

Faculty Perspectives on Effective Supportive Department Leadership

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Faculty perspectives on effective supportive department leadership

Abstract

Faculty must develop new skill sets as academic leaders, over and beyond what made them successful as faculty members. The purpose of this paper is to identify the characteristics, skills, and responsibilities of an effective academic department leader, as defined from the faculty member's perspective. While previous research has focused on a top-down approach and desired leadership characteristics from the academic leaders themselves (Department Heads/Chairs, Deans, Provosts, etc.), there is a gap in the literature on leadership expectations from the faculty members being directly supervised.

This study was developed to address this gap in knowledge. The specific objectives of this study are to:

1. Characterize faculty expectations of a department chair, with a specific focus on faculty member support and development,
2. Identify effective leadership practices from the perspective of faculty members, and
3. Provide examples of effective behaviors for faculty member support

This study focuses specifically on effective supportive behaviors as described by the faculty members themselves. We compare and contrast responses from PhD and non-PhD granting institutions, as well as differences between responses from faculty who have and have not held department leadership roles. The authors distributed a survey widely among faculty at varying career levels across several institutions of varying demographics. Survey results were used to generate a list of recommended leadership practices. The most important responsibility and attribute of a department chair were identified as faculty and staff development and ethical behavior, respectively. Behaviors such as establishing clear expectations, supporting faculty in their development, communicating effectively, behaving ethically, and managing the department in an organized and fair manner are valued for leading, developing, and supporting faculty.

Introduction

Effective department head or chair leadership is an important part of both faculty and student success. The civil engineering community has invested significant effort into developing outstanding faculty over the last 25 years through the American Society of Civil Engineers (ASCE) Excellence in Civil Engineering Education (ExCEED) Teaching Workshop [1, 2]. While there is evidence that the ExCEED Teaching Workshop also develops great leaders [3] and fosters an inclusive environment [4], there has not been much effort applied to study what makes effective department leaders in civil engineering education.

Many academic leadership models have been developed based on surveys of academic leaders themselves [5, 6]. This top-down approach has merit. However, it is also useful to identify effective leadership characteristics as identified by faculty who can closely observe the responsibilities and characteristics of their academic leaders. This paper describes the results of a bottom-up survey of faculty and chairs to obtain feedback on their expectations and perceptions of leadership traits that they find essential in a department head or chair. One goal of this research effort is to identify any differences that may exist between perspectives of faculty members and those of administrative leaders as to what makes an effective and supportive departmental leader.

At different institutions, individuals holding the title of “Department Head” may have different responsibilities than individuals holding the title of “Department Chair” or “Program Chair”. For the purposes of this paper, the authors are not defining the role of “Head” or “Chair”, but rather, are focused on the expectations and behaviors of the leader of an academic unit by those who serve in that role or by the faculty in the unit.

Background

The Department Head or Chair position is a challenging role that entails responsiveness to requests and priorities at the Dean and Provost levels; responsibility for faculty recruitment, support, and development; accountability for student retention and success; and managing administrative duties and priorities - both internal and external to the department and university. A recent study of 45 department chairs found that chairs struggle to maintain a balanced approach to the tensions of task, organization, and managing people and relationships [7]. The need for training to become a successful department head is readily apparent given the demands of the position [6].

Many studies of academic leadership have started with surveys of academic leaders at or above the Chair or Head level [5, 6, 7]. Niewiesk and Garrity-Rokous [5] proposed an academic leadership framework developed based on a behavioral model of leadership and informed by input from academic leaders. The authors defined six domains of competence: 1) values and behaviors, 2) people - recruitment and development, 3) decision-making, 4) goal-setting, 5) organization of the unit and processes, and 6) oversight - productivity and behavior. This framework can be further distilled into three components based on an orientation toward people (combining domains 2 and 6), tasks (domains 4 and 5), and the leaders themselves and their interactions with the university (domains 1 and 3).

