most chairs reported that they did not have formal and clear expectations for their performance provided by their Dean before they became chair. Responses ranged from 86% of chairs on one campus reporting no clear formal expectations from Deans to 18% on another campus so indicating. The System average was 57% (Q29).
- Sixty-one percent of chairs indicated that they were on 12-month administrative appointments (Q17A). The range of campus chairs indicating that they held 12-month appointments was 100% for one campus to 10% on another CSU campus.
- Twenty-two percent of chairs indicated that they were “Not Certain” as to whom or what determines the percent of the chair's administrative appointment (Q18). The range of responses was from 63% of chairs on one campus to 7% of chairs on another campus.

- Twenty-one percent of chairs reported that they were “Never” evaluated by the dean, and another 20% of chairs reported that they were “Not Certain” as to the frequency of evaluation by the dean (Q53).
- Only 20% of chairs indicated that they were given formal, written reviews with clear expectations by the dean. The range was from 79% on one campus to 0% on another. (Q53)
- Relative to the budgetary authority of the chair, only 39% of chairs indicated that they were on dollar-based budgeting (Q39).
- Only 25% of chairs indicated that they have the authority to reallocate dollars saved from the personnel budget to other department purposes (Q40).
- Only 30% of chairs said that they have roll-over authority to move dollars from one fiscal year to the next (Q43).

What Chairs Do

- Chairs reported that on the average, 61% to 80% of their work time was spent on administration with 71% of chairs so indicating (Q58).
- Ninety-one percent of chairs said they spend at least 2 hours per day responding to emails, voice mail and mail (Q37).
- The largest number of chairs ranked “responding to memos from other offices” and “report writing” as taking a great deal of their time (Q32).
- Chairs spend little time doing boundry-spanning functions such as public relations, fund raising and grant writing. (Q32).
- Eighty-five percent of chairs reported that serving as chair has hurt their scholarly productivity (Q60).
- Among chairs on less than 12-month administrative contracts, 25% reported that they worked 46 or more days unpaid per year, 14% indicated that they worked 26 to 30 days unpaid, 11% worked 21 to 25 days unpaid, and 11% said they worked 16 to 20 days unpaid (Q4).
- Seventy-nine percent of chairs reported that their workload had increased during their term/terms as chair (Q33).
- Forty-two percent of chairs reported that their resource decisions and mission statements were closely aligned (Q51).
- Fifty percent of campuses reported that their chairs meet as an all-campus group at least several times per academic year (Q25).
- Fifty percent of chairs reported that they meet their disciplinary colleagues from other CSU campuses at least once per year (Q31).
- Forty-two percent of chairs reported that they allocate department travel funds, and 39% said their dean allocates this money. The average department travel allocation per tenured and tenure-track faculty member was \$401 to \$600 (reported by 23% of chairs), and \$201 to \$400 (reported by 19% of chairs) (Q38).

Motivations for Chairing and Not Chairing

- Far and away the biggest surprise to chairs was the time and paperwork required for the role (Q59).
- The levels of perceived support received from the dean and central administration varied greatly (Q59). Overall, 37% of chairs reported that they perceive “More/Much More” support from the dean than they expected. Relative to the range of responses to this item, seventy-one percent of chairs on one campus reported greater support from their dean than expected, while only 14% of chairs on another campus indicate “More/Much More” support.
- Across all CSU campuses, 11% of chairs reported more support from central campus administration than they expected. Responses to this item ranged from the 38% of chairs who indicated greater central administration support than they expected before they became chair to 0% so indicating on another campus.
- A primary reason why chairs did not want to serve more terms was the “bureaucratic grind.” Ninety-one percent of chairs indicated that they spent 2 or more hours a day just responding to email, voicemail, and traditional mail (Q37). Over 90% of chairs reported that they spent most of their time reading and writing reports, and responding to memos from other offices (Q32).

Seventy percent of chairs indicated that “after the basic tasks are done, there is no time to advance new programs or engage in creative management.” A second reason for chairs not wanting to serve additional terms was the heavy workload. Seventy-eight percent of chairs indicated that the workload was too heavy (Q64). Seventy-nine percent of chairs reported that their workload had increased during their term/terms as chair (Q33). Ninety-six percent of academic year chairs reported that they worked 5 or more days unpaid per year while 25% of this group worked 46 or more days unpaid. Finally, a common objection appearing in written responses was that chairs have too little authority and too little control over resources. Sixty-nine percent of respondents said that they have too little authority and too much responsibility (Q64). Sixty-five percent indicated that they have too little control over resources. Given the limited extra salary (Q64), the lack of time for creative management, the mismatch between the responsibilities of the position the authority of the chair, and the limited control over resources, it is understandable why the rewards of teaching and scholarship of the faculty position are more inviting than serving as chair (Q64).

- The primary reasons why chairs would entertain continued service were that they wanted to help lead their department and that they feel valued and respected by their department colleagues. The stimulation and respect coming from the chair’s work with all areas of the department, college and university provide another motivation to continue as chair (Q63).

Reference List

- Blau, Peter and W.R. Scott. Formal Organizations. San Francisco: Chandler, 1962.
- Covey, Stephen. The 7 Habits of Highly Effective People. New York: Simon & Schuster, 1989.
- Edwards, Richard. The academic department: how does it fit into the University reform agenda? September/October 1999. Change: 17-27
- Gmelch, W.H. and V. D. Mishkin. 1993. Leadership Skills for Department Chairs. Bolton, Massachusetts: Anker.
- Hetch, I.W.D., Higgerson, M.L., Gmelch, W.H., and Tucker, A. 1999. The Department Chair as Academic Leader. Phoenix: American Council on Education, Oryx Press.
- Lucas, Anne. E. 1994. Strengthening Departmental Leadership: A Team-Building Guide for Chairs in Colleges and Universities. San Francisco: Jossey-Bass.
- Meyer, John W., W. Richard Scott. Organizational Environments. Beverly Hills, California: Sage Publications, 1983.
- Tucker, Alan. 1992. Chairing the Academic Department. Phoenix: American Council on Education, Oryx Press.

California State University
Department Chair Survey
Spring 2002

Written Responses for Open-ended Item:

Please provide any written comments related to the roles, responsibilities, resources, and rewards for department chairs.

1. Reduction in scholarly activity and/or teaching should be expected by university officials/others when taking on chair responsibilities.

Question 57- Other issues outside of stipend would influence me to pursue additional terms as chair.

2. I. A lot of responsibility & no authority summarize the situation for CSU chairs.

II. At this time there are no rewards other than personal satisfaction of making a difference – Getting things done right.

3. This quarter I am on sabbatical, so I developed a list of duties for the interim chair.

This is not all-inclusive, but a beginning of the chores. Rewards are the students walking each spring, & seeing faculty succeed.

4. It is way too much work, and it is mostly tedious and uninteresting. The chair should be released from teaching. I was released from ½ my teaching load, but being chair is full time. Now I don't have time to do scholarly activities, or teach my classes well. So my job has become putting out silly little fires. This is uninteresting.

5. This is a powerless position. I have no recourse in getting faculty cooperation, except persuasion. Tasks they don't complete fall to me to do. In the private sector I could counsel and terminate employees not doing their jobs. This has been my biggest frustration.

I was very disappointed to have been excluded from the recent raise given to chairs because I serve in a 12-month position. Yes, I make more money, but only because I work 2 extra months. Vacation? Yes – I'm earning vacation time, but have actually lost hours because I can't afford (from a workload perspective) to take long stretches of time off. Not sure I want to do this much longer! Harder & harder to staff the department faculty.

6. - roles: important
- responsibilities: a lot
- resources: no control over
- rewards: non-existent

7. Paperwork/report writing has increased dramatically in last 5 years with no increase in resources or assigned time for Chairs. It seems like there is more "top-down" micromanagement and less real authority for chairs in the last 3 years. The job is less rewarding and more frustrating than 5 years ago.

8. Examples:

- I. Lots of reports requested on short notice that require data analysis, when relevant data is not available.
- II. Inadequate infrastructure to support online teaching, when our program is taught totally online.
- III. Excellent autonomy within the School & Dept regarding budget expenditures.
- IV. Adequate release time given to manage very complex programs.

9. Train chairs in budget management, the contract and legal responsibilities.

10. Although I got 6 WTUs per semester, the chair job takes a full time commitment. The role of chair, whether colleague or administration, is too fuzzy.

11. I enjoy my job. I was a chair for eight years, left academic to work at a scholarly society for eight years, and then returned to chair a larger unit. What I enjoy most is getting to work on “big picture” projects and delegate many of the typical chair duties to staff or other faculty.

12. The CSU system – H.R. (due to unions) and financial system is much more complex than two ssother universities in other states where I worked.

There is so much “cover your ass” (CYA) mentality and not enough trust. Therefore management functions almost every day are much more complex, anal, and frustrating.

13. I believe the tasks of being a chair far outweighs the assigned time given to the person, i.e., there needs to be some additional money for chairs.

14. The chair has the hardest job in the university. You get all the information from below (students, staff, and faculty), but only half (at best) the information from above. Policies are passed that increase workload without our consultation. There are too many rules and regulations that administrators don't need to follow but we do too little budgetary power.

15. All chairs in the CSU system should be given authority equivalent to responsibility. There is much more work involved with this position than Deans are willing to compensate for in terms of assigned time and salary.

16. Talents required of successful department chair.

- referee
- juggler
- bullish
- evangelist

17. Chairs have the responsibilities to manage the department, but they have no real authority over other faculty members. Chairs should be appointed rather than elected.

18. - Chairs at CSU are underpaid, overworked.
- They are appreciated by university ADM, but not the dean.
- The resources are comically inadequate (e.g. \$200 for travel per faculty)
- Many chairs are just devoted people who for an extra \$80/mo stipend work even 70 hr/week – as needed (no such position as assoc chair).

19. As long as department chairs are part of the faculty bargaining, unit. The chair's job will be political & unrewarding.

20. I. Chair needs to have an 11-month appointment.
II. Chair needs to teach 1 course a semester.
III. Chair needs to have a status of administrator
IV. Chair needs to have an office in a suite and a full-time secretary.

