

ANDREWS UNIVERSITY DEPARTMENT CHAIRS' MANUAL

Roles and Responsibilities of Department Chairs

DRAFT

*Department Chair
Online Resource,
Prepared by the
Faculty Policy and
Development Council*

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Department Chair's Manual

ROLES, CONTEXT, AND TRANSFORMATIONS

The Role of the Department Chair

The changing context of higher education sets the stage for the department chair's roles and responsibilities. As front-line administrators, department chairs serve more than one constituency, a fact that requires department chairs to assume multiple roles. Chairs are the primary spokespersons for department faculty, staff, and students. At the same time, institutions of higher education have an increasing reliance upon department chairs to implement and carry out campus policy (see Appendix A) and the mission of the institution, for the central administration. Chairs represent the central administration to department members at the same time that they articulate the needs of the department members to the administration. Consequently, department chairs are the essential link between the administration and department members. When chairs fulfill their role effectively, there is good communication between the university administration and faculty. When chairs do not succeed in this task, there is often a lack of trust between the university administration and the faculty because neither constituency understands either the needs or perspectives of the other. Department chairs must do more than forward information between the university administration and department members. Chairs must interpret and present information and arguments that accurately reflect the intent of each constituency to the other for the overall purpose of advancing the institutional mission by connecting department objectives with that broader mission.

Department faculty seek a strong advocate, a consensus builder, a prudent budget manager, and a superb overall manager. Academic deans and the provost seek department chairs who have superb managerial and communication skills, and are able to implement university policies and directives. Department chairs are both administrators and faculty colleagues. They are the only academic administrators who must live with their decisions every day. The dean and the provost make many important administrative decisions, such as which colleges or departments will get the lion's share of the year's operating budget. The dean and the provost, however, do not have to teach several times a week alongside their colleagues; they do not have to maintain a family relationship with their faculty members. No matter how large the department, no matter how deeply divided over pedagogical and philosophical issues it may be, its members are bound together in many ways.

These conditions are not the only ones that make the department chair's role paradoxical. The chair must deal with the expectations and desires of the students in the department, the personal and professional hopes and fears of the faculty, the goals and priorities of the college dean, the priorities of the central administration, and the bureaucratic procedures of accrediting agencies.

Accountability initiatives designed to monitor the quality and cost-effectiveness of higher education have increased the importance of the department chair's role. Andrews University cannot respond to externally imposed mandates for accountability of such things as student learning outcomes assessment without the support and leadership of department chairs. Department chairs are the primary interpreter of externally imposed mandates for department faculty, and the tone with which the chair presents those initiative influences faculty response. Therefore, the central administration needs cooperation and effective leadership at the department chair level more than ever in order to implement change and assure program quality. At the same time, department chairs are the primary source of information about specific programs and daily operations. This information is essential to the central administration as they champion requests for new resources or fend off attacks on institutional quality.

Department chairs, however, are more than agents of the central administration. They are also the primary

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spokespersons and advocates for the academic department. In this role, chairs are the guarantors of department quality. In fact, chairs are the only administrators with delegated responsibilities that allow for a direct influence on program quality. Further, department chairs are the only administrators with the requisite discipline training and vantage point needed to assess program quality and identify areas of needed change. As front-line managers, department chairs are both the chief advocate for the department and the primary agents of the central administration. Chairs need to champion the resource needs of the department and ensure the effective use of current resources. Chairs must promote the quality of the departments' programs while they remain alert to the need for curricular revision.

CHANGING ROLES FROM FACULTY MEMBER TO DEPARTMENT CHAIR

Nationally and at Andrews University, many department chairs are not prepared for the role shift from faculty to chair. Particularly, chairs being promoted from inside the department do not anticipate their life to be much different. While new chairs foresee having new responsibilities, they are not always prepared for the shift in how faculty colleagues and others treat them. Almost immediately, new chairs discover that long-time faculty colleagues (and friends) respond to them differently. Some faculty, for example, will assume that the new chair is "too busy" to join the informal lunch bunch now that he or she is an "administrator." Others will be less candid than previously in discussing issues affecting the department. Some may even avoid the chair. Yet, the same group of faculty colleagues are likely to hold high expectations for the performance of the new chair. Close acquaintances will expect the new chair to "fix" those policies and procedures about which he or she used to commiserate with faculty colleagues. Most faculty will expect the new chair to be able to "hold the line" with the administration on every issue because they trust the new chair to know the situation and have a full understanding of the department's needs. Walking the fine line between the role of colleague and department chair can be difficult.