Very few studies have started with a survey of faculty to determine what faculty need or value in academic leadership. Cetin and Kinik [8] report the results of 100 faculty in Turkey rating transformational leadership qualities. Hamilton et al. [3] identified skills, traits, and abilities important for academic leaders including effective communication, establishing clear expectations, communicating a vision, developing positive rapport, organization, and strategic thinking and correlated these skills with preparation provided by the ASCE ExCEED Teaching Workshop. Given the success of the ASCE ExCEED Teaching Workshop model for developing faculty, the number of ExCEED graduates serving in departments, and the matriculation of many ExCEED graduates into academic leadership roles [3], a survey of faculty to determine the traits they value in their department heads seems appropriate.

Leadership training

Recognizing the need to develop the skills required for effective academic leadership, some universities offer training programs or support current or incoming leaders to attend local or national leadership development courses. Estes and Welch [6] report the results of a survey completed by 24 civil engineering department heads. In 12 of 24 cases, universities provided local training for new department heads. Other institutions, like Michigan Technological University, are developing leadership programs appropriate for department chairs/department heads but are open to anyone in the institution seeking a leadership position of any kind [9]. Additionally, the Excellence in Academic Leadership (EAL) program has been implemented at numerous universities [10, 11].

The United States Air Force Academy Center for Excellence in Teaching and Learning compiled a summary of leadership development courses, shown in Appendix A. Numerous academic leadership courses are available from national organizations, such as those offered by The Chronicle of Higher Education, the National Center for Faculty Development and Diversity [12]. Web sites are provided in Appendix A. These offerings range from self-paced reading [13], to a 4 hour in-person course (The Chronicle’s “Academic Leadership Crash Course”) to multi-week virtual synchronous/asynchronous courses (The Chronicle’s “Strategic-Leadership Program”). Academic Impressions provides in-person and virtual training opportunities for faculty and staff in higher education. Academic Impressions also provides specific training programs for department chairs and department heads that focus on a variety of matters from budgeting to navigating promotion and tenure.

The ASCE Department Heads Coordinating Council (DHCC) convenes an annual National Civil Engineering Department Heads Conference to discuss issues of relevance to the academic and professional civil engineering communities while also providing some management and leadership training for new and continuing department chairs. DHCC includes a two-hour “New Chairs Training” at the annual Civil Engineering Department Heads Conference. Offerings in the last three years have used the academic leadership model presented by Niewiesk and Garrity-Rokous [5] to frame this session.

Methods

This study aims to identify the characteristics, skills, and responsibilities of an effective academic department leader, as defined from the faculty member’s perspective. Department chairs and department heads, hereafter referred to as department chair for simplicity, lead the faculty they serve. What does it take to lead a group of faculty and staff members to achieve a common goal? The intent of this paper is to ask what the faculty members value in an academic leader and to identify differences, if they exist, between this perspective and those in other published research based on views of academic leaders at or above the chair or head level.

Leadership characteristics of the department chair can be considered from two different perspectives: duties and responsibilities or leadership characteristics and attributes. A department chair is generally responsible for managing department operations and must oversee activities such as those listed in Table 1. However, because the individual must also relate to faculty, staff, and students in the department, the study also sought to evaluate the importance of leadership attributes listed in Table 2.

Table 1. Duties and responsibilities of a department chair

Faculty and staff recruitment	Faculty and staff development
Individual decision making	Shared governance
Strategy setting	Change management
Crisis management	Reviewing and revising organizational structure
Allocation of resources	Evaluation of productivity
Evaluation of professional behavior	

A survey was created to solicit faculty perspectives on departmental leadership. A request and link to the survey were posted on the ASCE DHCC Collaborate site, the ExCEED Community Collaborate site, sent to ExCEED Teaching Workshop graduates, and distributed to members of the Civil Engineering Division of ASEE. In all cases, a request was made to share the survey to

others in their institution, including other engineering departments. The survey asked faculty to list the top three duties and responsibilities they expect from an effective department chair/program chair/head in terms of leading, developing, and supporting faculty. The survey then asked for the top three behaviors and personal qualities expected from an effective dept/program chair/head in terms of leading, developing, and supporting faculty. Survey components are shown in Appendix B, were administered through Qualtrics, and distributed with the York University of Pennsylvania IRB approval (IRB# 24FA016).