21. My net monthly extra pay is \$40.50 – not a great incentive – I get .20-release time in a dept with 350 majors – I chew that up in advising time alone. We need a better way of weighting all factors to come up w/release time formulas.

22. I average a 60-hour workweek. There's great satisfaction in much of the work, but there's little monetary reward. I enjoy excellent support from the Dean, and that makes an important difference.

23. If one does the chair job well, it is an all-consuming task. Salary wise I feel that less than \$100k per year will never be an incentive. Thus, I do it thinking that I'm providing a service to my department. However, I believe it should be better compensated. There should be more access to the Provost to counter and/or open a different point of view than that given by the Dean. Faculty retreats for the Dept. faculty are very important to provide a mechanism for open discussion. The 5-year review should carry more weight. The Administration should help the Dept. in getting at least one goal fulfilled. The best reward is when the faculty gets behind you and supports the mission of the dept.

24. Establish concise, detailed responsibilities and authority before you accept the position. Insure your appointment letter states who you report to and when.

25. Recently, as a part of an accreditation self-study report, I was writing, I asked my dean for my evaluations as chair. She refused to even show them to me. She had recently surveyed (through a standardized & questionnaire) staff and faculty in the department. She also interviewed them. At the end of the process, I received a one-paragraph letter from her that stated that she was recommending me for reappointment. After this, I went to the Associate VP of Academic Affairs and requested information on chair evaluations. He stated that there was no standardized process for evaluating chairs and that if my dean had used a standardized (with numerical data) method, I have no right to see the information. Question! How is a chair supposed to improve performance without adequate feedback? Why can't I see a summary of the evaluations?

26. The two greatest enemies: by far the most important lack of support from the dean, especially in handling faculty complaints (clear lines of communication. Chain of command, etc.). The second, apathy from dept. colleagues. Without these two problems, we can accomplish almost any thing: the brainpower we have to draw on far outweighs the problem of CSU's limited resources!

27. Personnel stress is too high.

28. – Much of this job as Assoc chair could be accomplished by a competent administrative assistant (i.e. scheduling & staffing classes)

29. Dept. chairs are powerless who are resented/feared by some faculty and who can only get things done by soliciting effort – faculty cooperation cannot be counted upon.

30. The dean tends to micromanage at times even when chairs have been given authority over faculty budgets. Makes it very difficult to plan.

The slap in the face that 12 mo chairs received this year from CFA & CSU. We work 2 months more in the summer for only 15% more (should be 20% since its 2x 1/10 10 mo salary) & now receive 7% less for those 10 months than 10-mo chairs. Hardly fair!

31. I am a 50% -12 mo – chair. One month's extra pay is insufficient. My clerical staff is not very qualified adding to my workload. Too much responsibility given 50% of faculty are FERPs. Being chair with 5 FERPs and 6 tenure-track is impossible. FERPs are a problem for chair and a program.

32. The major demand is to be able to serve dept students & faculty representing the depts. Best interests to the university & CSU system. I am adamantly opposed to making the position a strict Administrative one! I believe the system of qualified interested faculty serving as chair is excellent. For faculty & students to have to "work" through another "power" level is ludicrous. Modification in salary needs to be made in the current system but to "fix" something that "ain't" broken – forget it! Because they did it in Florida doesn't make it right for California!

33. I like having chairs meeting to discuss crosscutting issues; would like minutes taken, discussions & resolutions to issues, too (if possible).

I like having the chairs stipend which I can use support travel, Std assistance, books, or other materials that might help in my efforts to be the best administrator possible.

The 12-mo appointment allows me to catch up on the mountain – load of paperwork, conduct summer advising, and plan for the coming year.

Having a supportive dean has sustained me through tough (politically) and lean (depleted resources) times. Workload is too heavy for the benefits, though.

34. The job has been a strain on my personal relationships and my health.

35. Chairs of large departments need to be removed from faculty and designated as management in order to function effectively.

36. I don't do the job for financial gain, however I think most chairs should be appointed to 12-mo contracts. In large depts. a greater portion of time also needs to be allocated to chair position.

37. If I were not going to retire in 2 years, I would have resigned as chair the day the worthless damn union and the incompetent announced a contract that only gave raises to 10 mo chairs. What a slap in the face by this bunch of jerks.

38. The resources and rewards do not match the responsibilities and multiple roles.

39. The monetary reward for chairs relative to their added responsibilities are an insult! It has become nearly impossible to induce some faculty to serve because doing so would entail a cut in pay. With outside grants and the ability to add 25% salary for summer, why would they work harder for less?

40. Rewards – very few. I would have appreciated more support from higher administration.

Deans – Very important to have a Dean that understands your campus and that will support and listen.

Staff/secretaries- be sure they do a lot for you—filing (I don't keep files—secretary does); phone calls—let them screen and make calls for you; they are in charge of planning many events such as alumni, honors, retirements; routine student issues—where to go for what, etc.

41. The workload is too heavy given the amount of administrative time allocated – I have a .40-admin time and a .60 traveling time situation. I teach 20 units of 36 on a quarter system. On some campuses all chairs are 12 months. In our college none of the chairs are 12 months or fulltime/100% time based, even in the largest departments. More and more work is required – and there is less and less time to do it. More time should be allocated to department chairs.

42. Reed et. al seems to be very insincere about extra pay for chairs. They tout the contract then use every means possible to decrease the raise. This was not done for presidential raises.

43. Department chairs (DC) are leaders to the faculty & students, but are "messengers" to the administration. Innovation is not rewarded or desired activity, although it is necessary for positive adaptation.

- The MOU is simply a tool to promote mediocrity. Faculty and the administration use it badly. DCs are constrained by the MOU. It should be abolished.

- DCs need to be given the resources to do the job or asked to do less. Being asked to participate in capital campaigns without being rewarded for such effort is counterproductive.

- The recent CFA/CSU contract that creates two classes of DC 10 & 12, and rewards only 10 mo DCs is totally wrong. It demonstrates the lack of concern with DCs as a leadership group.

- Good DCs have a vision of where their unit is going. This creates great programs. Deans do not know what DCs do.
- In four years my Dean never asked what he could do to improve my dept. He only wanted to know how I was going to reduce expenses.

44. The 7% increase given to AY Chairs- I find it discouraging and a slap in the face to not be included-as a 12-month appointee, I work just as hard as A/Y chairs. Plus I work an additional 33% more time for 16% more pay. What more does the CSU and the wonderful union representatives expect from me?

45. Although the vast majority of my job is administration/management, I am evaluated based on Research – Teaching & Service. Doing a good job at fundraising or job creation for students fails to offset the loss of research productivity.

46. I have 12-month appointment and extra 15% was enough to make me feel compensated adequately, but there are not enough chairs working in the summer and it means important things do not get done. It makes my job more difficult I advocate 12-month chairs as the norm. Unfortunately, new pay raise for chairs (10 month) means that 12 mo. Chairs will become 10 mo chairs and make about the same. Good for them, bad for the university.

Support staff is far too small in my department and many others. (2 ½ positions for 50 FTEF and 70 headcount). OE budget means we truly spend about \$2/student in a class on copying costs, for example.

47. The expectations and what I can accomplish as a chair are very off. I have too many procedural responsibilities, too many requests from administration (evals, surveys, reports, etc.) and too many requests to sit on Committees, to be an effective manager. Since most of the faculty we have is older (tenured) I cannot make effective changes, especially w/faculty who do not perform their teaching duties with efficacy. It is very frustrating to have many ideas & plans and be cut “at the knees” by faculty who all they care is how much of a raise they can get or how little or minimal amount of work they can get away with because either the staff or the chair have to do it if the dept is to function somewhat well.

48. Nothing official has been announced yet, but I’ve heard that the new contract’s clause regarding a 7% raise for chairs is a fraud. If that’s true, I’m pretty steamed about it.

Having learned that this job really entails, it’s clear to me that I should be on a 12-month contract with a raise of at least 7% over my base salary.

Before taking this job, I had no idea how exploited department chairs are – at least in my college.

49. The challenges facing a DEPT. Head are:

- (1) Constantly “patching” together a program with inadequate facilities, static budget, and faculty/staff spread too thin.
- (2) Messages from the Chancellor’s office that what is being done is not adequate or being done right, so we should do something else. A basically negative message.
- (3) The increase in technology opens new doors but drains funds from areas that need to be continued and maintained. For instance, how do you replace 40-year old pianos that came with the building but cost \$20k to \$60k each.
- (4) If it weren’t for the integrity and sense of humor of the Dean, and the spirit of the faculty, I wouldn’t consider being a dept. head.

50. Dept. heads/chairs need the backing of the Deans of univ. admin.

51. 25% of chair assignments is too little if the chairs are expected to continue their own professional development.

52. (1) The administration seems to understand how arduous the chairs’ duties really are, but it does not seem the majority of faculty really understand how many extra

hours, and days on campus, and stress-out periods are entailed in taking on this role. Some kind of education of general faculty is needed to redress this situation.

- (2) A huge amount of energy & time is invested by chairs in competing for scarce resources in the CSU system, e.g. researching and writing tenure track line requests, many of which do not get funded (even when there are retirements in the dept). This is stressful and wasteful of time. The fundamental problem should be addressed (of adequate funding by the legislature for the CSU). The community colleges are much more pleasant places to work, I've heard because their funding is more adequate & people don't have to compete for nickels & dimes.

53. Finding ways to fund faculty/staff development and student research is very important to the future of the state and nation.

Finding ways to allow faculty, staff, and students to experience growth and developments in research areas is essential to active engagement in life long learning activities between the University and community.

54. Depts./chairs outmoded in context of our budgets.

55. Recent contract negotiations that rewarded 9 month chairs but not 12 month was unfair.

12 months get 15% ~ 2 months salary – on ... paid for 11 months – work 11 months plus 9-month chairs – have more flexibility but in most instances work more than 9 month faculty.

Rewards – are intrinsic.

56. Our school has had 4 deans in less than 10 years – all failures. The latest, who departed the post in March, a total disaster. This is why almost every answer regarding appointment & budgets is “not certain.” We are now supposedly in dollar-based budgeting, but this is a farce. The school is a disaster and I blame higher admin for allowing this to go on. Chairs are asked to lead but given no leadership or direction in doing so.