John Bennett (1983) identified three major transitions that new department chairs experience. The first shift comes in moving from being a specialist to functioning as a generalist. As a faculty member, an individual specializes in one academic area. However, when an individual becomes a department chair, he or she must have a thorough understanding of the full spectrum of the department offerings. Moreover, faculty colleagues expect the new chair to represent all specializations within the department with equal enthusiasm. In addition to being held accountable for more content, the new chair is also responsible for a range of duties that faculty never perform. The new chair must acquire a substantive grasp of the total department as soon as possible because the faculty will be suspicious and critical of any chair who can only advocate his or her teaching and research specialty.

The second transition that department chairs experience is the shift from functioning as an individual to the task of running a collective. For the most part, faculty work independently at their own pace. Other than holding assigned classes or attending scheduled meetings, individual faculty determine when they work on course preparation, research, or other projects. At Andrews University, individual faculty set their own office hours. Department chairs, however, must orchestrate the work done by this group of individuals who work independently. Worse yet, some chair duties cause the new chair to interfere with the independence of individual faculty members. As chairs, for example, you assign courses and class times, schedule meetings, and solicit faculty attendance at special events such as recruitment or placement fairs and award programs. You need to balance their respect for faculty autonomy with their responsibility for carrying out the department mission.

The third major transition described by Bennett is the shift from loyalty to one's discipline to loyalty to the institution. As chairs, you must represent the institution's perspective. There will be times when you may need to sacrifice a discipline specific need or a department preference for an institutional need. These tough decisions are likely to make you unpopular with faculty who recognize only the discipline perspective and may believe that you should place the

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department first in every situation. Whether or not the department implements a student learning outcomes assessment program may not be a matter for the department to decide. Similarly, campus policy on course enrollment and the need to involve faculty in student recruitment and retention activities are likely to be matters on which the chair cannot refuse the department's support and participation. Individuals who remain loyal to the discipline and fail to learn the institution's perspective and respond to campus needs become liabilities to the institution and undermine the standing of the department on the campus.

THE SELECTION PROCESS

The selection process is based on Working Policy 2:140:2:1 (Manner of Appointment). It is expected, because of the increasing reliance upon chairs to carry out the heart of the institution's business, a thorough and competitive search for skilled department chairs. Andrews University shall not fill department chair positions by merely hiring strong teachers and researchers who then must assume a role that requires very complex and challenging administrative skills. When chairs are sought externally, the position announcement shall list demonstrated effectiveness in teaching, an established record of peer-reviewed research, and skills and qualifications that would make an individual appropriate for a front-line managerial position as essential qualifications. Chair applicants are to be asked to demonstrate skill in managing conflict, effectiveness, in designing marketing strategies for student recruitment, or proposals for enhancing alumni support.

The selection process should ensure that department chairs have previous administrative experience to match the nature and magnitude of their new roles and responsibilities. Furthermore, Andrews University shall offer formal on-campus training for new chairs. When such training is offered, it shall include, but not limited to: instruction on campus policy and regulations; how to complete various budget forms and read available campus printouts; professional skill development in such important leadership tasks as managing conflict, team building, and implementing change. Additionally, the University shall make available, national training opportunities for department chairs. These seminars, workshops, and meetings shall focus on the professional and leadership skills needed by department chairs.

REMUNERATION

Two factors will influence the department chairs' remuneration: i) The Size of the Department – the number of faculty members and students in the department; ii) The Appointment Type – 12 month appointment, 9 month appointment, first-time appointment. Department chairs with a twelve-month appointment shall provide fulltime responsibilities during the summer months. Those with a nine-month appointment shall not provide fulltime responsibilities during the summer months but are on-call to provide essential or emergency services. First-time department chairs may receive more release time to ensure a smooth transition into their role. Therefore, remuneration shall be determined by these factors.

THE WORK OF DEPARTMENT CHAIRS

The department chairs' responsibilities are organized into the following categories: department governance and office management; curriculum and program development; faculty matters; student matters; communication with external publics; financial and facilities management; data management; and institutional support.