Table 2. Characteristics or attributes of a department chair

Advocate	Decisive	Forward thinker	Loyal	Professional attitude
Clear communicator	Empathic	Good listener	Organized	Relationship builder
Conscientious	Enthusiastic	Growth mindset	Patient	Steady
Creative thinker	Ethical	Humble	Problem solver	Trustworthy

In this study, the authors are specifically interested in learning about the department chair's role in supporting faculty, as opposed to supporting students. Respondents were asked to evaluate the importance of duties and responsibilities of a chair shown in Table 1, evaluating each as irrelevant, nice to have, important, or essential. Respondents could also add another duty or responsibility, in addition to the ones listed. Using the same scale, respondents then evaluated the characteristics or attributes of a department chair as shown in Table 2, and could also add an additional characteristic or attribute. Finally, respondents were able to provide other comments on effective departmental leadership to support faculty, which more than 20% of the respondents did.

The question asking to identify the top duties and responsibilities allowed for an “other comments” category, leading to more than three responses from some participants. To simplify the analysis, responses were classified using one of twenty six common descriptors. For example, “advocate for resources for the department,” “shield the department,” and “representing the department to higher administration” were all classified under the common descriptor of “Advocate for dept/communicate needs.” The descriptors were organized into four themes, classified using the academic leadership model presented by Niewiesk and Garrity-Rokous [5] and the frequency of occurrence of each theme was tabulated. Results are shown later in this paper.

Three hundred thirty seven responses were received in response to the question to identify the top behaviors and personal qualities expected from an effective department chair. As described previously, these responses were classified using one of thirty-seven common descriptors and were further organized into three themes, namely, personal qualities, communication/interaction with others, and professionalism/leadership. The frequency of occurrence was tabulated.

Results

Demographics

One hundred and two faculty responded to the survey. As shown in Table 3, a large majority of respondents were tenured or tenure track faculty. As shown in Table 4, the majority of respondents have over a decade of experience in academia, with 19 respondents in the traditional time period for assistant professors, i.e., fewer than 5 years. As the purpose of the study was to investigate a bottom-up view of departmental leadership expectations, that a majority of

respondents, 74.5%, had no experience in a chair or head position, as shown in Table 5, indicates that this purpose was likely met. Respondents were from a variety of departments housing single or multiple disciplines -- engineering and non-engineering. Responses came from a variety of University types, as shown in Table 6. All but one respondent represented 4-year institutions.

Table 3. Respondent frequency by academic position.

Academic Position Classification	Frequency	Percent (%)
Non tenure track	18	17.6
Other	3	2.9
Tenured / tenure track	81	79.4

Table 4. Respondent frequency by years of academic experience.

Years of Academic Experience	Frequency	Percent (%)
0 to 2	6	5.9
3 to 5	13	12.7
6 to 10	27	26.5
More than 10	56	54.9

Table 5. Respondent frequency by experience as head/chair.

Head/Chair Experience	Frequency	Percent (%)
No head/chair experience	76	74.5
Current head/chair	9	8.8
Previous head/chair	12	11.8
Previous or current interim head/chair	5	4.9

Table 6. Respondent frequency by University type.

University Type	Frequency	Percent (%)
Two year college	1	1.0
Private, primarily undergraduate	10	9.8
Private, undergrad & MS	6	5.9
Private, undergrad, MS, & PhD	8	7.8
Public, primarily undergraduate	22	21.6
Public, undergrad & MS	7	6.9
Public, undergrad, MS, & PhD	48	47.1

Responsibilities and attributes of an effective department leader

Responses to open-ended questions about the top three duties and responsibilities of a department chair are summarized in Table 7. As described previously, survey responses were organized under four themes that align with the Niewiesk and Garrity-Rokous [5] model: recruiting/developing people, decision making/shared governance, goal setting/change management, and managing organization/ resources. Responsibilities classified under the themes of people and organization/resources and managing the organization were mentioned more

frequently than responsibilities related to decision making/shared governance and goal setting. As shown in Table 7, the top responsibilities (by frequency) of an effective department chair were identified to be 1) setting expectations, supporting and mentoring faculty, and faculty development; 2) managing the department including managing workload and providing adequate support; 3) advocating on behalf of the department and communicating needs to administration and donors; 4) providing a vision and strategic direction, and 5) establishing or maintaining an effective culture.