57. We are fortunate to have an excellent and supportive Dean. University staff is unfailingly helpful, patient and responsive.

It is, however deeply frustrating to work within a university system so rigidly constrained by bureaucratic assumptions and systems. The level of control over all functions attempted by various administrative offices is both dysfunctional and demeaning. I'm assuming the system is similarly constrained by stupid legislation and/or regulations they just pass on to departments. It costs us students. It deflects us from strategic priorities. It blocks any nimble or entrepreneurial response to the competitive challenges we face as a department and a university. (“Peoplesoft” has made it worse – as it has hampered productivity in other organizations. Who sold who on that?) And in our field there is no effective CSU voice in this city, as far as we are aware.

58. I am deeply offended by the CSU's interpretation of the raise given to chairs as being only a portion of 7%. CSU will spend more money calculating the fluctuations than paying a stagnant 7%. It shows the contempt the administration has for faculty, esp. chairs.

59. (1) You were not honest as faculty to other faculty (chairs) this is a 30min. + survey!
(2) The FMI ?'s are immaterial and should have been removed.
(3) It is super to be the “head coach” of a professional faculty (dept. members).
(4) As a team you achieve goals – otherwise chaos and pain.
(5) As a 32 yr professor (10 as chair) – I was totally insignificant in “interest” from/of my central admin and CSU admin. My deans were SUPER and always supportive!

60. Rotating chairs probably reduces their effectiveness. The practice of rotating is probably common because of the job's burden. Reasonable compensation will probably reduce the need to rotate – often due to burn out.

61. The pay is a joke, even with the new contract. More importantly, my program is so complex that I spend 80-90% of my time managing the program with only 50% release time (and until this year, it was only 25% released time!). High workload & little or no financial rewards = cynicism and burnout. If this is what the CSU wants for its academic leaders?

I will continue in this role because I care about the program, my colleagues, and my students – but at some point, there will have to be more support, or I will leave the CSU at the first opportunity.

62. The chair's position in CSU is one of the most underestimated, respected and rewarded positions. Chair's compensation is minimal (\$80/month). New raise (7%) will only apply to a percentage of chair role, which is (20%) ending up to only 1.4% raise!! Chair in my university still 9-month appointment. Role and responsibility of chairs has increased significantly over the last few years without proper appreciation of meaningful financial rewards. The CSU will lose the service of many quality chairs if the situation continues!!!

63. The workload is barbaric for an accredited, clinical education program.

64. It is very difficult, even if a chair is efficient, to secure sufficient time for research or creative work. Considering the extra workload stress chairs are very poorly compensated. The current increased compensation is an insult. Chairs should be paid on a scale close to Deans. I work in a department where no one wants to be chair.

65. There is no additional funding of chairs.

66. (1) Pay is insufficient.

(2) Administrative deadlines are set by people with no idea of academic deadlines.

Too often, there is no time for reflection.

(3) 3 year rotating "citizen soldiers" chair terms in which everyone takes a turn is an insane idea. Not everyone is cut out to be an effective chair, and existing in an administrative/faculty appointment limbo undermines chair authority and confidence.

67. My colleagues pressured me to do this job I never sought and did not want. I never should have agreed to do it in the first place. I recently announced my decision to step down at the end of this academic year.

The job of department chair is important, but difficult. It's made more difficult in our department by the faculty's long-standing aversion to group planning and problem solving. Our group is happiest when "left alone" to teach and they do not want to be actively involved in planning & governance. I found no way to change this, so I am leaving to give someone else the opportunity to try.

68. What is most important to me as chair is helping my department to do the best it can for first, our students, and second, my faculty. This can only be done effectively if you have a supportive dean – one who puts the educational mission and program quality first, not bean-counting and pleasing the higher-ups. My first experience as chair (89-91) was with such a bean counter, and it was miserable. By contrast, this time I have an excellent, supportive dean and being chair is almost enjoyable, even though \$\$ are short.

The biggest problem I have as chair are the continually diminishing resources – to replace/repair equipment; hire student helpers, staff, and faculty, and run the department. Year after year it gets less and less despite increased state allocations to the CSU. This is very dispiriting.

69. - The role seems too difficult to negotiate.
- The collective pressures in council of chairs meetings; one leads an us/them posture with faculty in the Department and College.
- The information one receives regarding administrative processes is always filtered by Dean's and can result in manipulation.
70. I get no feedback about the kind of work performance that is expected and how I am measuring up from either my dean or from other administrators. The only consistent support is from my departmental faculty. After 4 years of this, it is demoralizing.
71. Too little authority. The department chair should not be a rotating member of the faculty.
72. I enjoy the challenge of the chair assignment. Much of the training and experience I use in the job came to me in my training for leadership as an officer in the U.S. Army. As people in my generation retire (many with similar experience in the armed forces), the CSU may need to develop a more active program for training and leadership development among younger faculty.
73. On our campus we need more support from the Center for Teaching and Learning, which is at this point defunct. It gives faculty the impression that the administration is not very supportive of instruction. 12-month chairs need a raise. We also need more support for community activities. On our campus the dept. must pay for the parking of community groups that are invited to campus. We need a community relations budget to do more effective community outreach.
74. Chairs: no money - zero
75. I'd like to see less centralization on the college level on resources, recruitment, and spending. More open dialogue between chairs and the dean.
76. Hiring chairs from other universities help in broadening the department's perspective. Departments and colleges should look beyond the CSU system to appoint Chairs & Deans. Identify talents and skills of younger faculty and administrators in order to appoint them to responsible positions.
77. The department chair has no authority at all to run his/her department.
78. Good departments are created by strong, savvy, charismatic chairs, not by deans. Our dean is a worthy, dedicated supporter of our programs. But he is a professor of German literature. He is simply not in a position to learn what would be good for the department. But course and program proposals must go to him and to the college committee. When they are picked to death by fellow faculty with great authority and no responsibility. Meanwhile, I have the responsibility and little authority.
79. You have to be intrinsically motivated.
80. A strategy for stress management is important. "People skills" are as important as managerial skills (perhaps more important).
81. There is far too much work. I found myself overwhelmed to the detriment of personal and professional relationships, teaching (one course per semester and still I am cutting corners and failing to advance as a teacher), and scholarship (I've had to cancel one publication, a book review, and all senior research plans). I feel totally unprepared for the budget and administrative work. I am not interested in becoming a manager or administrator. Too many tasks are being assigned to department chairs and staff. The only plus that I can see is the opportunity to work closely with, and sometimes help, my students and colleagues. I have never before had a job that has made me feel so inadequate so often. The few rewards don't compensate.
82. It is very difficult for a chair to oppose the wishes of a tenured full professor who is not meeting his/her responsibilities given the faculty status of a chair. A chair is responsible for maintaining program quality and integrity. Although the chair has the authority to say "no" to faculty, it is very uncomfortable to

confront faculty abuses, i.e., poor teaching, failure to keep office hours, non-attendance at required faculty meetings. I do not believe all chairs are equal – the scope of the role is addressed through the percentage of time allocated to the duties, however, selection and term of office is so variable. Perhaps there should be a system-wide selection process considered for consistency.

83. We are not paid for our work – and there is no incentive. It's long hours, lots of stress, few rewards, a hindrance to advancement.

84. Comment on #17

On our ATF forms, we are listed as chairs 100% of the time. But now with the chair compensation question – we are told we are chairs only 20% of the time.

Comment on #25

It is only this spring semester that the dept. chairs have begun to meet with each other.

It took a whole year for me to learn the dept chair job- and it is constantly changing as we move towards decentralization. Our “roles & responsibilities” policy was crafted mainly by administrators and doesn't reflect our day-to-day life as chairs. But there are rewards in working w/the other chairs. Also, I feel much more a part of department “growth” and change.

85. Re question 30 – I only attended the workshop marked in my 4th year as chair and found it useless. I was never informed of or invited to that workshop in prior years.

Re question 43 - This is the 1st year since our campus opened that we are allowed to roll over funds.

Re question 20 – As a new campus, this CSU allocated 1 course release (3 units) per semester for each dept. chair. After 10 years – in 1999 – the Dean recognized the need to differentiate chair workload + compensation. However before he could do so, he resigned. Then we had an Acting Dean who decided to differentiate on the basis of one criterion only: FTEF, and awarded the 5 largest departments (a random number) an additional course release per academic year. Hence we are mired in an old system (1 course release per semester), with 5/19 chairs benefiting from a 3rd course release. Chair release time is an explosive issue on our campus, by now. But now we have a new Dean and a new Provost, and they have done nothing.

Re question 25 & 26- The Dean meets with the chair once a month, and he convenes that meeting. Additionally, starting in Spring 02, the chair formed a chairs group, consisting of all the chairs, and we meet monthly without the Dean or Associate Deans. The chairs group is facilitated by 2 chairs acting as coordinators.

86. The chair's position is a liminal one, not quite faculty and not quite administrative. We chairs have to practice “influencing without authority.” I don't think clarifying roles, responsibilities and resources will affect how chairs work. Nor do I believe the CSU could change the position by altering “rewards.” Everyone except chairs (and possibly students) benefits from the impotence of chairs in the CSU. So I'd be shocked if rewards were altered materially. If the CSU could be decentralized, with much greater campus autonomy, then the chairs role might be expanded. I'm not holding my breath.

87. Chair compensation should be based on FTEF, not solely on tenure/tenure-track faculty – we have a huge PT lecturer faculty – very difficult to manage.

88. As chair I don't really have the time to spend on this section, sorry.

40% chair = 16 hours per week. I work 35 easily. Teach 2 courses and publish – and I doubt that this survey will help alleviate these problems and as a result has used more of my time. But glad to help as always.

89. It is as thankless job of total responsibility without the power to implement. I guess that's how administration keeps chairs under control. We are a great buffer for blame... Pay to time commitment stinks!

90. There is no orientation or training of chairs to serve as professional managers. We are provided cursory "tips and tracks" guidance by administrators and peers. There are no performance goals, other than "make the department a success." The lack of resources – staff and budget – led me to take on teaching overloads and fund raise at a high cost to my health, family relations (time spent away from home) and research. I've built the department – increased faculty appointments, majors, FTES, college and university prestige – and am ready for new challenges.