DEPARTMENT GOVERNANCE AND OFFICE MANAGEMENT

Department chairs are responsible for supporting shared governance. This responsibility includes shaping the department mission and building consensus around department goals to conducting department meetings and implementing long-range department programs, plans, goals, and policies. For shared governance to work effectively, department chairs must encourage faculty members to invest in department planning. Chairs must lead faculty in determining what services the department should provide to the university, community, church, and state. Chairs shall keep department members mindful of the department mission and goals. They improve the university

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climate when they successfully manage these shared governance tasks within their departments. These tasks require chairs to be strong communicators, able managers of conflict, superb team builders, and sensitive facilitators of group discussion.

In their capacity as office managers, chairs shall supervise and evaluate the clerical and technical staff of the department, maintain essential department records, assign office space, and determine departments' equipment needs. Department chairs interview and hire new staff, manage conflict among staff members, and ensure that the support staff service the instructional and administrative needs of the department. When necessary, chairs shall serve as liaison between faculty and support staff to make certain that the goals of the department are met. These duties require daily attention because ineffective office management can jeopardize the instruction and research priorities of the department.

CURRICULUM AND PROGRAM DEVELOPMENT

Chair responsibilities for department curriculum and program development fall into three general categories: instruction, research, and service. Responsibility for the instructional program includes such specific tasks as scheduling classes, monitoring library acquisitions, initiating curricular review and program development, and managing the department assessment program. It is the chair's responsibility to collect, interpret, and present to the department data relevant to discussions about curriculum and program effectiveness. It is also the chair's task to prepare the department for accreditation and/or program review. If the department offers graduate work, the chair must monitor dissertations, prospectuses, and programs of study for graduate students. These tasks require department chairs to be both coach and critic. He or she must both uphold the standard for quality instruction and inspire continual improvement.

The chairs are responsible for making certain that faculty understand and adhere to federal guidelines and campus policy on best practices in research. Chairs may help faculty secure the necessary resources to conduct research, including additional space, research assistants, equipment, and clerical support. The search for resources may even require chairs to be entrepreneurial, both within the institution and in seeking external assistance. In pursuing a research mission, chairs need to demonstrate their understanding of, and interest in, the research programs of individual faculty. They should also see that the department has a collective understanding of these endeavors and that, where possible, linkages are made between research-projects that can multiply their results.

Departments have some service programs although the degree to which the service activity is centralized varies greatly from one department to another. Even when service commitments are left to individual faculty, department chairs should monitor outreach and service programs to see that they promote the goals of the department. Visible and effective service programs can net tangible benefits for both the department and the institution, including positive press, funding support, internship sites for students, job placements for graduates, and in kind contributions. To carry out this responsibility chairs need to be well-versed in the activities of the department's faculty.

FACULTY MATTERS

As a department chair, you are ultimately responsible for the quality of faculty activity, even though most faculty work independently. Chairs shall recruit and select new faculty teaching loads and committee work, and evaluate faculty performance. Chairs, therefore, are accountable for managing faculty work assignments in a way that draws on individual strengths and maximizes collective success. Chairs make and initiate promotion and tenure recommendations. No administrator has more direct influence over the professional growth and development of individual faculty. Chairs are responsible for promoting professional development among both tenured and untenured faculty. On occasion, department chairs must deal with unsatisfactory faculty and staff performance and, when necessary, initiate termination of a faculty

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member. These tasks require sensitivity to individuals, support for university standards for excellence, and adherence to institutional procedures.

At the same time, as a department chair you must keep faculty members informed of department, college, and institutional plans, activities, and expectations. Chairs need to encourage faculty participation in department matters, but must also mediate conflict among faculty members. When done effectively, these tasks establish and maintain morale within the department.

STUDENT MATTERS

Students are another important internal constituency that falls within the scope of the department chair's responsibilities – the department chair is the students' primary advocate. Chairs are ultimately responsible for the department's efforts to recruit and retain students. They have the power to provide advocacy and make exceptions to department policy on students' behalf. For example, chairs can recommend the approval of course substitutions, transfer credit, and waive program requirements for individual students. When departments have student organizations, the department chair must monitor the activities of these groups.