With regard to goal setting/change, survey responses noted vision as an important behavior of a department chair. Regarding decision making/shared governance, survey respondents highlighted academic quality and consistency, which included curriculum and research and accountability as key behaviors of an effective department chair. However, survey responses for these two categories were low, which may be due to the department chair's placement as middle management. As a middle manager, a department chair is responsible for upholding the quality of the programs and research in the unit with the support of faculty colleagues, but department chairs have limited ability to set a unique vision for the unit because the department is typically embedded in a college or school. Thus, limited autonomy may be why goal setting/change and decision making/shared governance were not more frequently mentioned by survey respondents. It is also possible that the respondents were considering the duties that most affect faculty, rather than those that benefit other aspects of the department.

The survey asked faculty to rate the responsibilities and attributes listed in the Methods section of the paper as: Essential, Important, Nice to Have, or Irrelevant. Figure 1 illustrates the importance of the *responsibilities* and Figure 2 illustrates the importance of the *attributes*. Both figures are sorted by the highest percentage of responsibilities or attributes rated as "essential." Regarding the responsibilities of the department leader, faculty and staff development and recruitment were both near the top of the list. The organizational task of allocating resources ranked highly while the responsibility to establish an effective organizational structure ranked low on the list.

Ethical behavior and trustworthiness topped the list of attributes shown in Figure 2. People-oriented skills such as being a clear communicator, an advocate, a good listener, patient, and empathetic were also highly rated by survey respondents. Enthusiasm, creative thinking, and loyalty ranked lowest on the list.

Considering behaviors and personal qualities of an effective department chair, three themes emerged: personal quality, communication and interaction with others, and professionalism and leadership, as presented in Table 8. There may be overlap among the themes. For example, ethical behavior is a personal quality and also a quality associated with effective leaders. For the purposes of this paper, personal qualities were considered to be those associated with an individual's personality. Results showed that communication/interaction with others and professionalism/leadership qualities were cited more commonly than an individual's personal qualities. Among the responses shown, the behaviors cited most frequently were effective communication, empathy, listening, ethics/honesty/integrity/trustworthiness, willingness to make decisions and be accountable, and fairness. Responses to ratings of effective behaviors shown in Figure 2 were consistent with responses to the open ended question shown in Table 8.

Table 7. Department Chair Duties and Responsibilities, as defined by respondents, classified using the Niewiesk and Garrity-Rokous [5] academic leadership model.

Recruiting and Developing People	Frequency
Expectations, support, P&T, mentoring, faculty development	69
Establish/maintain effective culture	18
Communicate	15
Evaluate faculty (regular, unbiased, consistent feedback)	10
Recruit faculty & staff	7
Student recruitment, support, success	7
Conflict resolution	6
Facilitate collaboration	6
Fair to all, equitable policies and practices	5
Faculty wellbeing	3
Recognize faculty	3
Stability	1
Decision making/shared governance	Frequency
Academic rigor/quality, curriculum	10
Leadership/Lead by example	6
Accountability	4
Decisions	4
Transparent	2
Cohesion across courses and research	1
Organization/resources	Frequency
Manage department (workload, personnel, budget)	55
Advocate for department /communicate needs	45
Sufficient support (Staff, funds, facilities)	25
Development, alumni relations	8
Coordinate resources	6
Smooth operation	6
Marketing/promote department	4
Goal setting/change management	Frequency
Vision/strategic plan	22