I might consider becoming a chair again in 5 or 6 years, but would insist on adequate resources – staff, budget, offices, and classrooms – as a condition to accepting the position.

91. Compensation is not adequate, especially for 12-month chairs. Assigning admin practicum less than 50% is grossly unfair. Small depts. have and do everything the same as large ones, except we do not have vice chairs or adequate staff to support us. Consequently, we do probably more work than large dept chairs and get paid for less.

92. While the CSUX administration is very supportive of department chairs, the system is not. The level of expectations is out of control, and the rewards are minimal. At this point I do it only for my faculty.

93. There is no way someone can be a 20% time chair for a program with 200+ graduate students (100 FTES). There are too many small departments that could be combined for administrative purposes to cut down on the number of separate reports, scheduling, meetings, etc. Chairs are neither fish (faculty) nor fowl (administrators) but exist in a twilight limbo zone, with no budget or authority or support but all the responsibility. Chairs should get one semester off every three years to postpone burnout for as long as possible. Chairs need to have more say in how colleges are run, where the college is going, planning, assessment, resources allocation, etc.

94. - Develops new academic programs
- Motivates the faculty to work together
- Disseminates information to faculty
- Heads department meetings
- Sets the teaching assignment
- Hires and evaluation staff, lecturers, and faculty.

95. As an American Indian I get to chair American Indian Studies, work with American Indian Faculty, students, community, and alumni. I cannot imagine doing anything more satisfying in my life.

96. The reward is respect from the faculty for your hard work. Part of (large part) the chair's role is to obtain the resources needed for the faculty to do their job and give the students the best education possible.

97. Most chairs spend 80% of their time in administrative duties (filling out surveys for instance). Yet even on a campus where all chairs are 12-month, most are paid for their administrative duties at 40% of their salary. Being a chair is the most thankless job on the campus – virtually no one respects a chair as the first-line administrator, & chairs are not paid well, so there is no monetary compensation for the extra time, duties, & lack of moral support from faculty & upper level administration.

98. Facilitate and support faculty to accomplish their goals. Help remove obstacles, and provide opportunities and resources.

99. My biggest complaint is that few (especially staff & administrators) understand that the dept chair role is a part-time position. The vast majority of CSU chairs are .40 or .60 chairs, meaning that we also teach & research, and that our administrative assignment is only for 16-24 hours per week. Yet, chairs are treated as though they are full-time administrators (and the workload is full-time even if the fraction isn't), and

most of the chairs I know – including me – end up sacrificing scholarship and instructional preparation time in order to get the job done. This is very frustrating.

100. Those who chair arts departments work MUCH harder than other departments due to the amount of personal involvement with our students (i.e. auditions, rehearsals, monitoring creative projects, etc.) AND producing public performances & exhibitions. Chairing a small language dept is not the same administrative workload. Compensation should be addressed according to size & nature of the dept.

101. The Dean does not decentralize the budget to the departments. He controls too much and holds back resources to achieve the departmental mission.

102. If Dean likes you the most minor things done are trumpeted.
If Dean has other opinion of you, it doesn't matter what you do it's irrelevant.

103. It's still sufficiently interesting (as it's only my second year). It is a lot of work, however, and would help if there were more monetary compensation. My main frustration is the time it takes from scholarly work.

104. In my case, at least, a campus policy of "decentralization" has resulted in few new resources – resources remained bottled up at the college/university level, and concrete support from these levels is nil. At the same time, the "decentralization" policy has authorized all sorts of strategic plans, objectives, etc. forced on us from above – all wildly out of step with available resources. This puts chairs in a position where the norm is to fail.

105. The orientation and training the CSU provides for new chairs is virtually non-existent and what little there is, is inadequate in preparing us for the demands of the job. It's appalling that the largest university in the world would neglect the amount of preparation and support that's necessary for this critical role in the CSU system. As a management professor, I can state that it goes counter to the advice we offer our students.

106. Rewards could be improved and would be appreciated – though it is not the primary reason for being a chair – greatest satisfaction comes from helping colleagues reach their goals & aspirations helping junior faculty through RPT.

107. As an associate Dean, I am still considered a faculty person. The contract did not include associate deans within the negotiated 7% for chairs. I have a huge workload and a huge responsibility – yet I have no more pay than if I were a normal faculty member. It was one thing to give of myself when others were also doing it out of commitment to the college. Now that chairs have received compensation, I just feel like the foolish sacrificed lamb. I will not continue to do this.

108. I have found this job to be incredibly difficult. We are not officially administration." I think each group largely views us as the other & neither tends to support us well. I get more support from administration, which makes many faculty members suspicious of me. I've had a hard time getting support from either place on very difficult matters like a rogue faculty members. I have found it difficult to manage a person who knows that no action will be taken against inappropriate behavior.

109. The myriad small tasks involved in being dept chairs really eats into my ability to set aside blocks of time for scholarly research.

My chair position was recently increased from 1/3 time to 1/2 time, with a reduction in teaching. This made the job easier. However, I could achieve much more as a scholar, while still being chair, if I had to teach only 1 course per term.

110. Roles of responsibility: It has helped me see of who I am and to get the job done.
Resources: It has helped me see that one can work with what resources one has and

do the best one can. I find the resources allotted has never been enough to run a department that has equipment to maintain, educational resources to maintain, etc.
Rewards: ?

111. There are no rewards for department chairs – at least no formal rewards. Most effective chairs (good @ administering departments) are altruistic – want to make a difference. After experiencing the heavy work load the altruistic fades.

112. I answered this survey based on my current position as chair. I chaired the department for 5 years 20 years ago, and have been director of two other academic programs for a total of 5 years.

113. – Too much responsibilities and work with no resources and rewards.

- No possibility for program development.
- No assistance for research and scholarship for chair.
- No resources to reward and to encourage tenured faculty who have lost their interest for (for various reasons) for taking responsibilities for departmental work.
- No resources for organizing conferences/workshops.
- With the absence of a reward system (merit of some kind) I am not sure how we can keep those who are highly committed to our university as well as to excellence in research, teaching, and scholarship.

114. – Roles & responsibilities of the chair are reasonably well defined.

- Each chair should be provided with ~\$100/year that can be placed in a discretionary, trust account for the purpose of subsidizing meals for colleagues who accompany faculty position candidates, providing travel & honoraria for seminar speakers, etc.
- The rewards for department chairs are non-existent → what do we want?
 - (1) Compensation reflective of the work we do and the hours we spend.
 - (2) Discretionary funds to be used in outreach and internal rewards (purchases) for faculty.

115. The dept chair job, if done correctly, is exhausting and demands long hours to deal w/ all the details. The time base is not equal across campus. My position warrants a higher TB but I haven't had time to formally request a change; also I'm sure it will be ignored or turned down. We don't get enough support, although our Dean helps as much as he can. Staff problems are debilitating. I'm working with an incompetent, temperamental AOC who is union-protected. There are too many demands on the chair, and too little support, very little respect for the position. \$60/month stipend is an insult. A larger stipend would at least recognize the importance of this position. Training is needed to deal with staff. HR has not been much help.

116. Lack of compensation is very important. It's too late for me because I'm stepping down, but the salary increase under the next contract is a step in the right direction. Chairs do an enormous amount of work and receive little acknowledgement for it.

117. Just a note to add- I am .20 for chairing two departments. The numbers of FTEF aren't overly demanding, but all paperwork is doubled.

118. Roles: - Pass information from the dean to faculty.

- Try to keep the faculty from revolting.

Responsibilities: - Scheduling, interpreting info from Adm. Counsel faculty, staff & Students

Resources: Manage budget

Rewards: - Fake sense of accomplishment.

119. Chairs in my experience shuffle a great deal of paper, have very little real authority, and are the first line when criticism or abuse seeks an outlet. Were it not for hiring new faculty and trying to shape and defend reasonable programs the job would be a matter of a swell name without substance.

120. I have been favorably reviewed and reappointed twice as dept chair. Yet these reviews have no salary consequences, as they could in most business or govt. settings. Chairs should have an opportunity to obtain real salary rewards for their work. Putting chairs in the same FMI pool as other faculty disadvantages chairs. The CSU administration should move quickly to reverse the travesty of the new contract that gives a significant pay raise to academic year chairs, but slights 12-month chairs. 12-month chairs simply do more work, including fund-raising, because they run bigger programs.

121. Salary and recognition not worth the extra time and stress of being chair. Tremendous responsibility – hiring and firing lecturers, dealing with student complaints and those of faculty with limited resources.

122. I think it's all about effective communication (although a head for numbers is important). Good listening skills, sharing information, "open door" policy that is sincere. The chair's role is a classic "boundary" role – the Dean needs to share info and listen, too, so the chair can be effective in translating administrative goals to faculty and faculty concerns/needs to Dean. There are very few chairs in the CSU that lead non-teaching departments, but our needs, roles are just as difficult – I hope our responses will be used/useful.

123. I find it a thankless, frustrating role, because we cannot do very; much given both lack of resources & Administrative indifference.

124. The only reward I have enjoyed as chair is the concomitant development of my leadership skills. Before becoming chair, I really did not know the strength of my leadership skills. I have had little to no training except through on-the-job training, or learning through trial and error.

125. I was appointed as Director with the rank of full professor; however, I was not granted tenure. My status as tenure-track faculty undermines my authority as Director. In addition, I have no function on the RTP committee for the Institute.

126. AT CSU, Dept. chairs have no real authority. They spend too much time doing clerical task as because they lack office support. Budget is so miniscule that no evaluation or program improvement function can happen.

127. For a person w/out tenure, being a director is too much of a burden. It is, at best at this center, also difficult to be a parent and director because of the meeting schedule.