The chair's role as student advisor and counselor allows the chair to interact on an individual basis with numerous students. While these conversations may be the source of important anecdotal information about student learning and success, the department chair is also responsible for collecting aggregate data regarding student progress and success. Among the more frequently used measures of accountability are student learning outcomes assessment and graduation rates/program completion. It is the department chair who must know what data points are used by the central administration, the state board of higher education, and accrediting agencies to evaluate the productivity and effectiveness of the department. Sometimes chairs need to survey current students and alumni to gather information attesting to the quality of the department's instructional program. Chairs must know what information to collect, how to interpret the data for program improvement, and how to use it for program advocacy. When chairs are effective in performing these tasks, they help the department better serve students.

COMMUNICATION WITH EXTERNAL PUBLICS

The central administration, alumni, governing boards of higher education, accrediting agencies, area businesses, granting agencies, and federal agencies are some of the external publics department chairs may need to address. The manner in which the chair communicates with these external publics can improve and maintain the department's image and reputation. The department chair is the primary spokesperson and advocate for the department with all external publics. It is the chair who completes forms and surveys received by the department, processes department correspondence and requests for information, and serves as liaison with external agencies and institutions. It is the department chair who communicates department needs to the dean and central administration and keeps the administration informed of department achievements and activities. It is also the department chair who coordinates activities with outside groups and represents the department at special events. Chairs need to be adept at recognizing the perspectives held by the various external publics and be able to structure the department communication with these groups in a way that enhances the department's relationship with them.

The task of communicating with external publics is time-consuming, but important to the long-term welfare of the department. Savvy department chairs go beyond responding to the requests of external publics to initiating communication with them. Department chairs may issue a department newsletter that keeps key external publics informed about departments' accomplishments and activities. They may survey alumni in order to encourage more significant relationships with graduates who may be able to contribute money, time, and talent to the department or institution. Department chairs

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may also solicit press coverage for department achievements and activities. These tasks utilize skills in public relations, persuasion, and marketing.

FINANCIAL AND FACILITIES MANAGEMENT

Department chairs prepare and propose department budgets, seek outside funding, and administer the department budget. They set priorities for the purchase of new equipment and the use of travel funds. The department's expenditures for any fiscal year should correspond with the department's annual and long-term priorities. It is easier to fulfill this responsibility if faculty understand and accept the department's mission and priorities. For this reason, chairs must educate department members about the finances of the department. Department members will be less critical of the chair's actions with regard to spending department funds if they understand the context for budget decisions. As a campus administrator, chairs must adhere to the university guidelines for spending department monies.

Chairs also have responsibility for managing the department's physical facilities. This responsibility encompasses the assignment of space and the maintenance of department equipment. Chairs have ultimate responsibility for the total department's inventory and must know when equipment is loaned out or in need of repair. They also must monitor department security and maintenance. Issues involving who gets keys to what rooms and storage closets become matters for the department chair to decide. Department chairs must inform central administration of needed safety renovations or repairs. In this regard, chairs are custodians of department space and equipment.

ASSESSMENT AND DATA MANAGEMENT

Department chairs have responsibility for managing the department's record-keeping system. They decide how long various computer printouts are kept and what summaries to make of data received or collected by the department. They control what information is forward to the department faculty and staff. Furthermore, they have considerable control over the form and substance of information shared within and outside the department. Because department chairs have virtually full responsibility for determining what data is collected and disseminated in support of the department, they need skills ranging from that of assessment and efficient data manager to that of analyst and expert advocate.

INSTITUTIONAL SUPPORT

Department chairs also have responsibility for promoting and advancing the welfare of the institution. In this role, chairs have an obligation to represent accurately denominational initiatives for higher education, the institutional mission, and mandates from accrediting bodies. Department chairs must represent and interpret campus policy accurately to department members and students. Chairs who attempt to befriend department members by bemoaning demands made by the administration shirk their responsibility to the institution. Chairs need very clear communication skills to fulfill their dual roles as primary spokesperson for the administration and chief advocate for the academic department.

SOURCES OF AUTHORITY

Department chairs who are aware of the long list of responsibilities assigned to them sometimes lament the fact that they lack the power to accomplish many of these delegated or assumed duties. This perception may, in part, be attributable to the tension inherent in the role itself. Chairs may experience discomfort in a role that places them in a position lying somewhere between the faculty and the central administration. Chairs often experience conflict over whether they are primarily a faculty person with some administrative responsibilities or an administrator with some faculty responsibilities. Nonetheless, chairs are not without power and it is valuable to understand the sources of power at their command. Generally speaking, the power of higher education administrators can be categorized into three types, depending on how and from where it is acquired—namely: power from authority, position power, and personal power.