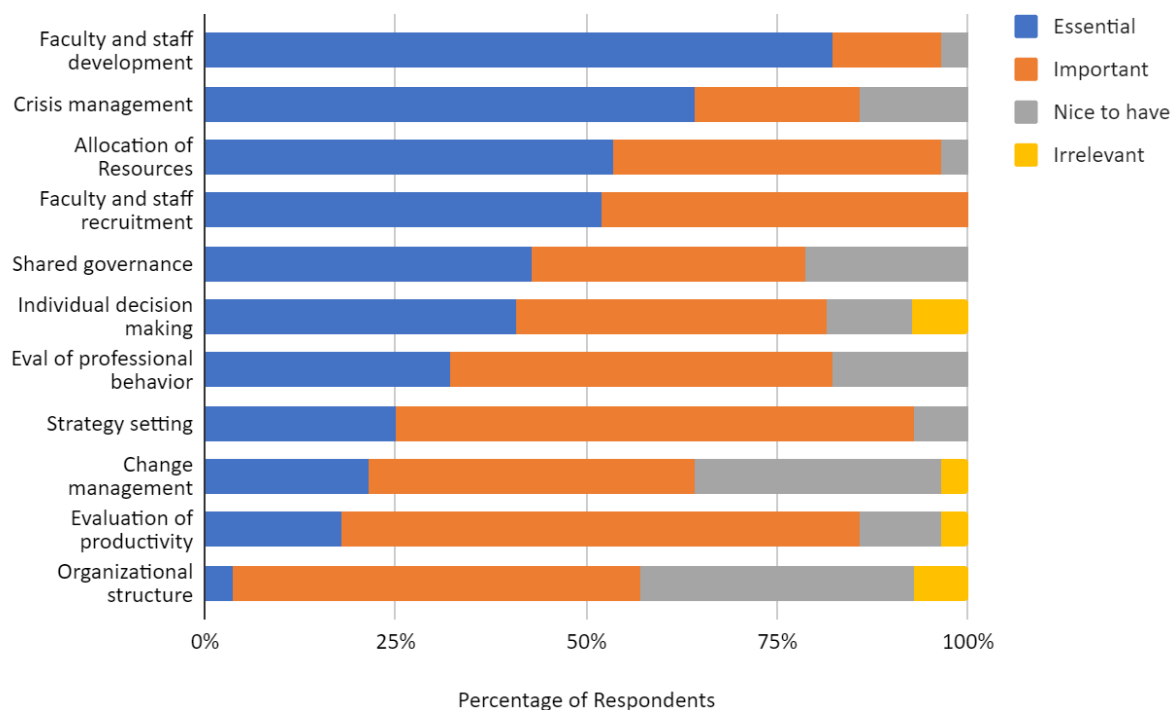


Figure 1. Faculty survey responses on the importance of the *responsibilities* of the department head/chair.

The open-ended responses reinforced the themes observed elsewhere in the survey. Survey respondents reiterated that an effective department chair communicates transparently and frequently and knows their faculty. Another survey respondent stressed the importance of educating faculty about resources to ensure fair and equitable distribution, including merit raises. One respondent noted that being a department chair is a hard job.

Respondent Leadership Experience and Institution Comparison

For both the duties and responsibilities shown in Table 1 and the characteristics and attributes shown in Table 2, the authors compared the results from survey respondents from PhD granting and non-PhD granting institutions, as well as respondents with and without department head experience. The number of respondents from PhD granting and non-PhD granting institutions was fairly evenly distributed, with 56 respondents from PhD granting institutions and 46 from non-PhD granting institutions. While the distribution of those with and without department head experience was less uniform, namely, 76 with no experience and 26 with some experience, including as an interim head, both groups were considered large enough to be representative. Additionally, having a greater number of respondents without experience in the job aligned with the study goal to define faculty perspectives on department leadership. Table 9 shows an example of the data analyzed, in this case, for the difference between PhD granting and non-PhD granting institutions on the subject of characteristics and attributes. The first row shows that respondents from PhD granting institutions rated being a good listener as essential 21% more often than those from non-PhD granting institutions and as important 18% less frequently.