128. Treat, respect and compensate CSU dept chairs as they are treated, respected and compensated in the UC system.

129. Rewards – helping students
working to support young faculty
Difficulties – CSU system doesn't want to fund excellent programs
- equipment budgets bad
- supplies budgets bad

130. The CSU has no intention in true faculty input or governance, therefore they give chairs no respect or authority. They want chairs to be very weak junior admin instructors. The function of the chair should be to run dept. meetings and coordinate useful and necessary administrative tasks. They should also provide information from the dean. Finally, they can be a conduit to send the creativity of the faculty – the real owners of the university – to the admin, whose primary function is to keep us supplied with chalk. Since the CSU wants us to "loyal plastic robots for a ... [managerial class] that doesn't care" (FrankZappa, 1968) the disconnect makes the job a holding action.

131. (1) The absence of any control over resources is the main problem in managing the department.
(2) The extra pay is currently \$80, which is quit frankly, insulting. The new contract increases that to 2/3 (my chair time proportion) of 7%. In my case, that will be about \$285 extra per month. How much management skill and effort do we expect to buy in the open market with this amount of money?

132. Gratifying to participate in my department's growth & quality programming linked with community agencies.

133. I have been chair a long time & have enjoyed the experience. There may be some partial burnout, but I do feel that the workload has increased substantially, the time to do creative work has thereby diminished, and the chair stipend has not changed for over 20 years. The rewards are no longer with the responsibility.

134. Chairs are not trusted to administer without constant double-checks, back-steps, and second signatures. The directive paperwork is the most wasteful thing this university has implemented in the more than two decades I've been here (thousands of admin. & staff hours).

135. My job is so overwhelming & I am so overstressed that I just don't have time to complete this form. My dept. has few resources, is understaffed, nothing is tenured, & the university does not value grad. education.

136. The saddest part of being chair in the last 3 years has been the negotiation and ratification of the current contract between the CSU and CFA. The granting to temporary faculty of rights greater than those accorded tenure-track faculty is depressing. The negotiating of a salary increase for 9-month chairs, and the exclusion of year-round chairs, is equally demoralizing.

137. Having compromised some of my own promise for scholarly accomplishments and teaching excellence so that I could support and champion my colleagues, I very much resent systems of rewards and increases, which I am less likely to achieve. I believe I have sacrificed a great deal in order to serve as chair, and I would wish my retirement pay would better reflect this.

138. The workload of my dept chair has become unrealistic! Much of this is due to the fact that decisions are made (by administration, senates, unions, chancellor's office) to change or implement new policies without fully considering the workload implications for chairs (or for faculty & staff committees). To maintain balance, every new policy or report should make an estimate "cost analysis" in terms of increased work loads for chair and faculty committees- i.e., number of people involved, x number of hours of work.

139. FTEF and FTES data alone do not reflect the workload of academic departments. The number of technical staff, safety issues, laboratory management, etc. in a science dept makes the chair's job much more complex than in non-"technical" departments.

140. The university system has become so bureaucratized and anti-faculty that I no longer enjoy this employment. The campus is paralyzing under increases in financial paperwork and inconsistent, confusing policies. There are times when I will spend half of my weekly time resolving financial matters. Departmental staff workload has skyrocketed with no increase in staff, as higher levels of administration pass downward work formerly done at their level. The system needs increasing its demands without increasing resources, and yet expects quality and increasing/stable FTES, even w/budget cuts. An this as administration frowns at the loss of faculty. Shameful & hypocritical.

141. Giving AY chairs a 7% increase without giving 12-month chairs any increase has been one of the dumbest moves ever made by the CSU system.

142. There should be a yearly award for outstanding chair or some other recognition for this difficult and under appreciated job.

143. I think that this CSU has tried to be fair to their dept chairs in giving us an additional stipend of \$150.00/month (added to the \$80.00 we get as stipulated in the contract). The CSU's tactic of interpreting the 7% raise as applying only to the administrative portion of our salary could result in many of us seeing a pay cut if our administration discontinues the stipend. This would be very disheartening, and it will also be disheartening if we merely "break even."

144. There are few rewards for my position. I am burnt out. It would be a great position if administrators would remember we are faculty as well. These administrators demand short turn around on reports, want them when we are at our busiest. While chair in '93/'94, I laid off over 7 staff in budget cuts. To this day in 2002, I have replaced 2 of them, while many other administrative departments are back to full staffing and beyond. It bothers me that I have not had the time to devote to my teaching discipline, and now my own program (major) may be on the chopping block with new rounds of budget cuts. It seems like everything I do is half-as_ed because I am always rushing trying to do 3 things at once. More dollars need to be funneled past administrators to the classroom, new equipment, supplies for faculty, support for projects and travel. I'm tired!!

145. The major disappointment as chair is lack of training and support for new chairs on this campus.

146. Our campus has a chair's group & I have found that group & the presentations to be very helpful. I often feel the Univ. gives us training when it is trying to minimize liability (e.g. sexual harassment, etc.) issues. It would be great if they could give us training with our issues in mind. Training cannot be understated. We need better training, especially with regard to staff issues. The contract should explicitly deal with the role of chairs vis-à-vis staff supervision & management. We should not be kept in limbo on this.

147. The Union comments on "helping" chairs in this contract were misleading and clearly irresponsible. Since chairs are not supported by the CSU administration, to find they were not supported by the Union either was a cruel awakening to how isolated the role is. Luckily for us we have our department/school faculty and the University administration. On a macro level, we're cannon fodder.

148. Having to teach 2 courses while serving as chair severely limits my ability to fulfill the scope of the job. Although my department is relatively small (less than 10 FTEF) the "fixed" workload of the chair, the part that does not relate to the numbers of faculty or students, is just as much as the chairs of larger departments. I estimate the fixed portion is about 50% of the chairs job (meetings, program play, assessment, etc.)

149. Chairs need more rewards and assistance:

- (1) \$1000/year of discretionary funds per year assigned by dean helps.
- (2) Chairs need a student assistant assigned to them by dean so not pressured by faculty to share with rest of dept.
- (3) More clerical help is needed. When secretaries from one-secretary departments go on vacation or are sick etc. then all of the duties/headaches/loose ends fall upon the chair.
- (4) Admissions & Records and other depts. on campus are constantly referring students to see dept chair to override some rule that they have made. It is especially annoying in the summer when we aren't on duty.
- (5) Administration and Admissions & Records constantly harp on students to get frequent advising by faculty & develop a personal and close relationship with faculty. With heavy teaching loads of faculty, this responsibility often falls upon the chair. Students have high expectations of hour-long sessions "over coffee" etc. Which aren't realistic with heavy teaching loads of chairs and demands. Re: paperwork deadlines & all of hours of work outlined in this survey. Help! We can't meet the expectations being created by Admin. Re: Advising.

150. The classic problem – too busy pushing paperwork and doing reports to do any strategic planning, implementation.

151. The central university administration often seems to have lost its mind, or doesn't care about faculty & students. I refer to the CSU system, not to most administrators here.

152. The university system is shifting more and more of the administrative actions (i.e. electronic entry, lookup, etc.) to chairs, rather than the dept staff receiving these functions.

The U. system more globally has increased the categorical functions for faculty & chairs, i.e. expanded the expected spheres of activity, such as adding student recruitment and outreach to the list.

Frankly, if the U. administration had its way, chairs would spend all their time on administration and management and bureaucratic and have no time for effective thinking and planning.

The faculty member (and chair) of 1960s had a much simpler and reduced set of responsibilities and areas of expected participation compared to today. This expansion of required activity has to stop. You will not get quality leadership & management if it doesn't.

153. I have found the lack of support from outside the college very disheartening.

154. Rewards: Meeting & interacting so many interesting people outside my dept./college.
Ability to test ideas for changes in dept./college.
E-mail: Too much duplication from different sources.

155. As a department with 500+ students with 500 separate problems and complaints (250+ FTES), 40% chair is an incredible strain for anyone.

156. I enjoy the opportunity to reach out to high schools and community colleges that being chair provides. I also really enjoy helping students resolve problems, especially those foisted on students by admissions and records.

157. To me, the highest priorities are:

- (1) Decrease the paperwork
- (2) Increase the time for creative activities.
- (3) Increase the chair's control over resources.
- (4) Decrease the workload (decrease the mundane tasks – writing reports that no one reads for example)
- (5) Increase the stipend. \$120 is an insult.

158. Department chair should have greater budgeting autonomy vis-à-vis the Dean. My impression is that the Dean plays "favorites" with departments – it would be easier to deal directly with the Provost.

The CSU system, the univ. & the Dean put the same burdens as adm. Work on chairs, regarding on the % of their adm. Appointment. No regard to lack of time & compensation. The chair should receive their 7% stipend increase!

159. Chairs need infrastructure support from their deans and the administration. Deans and administration is to help reduce the workload of the chair rather than to ask for more and more paperwork, reports, etc.

California State University
Department Chair Survey
Spring 2002

Written Responses for Open-ended item:

Please describe a “best practice” that you have observed or implemented yourself that might benefit your colleagues in the CSU.

1. Empower office staff to help with tasks that they can initiate/complete and have the chair review/check.
 - Scheduling (academic courses; classrooms, facilities)
 - Inputting budget information, etc.
2. Empowering faculty to be responsible for particular tasks.
3. Faculty must at all times have ownership of the department. Decisions made without the faculty led to failures.
4. Providing opportunities for faculty to share teaching techniques that work.
5. Once the department has completed the RTP letter, invite the professor into the room and go over letters with faculty present.
6. Learn to delegate tasks.
7. Getting up at 3:00AM and working until 5:00PM allows me to stay current with the workload (It is now 4:20AM). As long as I work 70 hours a week (including weekends) I can get the job done. I have neglected my own scholarly activity for my four years as chair. Thankfully I can accomplish some vicariously through master’s students.
8. Lead the faculty & staff rather than police them.
9. Set guidelines for RTP that requires committees to support & nurture untouched colleagues.
10. Structured faculty meetings to be frequent, but focused on actions and productivity discussion of pertinent topics and educational issues.
11. Task forces to solve problems and to do long-range planning.
12. Listen to people, whether they are STUDENT or faculty, who complain.
13. I administer a program whose faculty members have tended to “blow up” during faculty meetings. I decided not to have faculty meetings but to do the work of the department through “working groups,” whose membership was voluntary. Policy items emerging from the working groups are circulated by e-mail and then voted on by e-mail (negative votes only) after everyone has a chance to comment. Things are much happier under this arrangement.
14. Very good overall orientation to campus as a new faculty member. Provost & Assoc Provost are great people and skilled at their jobs.
15. Learn how to forgive and forget w.r.t faculty & administration.
16. I attempt to communicate clearly, openly, honestly, and often with my faculty. I

attempt to include faculty in all decisions that affect them. I do not play favorite and I'm supportive of both junior & senior faculty in appropriate ways. I try hard to be available.