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AUTHORITY FROM ORGANIZATION

Authority officially granted from a higher level in the bureaucracy is called “formal authority.” It gives an individual the right to command resources or to enforce policies or regulations. The ultimate power from this source exists when a person to whom the authority is granted is able to make final decisions and firm commitments for his or her department without requiring additional signatures of approval. In the case of Andrews University, board of trustees is empowered to operate and control the university. The board, in turn, delegates authority and responsibility to the university president for the operation of the university. The president delegate authority to the provost and deans. Any official authority chairs may have has been delegated to them by their deans. However, deans cannot delegate more authority than has been delegated to them by the provost. Faculty members will permit their behavior to be influenced or affected by the department chair if they believe that they have formal authority.

AUTHORITY FROM POSITION

Power that comes from having an appropriate title is called “position power.” Recommendations made by people with certain types of position power are generally given more serious consideration than recommendations made by individuals who do not have it. Department chairs, by virtue of holding the title, may have influence not only with faculty members within their own departments but also with people in and outside their college/school over whom they have no authority or jurisdiction. Those who have such influence are perceived by some as having power. Chairs not only have the authority and responsibility to recommend salary raises, promotion, tenure, and teaching assignments, but they can often provide certain types of assistance to faculty members that faculty need but cannot provide for themselves, such as helping them develop professional acquaintances, recommending them for membership in select professional associations, nominating them for executive positions in their associations, helping them obtain sabbaticals or funds for travel to professional meetings, and helping them make contacts leading to paid consulting jobs. Moreover, department chairs frequently are asked by their faculty members to write letters of reference to other institutions in support of applications for new positions.

PERSONAL AUTHORITY

Chairs also use whatever personal power they may have. Faculty members will permit themselves to be influenced or affected in some way by the chair if they respect the particular individual holding the position. Personal power derives from peers’ respect for and commitment to the chair. It is informally granted to the chair by the faculty members and depends on how they perceive him or her as an individual and as a professional. A chair with a great amount of personal power is usually perceived by the faculty as possessing some of the following characteristics: fairness and evenhandedness in dealing with people; good interpersonal skills; national or international reputation in the discipline; expertise in some area of knowledge; influence with the dean; respect in the academic community; ability and willingness to help faculty members develop professionally; ability to obtain resources for the department; highly regarded by upper-level administration; knowledgeable about how the college operates; privy to the aspirations, plans, and hidden agenda of the institution’s decision makers; and ability to manage the department efficiently.

Personal power is not a power that can be delegated. Rather, it is a power that chairs must earn. The essence of personal power is credibility. It is, therefore, important that department chairs work to earn credibility with all relevant internal constituencies and external audiences. With credibility, department chairs have a personal power that inherently makes them more effective and able to manage the long list of responsibilities performed by them. When faculty perceive their chair as credible, they are more likely to give the chair full benefit of the doubt in every decision or action. When chairs have high credibility, others are less critical of their decisions and they experience less resistance to change. On the other hand, chairs with low credibility find that others (faculty and the dean) second-guess all decisions. Without credibility, chairs face great resistance to their ideas and cannot be effective change agents.

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THE AUTHORITY OF LEADERSHIP

Many chairs remain uneasy about the issue of power. Few believe they carry much weight by virtue of authority, though the fact is that chairs probably possess more authority than they think they do. As for position power, the contradictions in the role of chair make it difficult to have much faith in the force of the title. Chairs do not have difficulty understanding that a major source of their power is personal. Their personal credibility is the most potent coin they have to put on the power table. However, there is a facet of that personal power that remains to be explored. If one defines leadership as the power to focus the energy of a group of people, the ability to guide the process of decision making, and the presence to get others to act in concert with each other, then the chair has the potential of being one of the most powerful leaders in the institution. That leadership capacity derives from a firm base of personal power, which makes it so important to cultivate that credibility that underlies personal power. That power can be exerted to great effect in three areas: the department dialog, the department culture, and the department's actions.