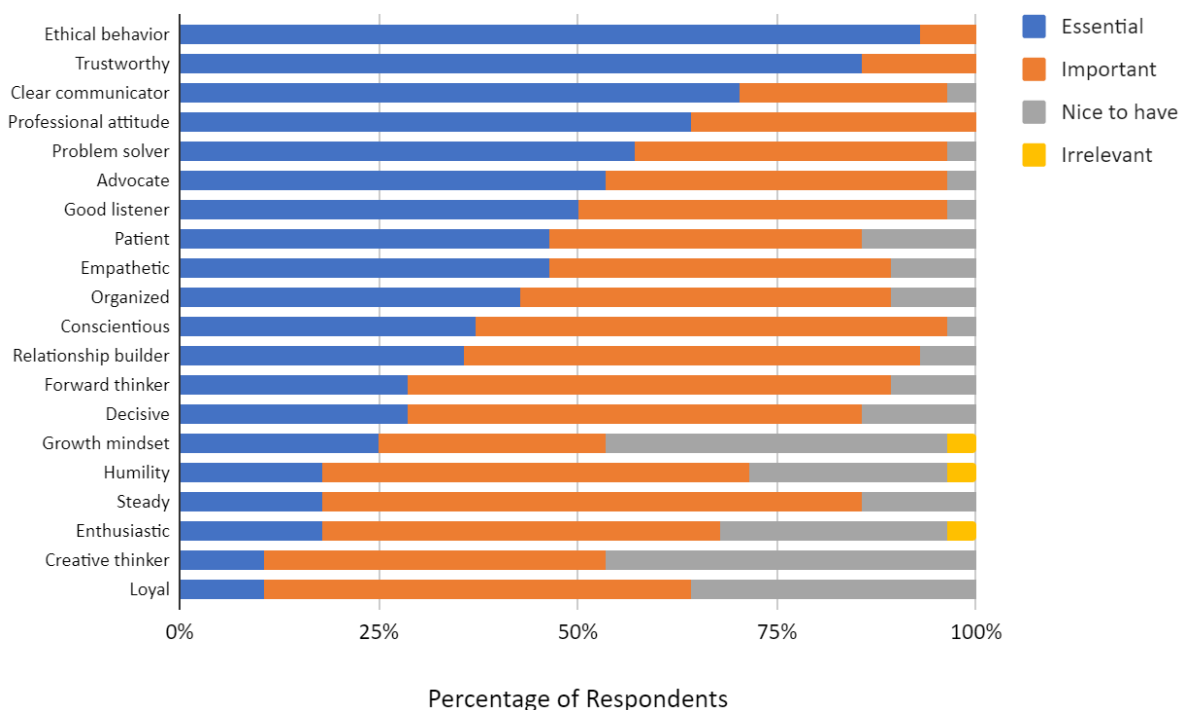


Figure 2. Faculty survey responses on the importance of the *attributes* of the department head/chair.

Survey respondents with and without department head experience identified the same top four duties and responsibilities as “essential”: faculty and staff recruitment, faculty and staff development, crisis management, and allocation of resources. As shown in Figure 3, the essential rating between those with and without department head experience differed by at least 10% in only two categories: faculty and staff recruitment and development. Those from PhD and non-PhD granting institutions also rated faculty and staff recruitment, faculty and staff development, crisis management and allocation of resources as the top four essential duties and responsibilities of department chairs. Figure 4 shows the five duties and responsibilities with at least 10% difference between PhD and non-PhD granting institutions. Faculty at PhD-granting institutions identified allocation of resources, faculty and staff recruitment, evaluation or professional behavior, individual decision making, and evaluation of productivity as “essential” more frequently than faculty at non-PhD granting institutions. Although the survey did not ask why a response is given, it is possible that the responses reflect culture and availability of resources at different types of institutions.

Survey respondents with and without department head experience identified the same top four characteristics and attributes as “essential”: ethical behavior, professional attitude, clear communicator, and trustworthy. Figure 5 shows the eight characteristics and attributes that have at least 10% difference between the two groups. When comparing results on the basis of responses from PhD and non-PhD granting institutions, three essential characteristics and attributes were common: ethical behavior, clear communicator, and trustworthy. Figure 6 shows the nine characteristics and attributes that had at least 10% difference between responses from PhD and non-PhD granting institutions.

Table 8. Department Chair Behaviors and Personal Qualities as defined by respondents, classified by personal qualities, interaction with others, and leadership behaviors.