17. Be fair, honest, & respectful of everyone you come in contact. Listen carefully, understand, think, then take action accordingly.
18. Delegate as much administrative activity as possible to program coordinators.
19. Consult with department faculty in everything.
20. Continually consult with faculty in dept. Act only on their certification & try to get unanimity. Be honest.
21. The more I learn about budget and resource allocation processes – the more I am able to get for the dept. You really need to be able to see things through the eyes of the dean's office & understand how & why they make the decisions that they do. Throwing up your hands & complaining simply will not get the job done.
22. I established an all day department retreat – off campus – at the beginning of the academic year. This has been useful for developing our mission/values statements & an implementation plan for the year.
23. Instead of divide and conquer – unite and have success. Be open with information – share it and discuss issues with honesty.
24. Set long-term goals that are reasonable, be consistent and have the ability to compromise, conduct regular scheduled department meetings.
25. – Opened up budgeting process and decision making to all interested faculty.
- Implemented fuller, more routine sharing of University, College, and Department information with faculty.
26. Decentralized committee work w/in the dept.
27. Praising often – criticizing seldom (and privately).
28. To remain as neutral & fair as possible particularly in moving the department forward when there are disagreements over policy.
29. Restructuring of the major.
30. I do not assign teaching loads by formula (WTU or otherwise). Instead the following factors are attempts to be balanced for each faculty member in an attempt to have each faculty member have the same number of total hours spent in teaching and teaching related activities: Contract hours in the classroom, number of different courses taught, number of hours of different lectures given each week, number of hours of different lab sessions supervised each week, number of students taught, subject items like new prerequisites.
31. Developed Dept. Newsletter sent to Alumni, which evolved into an Alumni listserv/web page: Greater scholarship funding; Telemarketing campaign. Funding for equipment & facilities; Establishment of an Alumni Advisory Board with goals to support curriculum change, raise funds for scholarships, equipment, facilities & faculty development. Contacted 3100 Alumni: Now have "hot" addresses for 900.
32. Being honest and open about issues, resources, biases; many problems can be solved if there are open & honest discussions. Modeling good, collaborative decision-making yourself so leaders/administrative/managers; having a dialogue and sharing power to get the best resolution possible.

33. Our chair election occurs 1 year before chairs' duties begin so that the new chair can learn the ropes. Some (but not enough) release time is given to the chair elect.
34. Gathering faculty members as a group to brainstorm on class scheduling and budget priorities.
35. (1) Really work for consensus
 (2) Development of mission, goals and their alignment of programs, resources, personnel evaluations with the mission.
 (3) Close, collegial working relationships with staff.
 (4) Lots of praise and rewards for everyone & faculty, staff and students.
36. We have implemented a program retrospective process that surveys graduating seniors to find out what they feel are the best and worst features of our programs.
37. – Share decision making with department faculty.
 - Inform faculty in time.
 - Be honest and straightforward with faculty and staff.
 -Communication skills is the most important skill for the job.
38. I implemented the practice of a full-time faculty member serving as course coordinator for each of the major courses in our program. The coordinator is the communication hub for information related to their course and supports and monitors the teaching of part-time faculty. The use of course coordinators increases consistency in the delivery of courses and provides help with the overwhelming number of part-time faculty. A problem has been coordinators getting recognition outside the department for their significant contribution in this nontraditional role.
39. Created an internal newsletter, published sporadically, that identifies all faculty & staff accomplishments, award, grants, and the like. Not only keeps everyone apprised of what others have accomplished but publicly acknowledges their accomplishments, i.e., a public "pat on the back." Has gone over very well with faculty & staff. Is also sent o president, provost, dean, and public relations officer.
40. Delegate to staff and to other faculty. Establish a chair's support/advisory comm. to help you with difficult issues and to support you. Remember you cannot please everyone all the time!! Take time to work at home- away from the office.
41. Developing strong working relationships with student clubs and organizations that are supported by the department to keep open lines of communication.
42. (1) Have a reasonable dean & a good staff.
 (2) Be lucky enough to hire bright enthusiastic younger faculty.
43. Use of an e-mail distribution list for all majors has been a great improvement in communication with students.
44. (1) "Give them a cookie." Listen to faculty complain & then say you understand but cannot help more.
 (2) Continually updating the RPT to ensure its relevance in assessment and faculty development.
 (3) Helping faculty get their first research grant so they have independent resources to control.
45. Minimize class schedule changes.
 Team building exercises for faculty
 Raise enough money to provide for faculty professional development.
 Develop relationships with profession outside the university.
 Avoid rotating chair position. Find someone who can manage and give them that

responsibility.

46. I like to get out of my office, walk around, chat with faculty informally, talk to students in the hall.
47. Get to know the faculty and staff personally and show them that you genuinely care for them. If you do this, the rest will generally work out okay.
48. (1) RPT Evaluations – clear and concise.
(2) Review Ind Prof Growth Plans with summary RPT shared with full faculty.
(3) Moving new major through approval process by being timely and delegating work.
(4) Developing trust
(5) Improving Dept Mtgs
(6) Working with students
(7) Revising staffing plan.
49. Ask those chairs that have been so for some time for help and advice on any matter I am unsure of how to handle.
50. I try to determine several solutions to a problem with a recommended option rather than submit a problem to the faculty and ask what should be the solution. I approve of the chancellor's office attempt to tighten requirements for admission to CSU. Better-prepared students allows us to teach better classes and use resources more appropriately.
51. Personality profiling of faculty.
52. It took us 6 months to make a simple change in the list of prereq. of a course-that is before it is sent to the college curriculum committee.
53. Recognition programs for all faculty. Open the financial books to the faculty. Form and have task forces to address chair on urgent matters, i.e. space shortage; budget shortfall.
54. I have only been doing this for 1 month, but it seems very important to treat people with respect and listen more than I talk.
55. Work harder than any other faculty member.
Reward with at least thanks and more when possible those that help out.
Set an example on Assessments.
Force assessments to benefit Department.
Focus on students and future needs of program.
56. – More student input.
- More faculty accountability.
57. (1) Trying to achieve one program to track/develop/report class sched. Hiring, budget, faculty locator, door cards.
(2) Facilitator ran our dept/advisory committee retreats where we developed mission & goals.
58. Best practice – getting organized and making expectations clear.
59. I always seek out faculty scheduling preferences before making up schedule and never go against stated preferences w/o a personal conversation with the faculty member. Applies to TT faculty & OYO lecturers.

60. We are a department that genuinely, consistently practices shared leadership. All important, substantive decisions and work are shared, and we commit substantial time to our professional development and shared inquiry. The chair does the institutional interface work and manages office operations – and we take turns as chair. It’s a healthy, exciting, challenging department to be part of – this despite pathetically small financial resources to work with.

61. Running department based on principles of fairness with seniority recognized for some decisions. Initiated annual spring banquet for graduating seniors. Reduced intra departmental conflicts through mediation & conferencing with parties involved.

62. (1) The administration seems to understand how arduous the chairs’ duties really are, but it does not seem the majority of faculty really understand how many extra hours, and days on campus, and stress-out periods are entailed in taking on this role. Some kind of education of general faculty is needed to redress this situation.

(2) A huge amount of energy & time is invested by chairs in competing for scarce resources in the CSU system, e.g. researching and writing tenure track line requests, many of which do not get funded (even when there are retirements in the dept). This is stressful and wasteful of time. The fundamental problem should be addressed (of adequate funding by the legislature for the CSU). The community colleges are much more pleasant places to work, I’ve heard because their funding is more adequate & people don’t have to compete for nickels & dimes.

63. Finding ways to fund faculty/staff development and student research is very important to the future of the state and nation.

Finding ways to allow faculty, staff, and students to experience growth and developments in research areas is essential to active engagement in life long learning activities between the University and community.

64. Depts./chairs outmoded in context of our budgets.

65. Recent contract negotiations that rewarded 9 month chairs but not 12 month was unfair.

12 months get 15% ~ 2 months salary – on ... paid for 11 months – work 11 months plus 9-month chairs – have more flexibility but in most instances work more than 9 month faculty.

Rewards – are intrinsic.

66. Our school has had 4 deans in less than 10 years – all failures. The latest, who departed the post, a total disaster. This is why almost every answer regarding appointment & budgets is “not certain.” We are now supposedly in dollar-based budgeting, but this is a farce. The school is a disaster and I blame higher admin for allowing this to go on. Chairs are asked to lead but given no leadership or direction in doing so.

67. We are fortunate to have an excellent and supportive Dean. University staff is unfailingly helpful, patient and responsive.

It is, however deeply frustrating to work within a university system so rigidly constrained by bureaucratic assumptions and systems. The level of control over all functions attempted by various administrative offices is both dysfunctional and demeaning. I’m assuming the system is similarly constrained by stupid legislation and/or regulations they just pass on to departments. It costs us students. It deflects us from strategic priorities. It blocks any nimble or entrepreneurial response to the competitive challenges we face as a department and a university. (“Peoplesoft” has made it worse – as it has hampered productivity in other organizations. Who sold who on that?) And in our field there is no effective CSU voice in this city, as far as we are aware.

68. I am deeply offended by the CSU's interpretation of the raise given to chairs as being only a portion of 7%. CSU will spend more money calculating the fluctuations than paying a stagnant 7%. It shows the contempt the administration has for faculty, esp. chairs.

69. Being totally "upfront" and supporting the will (vote) of dept. faculty. This is only reason for a CSU chair.

70. It's very simple: Adequate released time
Reasonable compensation.
This constitutes a "best practice"

71. When doing staff performance appraisals, give staff a copy of the appraisal form and let them appraise themselves first. If they are honest, then they will probably agree with your evaluation, so they can't complain. If they are not, you can include lack of objectivity & self-knowledge in the appraisal! Then you can't lose!