The content of the departmental dialog says a great deal about the effectiveness of the department. If department meetings are clogged with long discussions of managerial matters or time is filled with hostile debate in which positions and proposed decisions are fruitlessly recycled, you have a marginal or dysfunctional department. The chair, without being an autocrat, can have a great influence on the content of that dialog. It may take persistence and patience, but the chair can shift the content of debate to issues that are truly important to the future health and prosperity of the department.

The chair also has great potential power over the culture of the department. A department riven with interpersonal rivalries and animosities has little hope of becoming collectively effective. Changing the dialog between people does not come easily. But if the chair is clear about what needs to change, he or she can transform unproductive dialog by intervening with new ideas, identifying destructive interchanges, and establishing standards of debate.

The chair possesses considerable personal power in guiding the department to take appropriate action. Academicians are often well practiced in debate. Depending on discipline, some find it difficult to move from debate to decision and from there to implementation. An important role for you as chair is as monitor of action. The first step is to see that debate is brought to closure and that decisions are made. Obviously, one does not want to truncate debate. If one does that, expect the decision to be recycled. However, there is a propensity to let debate take the place of decisions. A chair can fend off that outcome. Once decisions are made, someone needs to follow up to see that action has been taken. If no one is interested in whether a decision has been implemented, chances are the action will be delayed, deferred, and, ultimately, forgotten.

CONCLUSION

The complex role of department chair requires a skilled individual who can both serve and coordinate multiple constituencies. Institutional reliance upon department chairs as primary change agents and managers will continue to increase as institutions respond to external pressures for productivity and accountability. The central administration is powerless in preserving program quality. In fact, the very reputation of the institution depends on the success of its department chairs in bridging institutional and departmental needs. Despite the anomalous quality of the position, chairs have immense potential to affect the future of their institutions and of higher education in general. The roles and responsibilities of chairs has changed in two major regards. The fulcrum has tipped from concern for individual welfare of faculty to creating a successful working synergy among department faculty, and from being an advocate for department desires to linking the work of the department to the broader institution, as well as to external audiences. This does not mean that the older interests of developing individual faculty and

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advancing the interests of the department are discarded. It does mean that those interests must now be combined with new needs and interests. Chairs may be short on formal authority or positional authority. However, for those interested in affecting the future of his or her colleagues, there may be no more important leadership position than that of department chair.

APPENDIX A

A. ANNUAL REPORTS

[January Report](#)

Annual performance evaluations are designed to prepare a faculty member for the periodic peer review relating to rank promotion and continuous appointment. The time frame for the annual review is the calendar year and are referred to as the January Report. The report 1) reviews the professional development goals in the areas of teaching, scholarly work and service, 2) addresses the individual faculty advance plan, 3) provides the current professional resume, 3) provides the Annual Faculty Activity Report (FAR, Office of Scholarly Research), and if applicable, 4) provides the Graduate Faculty Status Review for the School of Graduate Studies. The faculty member submits the completed form to the Chair, the faculty member and chair review the report together, and then the report is submitted to the CAS Dean's office.

[Annual Development Plan and Evaluation](#)

Chairs will prepare an Annual Development Plan with specific goals informed by self-evaluation, faculty peer evaluation, assessment of learner outcomes (see policy #2:440), and the advice of the dean of the school. A job description tailored to the department's leadership needs and based on the general Chair's job description is the basis for development of the plan. An annual evaluation with regard to achievement of these goals occurs annually at the Plans Conference with the dean of the school. At this conference a new Annual Plan is prepared.

[Annual Review](#)

At each annual review, the department chair will evaluate progress toward the objectives detailed in the advancement plan, and will inform the faculty member whether satisfactory progress toward the long-term objectives is occurring. The annual review is the most natural time to make a major change in an individual advancement plan, or elect a different advancement model. See policy # 2:326.

[Advancement in Rank and Tenure](#)

Application for advancement in rank or for continuous appointment includes a Faculty Member Self-Appraisal, a Department Chairperson's Appraisal of Faculty Member. Be sure to review the criteria for promotion and the criteria for scholarship, service and teaching. You can access this information online at andrews.edu/documents in the academic file.

[Faculty Advancement Plans](#)

[Faculty Peer Evaluation Form](#)

The Faculty Peer Evaluation Form is used for conducting peer reviews. These become part of a faculty member's binder for rank & tenure.

[Budget Worksheet](#)

The department chairperson is asked to prepare/review a budget request for the following fiscal year (beginning May 1) usually in September/October of the current year. This budget request form is an itemized listing of each departmental expense, and is subject to the approval of the dean of arts and sciences. The chair should consult with the dean about the proposed changes and their justification prior to submitting the final budget.

[Financial Statements](#)

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The department chair will receive a financial report, on a monthly basis, itemizing the financial activity for each line item in the department budget for the previous month. The statement has a summary page and detail pages showing what each expenditure or income was attributed to. The chair should carefully review this report for accuracy and should also review the balance in each account. Questions about items on the statement which appear in error or confusing should be made to the chief accountant.

Careful review of the monthly statement will assist the chair in making the appropriate decisions related to budget expenditures and future budget requests.

[Purchase Requisitions and Capital Expenditures](#)

The department chair is responsible for approving all purchases from the departmental budget. These purchases are initiated on a Purchase Requisition form which is generated using the Purchase Requisition software. To install this software, contact the Purchasing Department. The department chair should see that purchases are within the department budget before signing the Purchase Requisition.

Equipment purchases (items over \$2500) must have approval of the Capital Expenditure Committee before being submitted to the Purchasing Office. Only in special circumstances will the CFO approve equipment purchases without the approval of the Capital Expenditure Committee.

B. ONGOING REPORTS

Request for Employment of Part-time or Adjunct Faculty

If there is a need for a part-time teacher to teach one or more courses and such teaching has been provided for in the budget. Provide the dean all contracts prior to the beginning of the semester. The same form is used for an on-campus or off-campus music teacher teaching private lessons on a commission basis. NOTE: A vita must be attached to the Contract for Employment of Part-time or Commissioned Teachers.

Request for Faculty Services Off-Campus

If a teacher's temporary service is desired by an institution outside the university, and this service involves more than occasional lectures, consultation, etc., approval must be obtained from the chair, the dean, the provost, and the president. In certain special situations when a faculty member has been appointed to a GC/Union/Conference committee, the dean may provide a travel subsidy for travel. Submit an [expense report](#) to obtain reimbursement.

Request for Advanced Study Leave:

A request for an advanced study leave is submitted when a teacher desires to engage in further study, usually at the doctoral level. The teacher consults with the department chairman, Dean, and Vice President for Academic Administration prior to submitting the request. All financial details are worked out with the vice president for academic administration.

Expense Report - Travel Authorization, etc.

Professional travel budgets are a line item in each department's budget. Chairs are responsible to authorize reimbursement for professional travel or administrative travel within the limits of the yearly travel budgets. The chair should be sure that sufficient funds exist in the travel budget, before giving such an authorization or signing the reimbursement report. Following the trip the faculty member fills out the Monthly Expense Report for all variable costs (mileage, lodging, per diem, etc.) and submits it to the chair for approval of reimbursement. Expense reports submitted by the chair are given to the dean for approval of reimbursement. Under certain circumstances, an advance is needed to

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cover the expenses particularly as relates to travel. In this event, the [Expense Advance Agreement Form](#) is to be filled.

[Cancellation of Course Offering](#)

If the registration for a class falls below a minimum level of efficiency, that class section or class offering should be canceled using the [Request for Schedule Change](#) form. This is done near the end of the Drop/Add period of each registration. Generally, classes intended for groups should not be offered if there are fewer than 5 students enrolled for upper division or graduate courses and fewer than 10 students in lower division courses. Consult with the dean about questionable situations.

Curricular Changes in Programs and Course Offerings

After careful study and proposal by the departmental faculty changes in course offerings or in programs are to be submitted to the Dean's office in bulletin format. The Dean's office will supply the chair soft copy of the bulletin so that the Department can indicate changes as necessary. These changes, if supported by the dean, is then taken to the Courses and Curricula Committee for action. Supporting documentation will be required for any new program proposals following the guidelines of the Undergraduate or Graduate Councils. Proposed departmental course and program changes should be submitted no later than January 15 if they are to appear in the next printing of the Bulletin.