72. (1) You were not honest as faculty to other faculty (chairs) this is a 30min. + survey!
(2) The FMI ?'s are immaterial and should have been removed.
(3) It is super to be the "head coach" of a professional faculty (dept. members).
(4) As a team you achieve goals – otherwise chaos and pain.
(5) As a 32 yr professor (10 as chair) – I was totally insignificant in "interest" from/of my central admin and CSU admin. My deans were SUPER and always supportive!

73. Rotating chairs probably reduces their effectiveness. The practice of rotating is probably common because of the job's burden. Reasonable compensation will probably reduce the need to rotate – often due to burn out.

74. The pay is a joke, even with the new contract. More importantly, my program is so complex that I spend 80-90% of my time managing the program with only 50% release time (and until this year, it was only 25% released time!). High workload & little or no financial rewards = cynicism and burnout. If this is what the CSU wants for its academic leaders?

I will continue in this role because I care about the program, my colleagues, and my students – but at some point, there will have to be more support, or I will leave the CSU at the first opportunity.

75. The chair's position in CSU is one of the most underestimated, respected and rewarded positions. Chair's compensation is minimal (\$80/month). New raise (7%) will only apply to a percentage of chair role, which is (20%) ending up to only 1.4% raise!! Chair in my university still 9-month appointment. Role and responsibility of chairs has increased significantly over the last few years without proper appreciation of meaningful financial rewards. The CSU will lose the service of many quality chairs if the situation continues!!!

76. The workload is barbaric for an accredited, clinical education program.

77. It is very difficult, even if a chair is efficient, to secure sufficient time for research or creative work. Considering the extra workload stress chairs are very poorly compensated. The current increased compensation is an insult. Chairs should be paid on a scale close to Deans. I work in a department where no one wants to be chair.

78. There is no additional funding of chairs.

79. Be honest w/everyone. Never give an answer until everyone understands the question.

80. I don't think I have anything that I could describe in those terms. I've not instituted any and I don't see much I like.

81. My department operates in collective fashion. We (faculty & staff) jointly make all-important decisions. The chair simply implements them and deals with the relevant administrators & paperwork. This is a long-standing tradition/practice that is very effective. But we are also a faculty that is very unified.

82. Department decisions are made with participation of faculty, staff and student participation. It usually means meeting more frequently, but the decision making process is shared.

83. More consistent and ongoing mentoring of new faculty. Working with transitions between “old” and “new” faculty and in establishing an ongoing culture & tradition that gets passed on --

84. Ability to roll forward \$\$ & \$-fared budgeting that allows use of salary savings for Departmental development.

85. – Faculty meetings held at minimum one per month during the semester.

- Meet with faculty who intend to enter the FERP and agree in writing on workload assignment while in FERP.
- In your first year as chair, read at least 2 books about chair assignment duties.
- Invest in a subscription to Chronicle of Higher Education.

86. (1) Pay is insufficient.

(2) Administrative deadlines are set by people with no idea of academic deadlines.
Too often, there is no time for reflection.

(3) 3 year rotating “citizen soldiers” chair terms in which everyone takes a turn is an insane idea. Not everyone is cut out to be an effective chair, and existing in an administrative/faculty appointment limbo undermines chair authority and confidence.

87. My colleagues pressured me to do this job I never sought and did not want. I never should have agreed to do it in the first place. I recently announced my decision to step down at the end of this academic year.

The job of department chair is important, but difficult. It’s made more difficult in our department by the faculty’s long-standing aversion to group planning and problem solving. Our group is happiest when “left alone” to teach and they do not want to be actively involved in planning & governance. I found no way to change this, so I am leaving to give someone else the opportunity to try.

88. What is most important to me as chair is helping my department to do the best it can for first, our students, and second, my faculty. This can only be done effectively if you have a supportive dean – one who puts the educational mission and program quality first, not bean-counting and pleasing the higher-ups. My first experience as chair (89-91) was with such a bean counter, and it was miserable. By contrast, this time I have an excellent, supportive dean and being chair is almost enjoyable, even though \$\$ are short.

The biggest problem I have as chair are the continually diminishing resources – to replace/repair equipment; hire student helpers, staff, and faculty, and run the department. Year after year it gets less and less despite increased state allocations to the CSU. This is very dispiriting.

89. – The role seems too difficult are to negotiate.

- The collective pressures in council of chairs meetings one leads an us/them posture with faculty in the Department and College.
- The information one receives regarding administrative processes is always filtered by Dean’s and can result in manipulation.

90. I get no feedback about the kind of work performance that is expected and how I am measuring up, form either my dean or from other administrators. The only consistent support is from my departmental faculty. After 4 years of this, it is demoralizing.

91. Too little authority. The department chair should not be a rotating member of the faculty.
92. I enjoy the challenge of the chair assignment. Much of the training and experience I use in the job came to me in my training for leadership as an officer in the U.S. Army. As people in my generation retire (many with similar experience in the armed forces), the CSU may need to develop a more active program for training and leadership development among younger faculty.
93. There is certainly no CSU campus as dysfunctional as this. The only advice I have is try to make sure you don't devote overwhelming numbers of hours to the job. The upper administration on this campus totally disdains the deans and the department chairs; until that changes, this campus will never flourish.
94. I meet regularly with an advisory group of students their input and feedback has been very valuable.
95. Be extremely well organized and keep good records of committee affairs; develop a thick skin.
96. I wish I had one! Perhaps it is working with faculty and administration on faculty recruitment.
97. Providing course release time for accumulating factor units for supervisor/student thesis, when in general, much units are not given to faculty.
98. I changed a staff schedule to ensure that our office was 100% staffed on funding. After 6 years this has been proven to be an outstanding move.
99. I have noticed that the perceived attitude of the chair affects the entire department. By remaining positive, upbeat, and encouraging, I believe that morale has risen over the last year. Faculty responds when they know that the Department Chair really cares about them and their work.
100. On our campus we need more support from the Center for Teaching and Learning, which is at this point defunct. It gives faculty the impression that the administration is not very supportive of instruction. 12-month chairs need a raise. We also need more support for community activities. On our campus the dept. must pay for the parking of community groups that are invited to campus. We need a community relations budget to do more effective community outreach.
101. Chairs: no money - zero
102. I'd like to see less centralization on the college level on resources, recruitment, and spending. More open dialogue between chairs and the dean.
103. – Recognizing & rewarding faculty & staff achievements at the beginning of each academic year.
- Held first annual part-time faculty appreciation luncheon for the department.
 - Will elect faculty of the year with faculty and student input.
104. Have a meeting w/all new majors individually.
105. - Regular consultation of faculty on all budget decisions. Faculty input on agenda for dept. meetings.
- Regular feedback to faculty on their performance (especially positive – warm fuzziness)
 - Treating all colleagues within dept. & external with respect & civility – builds collegial & collaborative opportunities.
 - Offer to share dept. resources and other units in college i.e. piece of equipment shared between programs. Reduces parochialism & promotes collaborations; reduces unnecessary duplication of resources.

106. Get to work at 7:30 am for parking space. Leave about 3:30-4:00 & return after dinner when no one else is around to work on large reports & letters from around 7:30-9:30 (possible when you live 15 min. away from campus).

107. Focusing on developing curricular and program quality.

108. Ask 2-3 outstanding colleagues in the department to serve on a curriculum committee with you, which also spearheads assessment, self-study, etc.

109. I worked harder on developing relationships w/faculty & staff than anything else this year. Doing that allowed me to build supportive trusty relationships – that make it easier when I have to make the hard decisions. I was extremely generous with my time – very available and accessible. I can't continue to be so accessible & get the work done – but I feel I am well established now.

110. Instituted weekly staff meetings. Have had informal faculty meetings not requiring a quorum – no business, just discussion of important issues. Once a week chair coffee hour – students & faculty can join chair for coffee one hour per week to discuss anything.

111. A chair needs to love this job. Being in a service field and a public employee, we live in a fish bowl – thus the chair is the keeper of the water – for fish to thrive, the water must be fresh! Also, a chair needs to adopt the simple principles of FISH (Lunden, Paul & Christensen, 2000) – Choose to make every day a great day for the faculty, staff and students; make PLAY a point of each day; Be there when your faculty, staff, and students need you; and when a student, faculty or staff member drops by or pop-in –make their day – because without them, a chair wouldn't have a job!!

112. Work with faculty center in socializing new faculty to new roles w/in the university.

113. Visiting Faculty Fellows Program – involved collaboration w/local UC campuses to identify, train & develop new PT faculty.

114. – It kind of helps if your Dean's office can put out a schedule of tasks with timeline for the whole academic year (PRC letters, staff evals, course scheduling deadlines, workload reports, end-of-year reports, etc). So it doesn't keep coming as a surprise.

- Keep really good files (easier said than done)
- The "Chairs Group" that we formed this year has been fabulous. (see below – re questions 25 & 26)
- It has broken the isolation of chairs.
- It allows us to compare best practices.
- It provides a forum to discuss problems without the Dean.
- It has created solidarity among all the chairs often only 3 meetings.
- It is very helpful to new Chairs.

115. When I was hired, the dean and I negotiated entirely over electronic mail in order to generate a complete record of our commitments to each other. The dean with whom I negotiated the original "contract" never let me and my department down.

116. Switching our Xerox system to individual faculty amounts with quotas (based on enrollment) has cut 10% from our Xerox budget – previously a "black hole" in our budget.

117. Programs/course development.

Hiring
Leadership

118. Ignore and do not respond to the "all call memos" requesting information or action on your part. If it is really important to the administration they will contact you personally!

119. - Engage colleagues in establishing yearly goals for the department and all work collaboratively to achieve them.
- Share information in a timely manner with colleagues.
- Understand colleagues' research and teaching goals, help them achieve goals, praise colleagues publicly for their achievements.

120. I instituted a firm course rotation so students can plan their outline program and know when and which courses will be offered, including day and time. (For 8 years in advance)

We offer our program at our 30 off-campus sites using a variety of institutional practices and schedules to accommodate learners, not faculty.

121. We have periodic department retreats devoted to curriculum. These are 3 hour meetings scheduled when faculty are available. They are extremely useful.