[Purchase Requisitions and Capital Expenditures](#)

The department chair is responsible for approving all purchases from the departmental budget. These purchases are initiated on a [Purchase Requisition form](#) which is generated using the Purchase Requisition software. To install this software, contact the Purchasing Department. The department chair should see that purchases are within the department budget before signing the Purchase Requisition. Equipment purchases (items over \$2500) must have approval of the Capital Expenditure Committee before being submitted to the Purchasing Office. Only in special circumstances will the CFO approve equipment purchases without the approval of the Capital Expenditure Committee.

Inter-Department Charge Voucher - IDC

This form is used to transfer funds from one department to another when an appropriate transaction has taken place on campus (e.g. one department performs a service for another department for which there is no charge). The Department Chair should also monitor requests on a monthly basis for such services to be sure that they are within budgetary constraints.

Key Authorization and Monitoring

When faculty members or student workers need keys to offices or classrooms within a department, the chairman signs a key authorization card. Faculty and staff may be approved to receive departmental sub-master keys; the providing of sub-masters to student workers is unnecessary in most cases. The approved key authorization card can then be taken to the key distribution center in the Administration Building. Approval of exterior building door keys require the additional signature of the dean.

The chair is responsible to monitor the security of keys issued to individuals within the department. The following elements of "good practice" in key monitoring have been adopted by the chairs of the College:

Payroll Reports

If you need access to any of the following reports, the chair should send an email to payroll@andrews.edu requesting access and provide your email user name. Department chairs are set up as the primary timekeeper for their department and administrative assistants, in most departments, are secondary timekeepers. Contact Payroll if you have any questions.

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YTD Payroll Report

Shows everyone who is paid through the department - all categories (salaried, hourly, contracts). It is a good idea that someone in the department checks this quarterly to make sure that only the people working for the department are charged to the department. Contact Payroll if you find errors.

[Textbook Order Form](#)

At designated times prior to the beginning of each semester, the bookstore sends to each teacher textbook order requests. Department chairperson should make sure that each teacher has ordered textbooks no later than 60 days before the beginning of the semester in which the books are to be used. When there are problems in book selection, the chair should work with the individual teacher.

Travel Pre-Approval Form

Use this form to get pre-approval for any overnight travel and/or for any travel that will cause you to miss a class.

[Graduate Graduation Application](#)

Form to be filled when student is planning for Graduation.

[Graduate Petition Form \(Academic\)](#)

A student requesting waivers, substitutions, or other changes from published academic requirements or requesting permission to take work by correspondence or at another school, fills out this Petition Form, secures the department chair's *signature* if the request relates to major, minor, or concentration requirements, and submits the form to the dean for consideration.

Undergraduate Petition Form

A student requesting waivers, substitutions, or other changes from published academic requirements or requesting permission to take work by correspondence or at another school, fills out this Petition Form, secures the department chair's *signature* if the request relates to major, minor, or concentration requirements, and submits the form to the dean for consideration.

[Transfer Credit Form](#)

For undergraduate students, transfer courses are automatically articulated by the Registrar's office once they receive official transcripts of coursework taken elsewhere. The department is involved only in answering articulation questions the Registrar's office might have regarding individual courses. For graduate students, however, the department must submit a Transfer Credit Form for any transfer courses to count towards the graduate degree. No courses receiving a grade lower than a B are allowed to transfer, and no more than 20% of the credit requirements for the degree may be transferred. (Additional credits may be transferred, but they may not count towards the minimum credits required for the degree.)

[Advancement to Candidacy w/Course Check Sheet](#)

Advancement to Candidacy forms, along with the attached Course Check Sheet must be turned in for all students by the end of the semester prior to their graduating semester.

[Change of Program Form \(check sheet\)](#)

This form is used by students who have already been accepted into a graduate program and wish to change into a

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different graduate program. Needs to be submitted to the Office of Graduate Enrollment Management..

[Course Change/Course Update Request](#)

If any changes to the student's course schedule or updates after your advancement to candidacy are to be made, a request on this form must be made.

[Permission to take Classes](#)

[Report of Comprehensive Exam Results](#)

[Report of Completion of Project](#)

[Add/Drop Form](#)

[Change of Status](#)

When a student's admission status moves from Provisional to Regular, this form should be signed and submitted to the Office of Graduate Enrollment Management.

[Graduate Scholarship and Grant](#)

[Graduate Assistantship](#)

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