122. - In larger depts. there are assistant or associate chairs. This helps groom the next generation of chairs.
- Holding yearly one day, off campus retreats for all dept faculty & review mission, goals, data, & prepare new strategies.
- Engineer a 12-unit teaching load for all faculty through skilled manipulation of course requirements & scheduling.
- Cultivate a skilled graduate advisor (or UG advisor) to take some of the burden off the chair.

123. - Be objective
- Treat colleagues fairly
- Encourage and motivate colleagues to work more
- Be a role model

124. Be calm! Get out of the office every single day and sit in a place with plenty of trees.

125. Respect your faculty & acknowledge their accomplishments. Treat the staff as equal members of the team. The chair is the team captain.

126. In order to maintain collegiality and a good atmosphere it is preferable to have deans (or above) implement & administer programs & practices (FMI, RTP), which are disliked by faculty or are divisive. Chairs in small to medium size departments should cooperate as little as possible with "higher" levels in these areas.

127. Benchmark your dept with others and emulate/learn from the best practices.

128. I have learned that information is power and dept chairs have a lot of information & access to information whenever possible. I share that information, especially about scheduling, budgeting (i.e., where money goes in the dept) and decisions I make. I've found that faculty is more cooperative and less critical when they learn the rationale behind the choices I make in my role as chair.

129. Offer as many as possible full load multi-year contracts to part time lecturers whom you identify as being great teachers.

130. I have organized meetings that facilitate our part-time instructors having information, materials & opportunities to learn & observe as well as teaching our full-time faculty. Helped develop generic syllabi for P-T faculty to assist them with courses – All syllabi are online. Steady communication w/PT faculty crucial to effective implementation of our courses & student support.

131. Assembly of all support staff internal to my department for quarterly meeting. Support staff impacting my dept but not a part.
132. This may seem obvious, but it's important to have the faculty in my department feel part of decisions that affect them - so, a lot of time spent talking and consulting with them makes things work better.
133. I started with almost no course release. This was dramatically increased by a new dean. The increase made an enormous difference in my ability to do the job.
134. Establish clear departmental policies that require committee reports and "transparency" of decision-making.
135. Decision to use outcomes of assessment of senior nursing students using standardized, nationwide exit survey. This provides important information for comparing & evaluating our students on criteria related to passing license exams, & satisfaction with program.
136. Work very hard and try to understand procedures as best you can. Realize that you must be efficient with your time and effective when working or dealing with people. Your secretary is "very, very important."
137. Chose mentoring of junior faculty through RPT process.
138. Convincing the senior faculty to be pro-active in the management of the department.
139. Never have a dept faculty meeting if you can possibly help it.
140. The best practice I can plan is the egalitarian management model to which I subscribe.
141. I greatly expanded mentoring for new assistant professors. Each one new has two mentors – a senior member of the department with RPT experience and a junior member. Plus, I meet weekly with the new people for the Fall quarter & bi-weekly for the winter quarter.
142. A "best practice" that I have observed myself that has helped colleagues in my department has been a sense of trust and integrity.
143. I don't understand this question/request?
144. Always checking with individual faculty before making a decision or change which they might feel adversely affect their work.
145. Heightened awareness and application of Learning Assessment Outcomes helped the chair considerable. Selling concepts to faculty was another matter.
Internal/External self study was drawing in time and energy but value return emerged in the thoughtful attention to our department and its needs.
146. I divided the dept. into 5 sub-disciplines in chemistry; the sub-disciplines must provide professors to teach major's courses and to coordinate the labs & decide on teaching times from my schedule. I fill in the blanks with lecturers and Teaching Associates. In first 4 weeks of a semester planning for the subsequent semester, flexibility in teaching times exists.
147. – Rewarding full-time faculty who produced the most FTES w/Assigned time
- Develop student newsletters
- Work w/student groups in dept fund-raiser for scholarships & program needs.
148. – Most work done as a committee of the whole.
- Frequent discussions & retreats on important issues related to teaching.

- Creating a “team” culture that is supportive and dynamic.

149. Very simple – share information on everything, from budget to space to scheduling. We all need to feel included, and the information gap in the CSU is one of the worst!

150. Try to maintain a personal distance between the job.

151. Having TT job candidates teach a class has proven very helpful in distinguishing good teachers in hiring.

152. Regular meetings with staff and coordinators of programs.

153. A “best practice” I implemented is an increase in the flow of information to faculty. Agenda items for meetings are identified, but each also is defined and elaborated on by the provision of background information days before appointed meetings.

- The amount of time allocated to survey completion is over additional time is required to provide thoughtful responses to this and the next item.

154. Build a strong relationship with people.

155. My best advice:

- (1) Keep your office door open
- (2) Hold frequent dept meetings to encourage collegiality and team spirit
- (3) Be open, honest, and don't play favorites.

156. Chairs e-mail list to disseminate information and solicit ideas/share problems.

157. Frequent communication by e-mail with all faculty – including those on FERP

158. (1) FAR/FMI procedure at department level.

- (2) Student thesis proposal procedures
 - (3) Student policies and procedures manual
 - (4) Part-time lecturers recruitment process.
- Copies available from me.

159. I have given each faculty & staff as much of what they want and can.

160. System support of leadership training and development: does the system want dept chairs to be successful?

161. Implementation of shared governance documents within the institute. Creation of an institute cabinet composed of at least one tenure track and one temporary, full-time faculty member to advise director on a regular basis.

162. Worked with 10 community colleges + CSU to improve teacher prep at CC level.

163. We use a cabinet of director plus two faculty & two staff for decision-making. This approach gives me valuable input from different perspectives. Faculty like this more inclusive, less autocratic approach, and they can give input on decisions to my cabinet member.

164. Approach your dept. colleagues – full and part time – with a sense of fairness, equity and dignity and they will respond in kind

165. Permanent Dept chair who actually wants the job!

166. Seeking new tenure-track faculty who are both scholars and teachers.

Collegially reviewing records as a faculty for FMIs (“If required do it right!!”)
Analyzing workloads with committee to allow freedom for research.

167. Push decisions down to faculty and make them make the decisions. <i.e. don't be autocratic>
168. I'm already drowning in paperwork.
169. Governance by consensus.
170. (1) Chairs have control over budget, including salaries.
(2) Chairs have flexibility to assign release time to faculty.
171. Having teamwork with all staff, faculty, and administrators.
172. I have instituted a travel allocation formula that has universal faculty acceptance – based upon tenured/non-tenured; location, significance of event; type of participation. I start with base amount, then add multiples for other variables. Works well, faculty sees it as fair.
173. Collegial relationship with faculty & staff.
174. Looking at assessment constructively, seeking to articulate our actual objectives without seeking to force these into artificial or quantitative terms.
175. (1) I guided the replacement of a long time coordinator who had been on the job too long.
(2) I decentralized decision making to departments rather than the chair (this is a division).
176. I put “scholarly sharing” as an agenda item at every faculty meeting, with faculty taking turns volunteering to provide an update on their scholarly progress, successes, challenges, etc. This seems to foster collaboration, provides personal recognition, & keeps the importance of scholarship at the forefront of department activities.
177. Use of “course custodians” to assist w/training, text adoption, hiring.
178. We had a two-day chair & dean retreat about 7 years ago. This was wonderful. It is too bad it has not been repeated.
179. (1) I consult with my faculty on all decisions.
(2) I communicate with them very frequently to give encouragement. I believe in them, trust them, respect them.
180. I do not feel I will offer my positive advice to my colleagues other than to emphasize the importance of being organized, delegating out responsibilities and finding some personal time to pursue your own professional development plan. It is too easy to personalize other people's problems.
181. Allocating the meager state resources we get directly to my faculty members for their discretion.
182. Publish a bi-monthly newsletter – Include all activities students/faculty etc. have done. Update and reminders for important dates, etc.
183. A two-hour block of time on two days a week for faculty meetings, and other happenings; this time is free of scheduled classes for tenure/tenure-tracked faculty.
184. I took a tutorial in facilitating difficult faculty in meetings in which firm guidelines were established.

185. Informal mentoring of new faculty. Making sure they have resources or appropriate people to call on. The UCCD – University Council of Chairs & Directors on our campus is a big help – share chair’s experience & concerns, give out important info, good place for chairs to discuss issues.
186. Learning to listen to people I don’t like personally who have good ideas.
Interacting hourly with the community.
Watching closely and with college all staff members.
187. Listen; Have faith in decision-making capabilities of dept faculty.
188. Have other full time faculty help with visitation to part-time faculty. Classes for evaluation sine very difficult for chair to do them all.
189. Two items:
(1) Stay home in the morning to do paperwork & e-mail.
(2) Keep an open door policy – be available for students, faculty.
(3) Build consensus by involving faculty in Decision Making.
190. Advising workshop for dept. faculty w/o workloads, etc.
RTP/dossier workshop for (5) tenure track faculty & Q&A, led by field Profs constant scrutiny of current course description/course titles for possible revisions to update print & online catalog.
191. - Consensus decision making
- Course planning by teams all instructors who teach sections of same course – full time and adjunct
- Generic course syllabi
- New faculty “buddy” system for induction
192. (1) Praise faculty colleagues for accomplishments and publicize accomplishments.
(2) Nominate faculty whenever opportunities to do so arise.
193. While basic tasks eventually must get done, I put big-picture program goals before answering all the time-consuming nit-picky administrative requests that come to me. I get to some of them, eventually. Others I don’t do at all.
194. (1) A best practice of our Dean is to allow Chairs to manage their own budgets (with dollar-based budgets). This allows chairs some discretion to use funds for new initiatives or to otherwise benefit the department. It also motivates chairs to be good stewards of college/departmental resources. If I were on position-based budgeting and had no discretionary resources, I would quit.
(2) Our department initiated a practice we call mini-sabbaticals. We pool WTUs and award faculty a semester with a 6WTU load. We do this for 2-3 faculty a semester (out of 30).
195. Deal with problems immediately.
Delegate minor tasks to staff.
Surround yourself with excellent dept. analysts
Consensual style of management
Be decisive – and take clear stands.
196. Allow faculty to have the freedom to do their best and they become interested in helping the department, in at least one area.