Personal Qualities	Frequency
Creative	3
Charismatic	2
Humble	2
Knowledgeable	2
Determined/persistent	1
Resilient	1
Self-aware	1
Strong willed/Persuasive	1
Professionalism/Leadership	Frequency
Ethical/honest/integrity/trustworthy	30
Decision maker, accountable	19
Effective leader	16
Organized	13
Represents department's best interest	12
Team player, consensus builder, manages teams	10
Leadership/set example/good judgment	8
Problem solver/critical thinker	7
Recognizes/aware of faculty roles in department	6
Visionary	6
Proactive	5
Professional	2
Communication/interaction with others	Frequency
Effective communicator	32
Empathy/kindness	29
Listens	26
Fair	19
Approachable	15
Mentor	13
Transparent	11
Helpful/supportive	8
Open	6
Patient	6
Present, addresses internal needs	5
Respectful	5
Diplomatic	4
Positive	4
Consistent	3
Encouraging	2
Inclusive	2

Table 9. Importance of department head duties and responsibilities comparing responses from PhD and non-PhD granting institutions. A positive number shows higher importance from PhD granting institutions.

	Percent difference between responses from PhD granting institutions and non-PhD granting institutions			
Characteristics and Attributes	Essential	Important	Nice to have	Irrelevant
Good listener	21%	-18%	-2%	0%
Professional attitude	15%	-17%	2%	0%
Empathetic	15%	-16%	6%	-4%
Problem solver	13%	-14%	1%	0%
Creative thinker	12%	-6%	-4%	-2%
Relationship builder	12%	-3%	-10%	0%
Patient	11%	-16%	7%	-2%
Forward thinker	9%	-4%	-6%	0%
Enthusiastic	9%	5%	-11%	-2%
Decisive	7%	-5%	-2%	0%
Organized	7%	1%	-8%	0%
Steady	7%	-12%	10%	-4%
Humility	4%	-7%	5%	-2%
Clear communicator	3%	1%	-4%	0%
Ethical behavior	3%	-1%	-2%	0%
Conscientious	3%	2%	-5%	0%
Trustworthy	-3%	5%	-2%	0%
Loyal	-4%	14%	-7%	-3%
Growth mindset	-10%	24%	-14%	-1%
Advocate	-15%	18%	-3%	0%

Discussion

This study used a bottom-up approach to identify characteristics of effective support of faculty as described by the faculty members themselves. Academic leadership models identify department chairs' responsibilities broadly, but faculty responses indicated a more narrow focus on faculty recruitment and support as well as managing the organization and resources. With respect to recruiting and developing people, an effective department chair guides and mentors faculty in all aspects of their careers. An effective department chair provides regular feedback to support faculty advancement and transparently conveys promotion and tenure expectations. These findings are consistent with those presented in academic leadership models.

The focus of this study on supporting faculty emphasized the importance of establishing and maintaining an effective work environment as a means of supporting faculty. An effective work environment could be related to other behaviors mentioned such as resolving conflict, facilitating

collaboration, and treating all fairly. To describe the work environment, survey respondents used words like positive, supportive, community, and strong social connection. Advocating for the department and managing department workload, personnel, and budget were frequently identified as behaviors expected of effective department chairs. An effective chair advocates for the department within the university and externally with alumni and industry to secure resources for the unit.

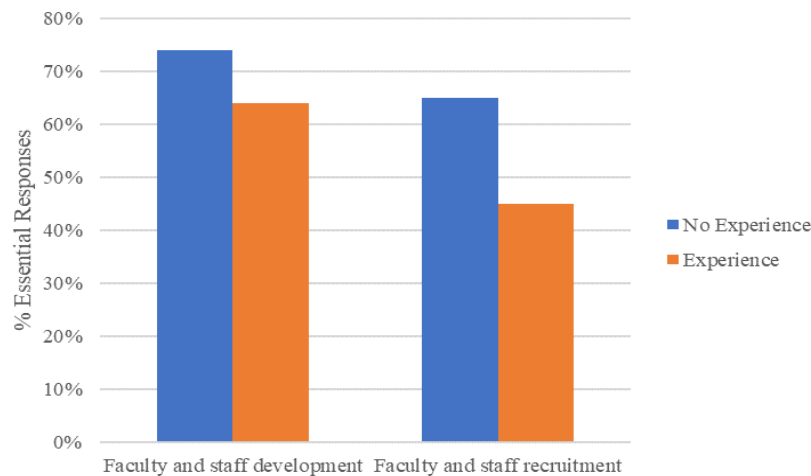


Figure 3. Duties and responsibilities rated as essential with the greatest difference between respondents with and without department head experience.

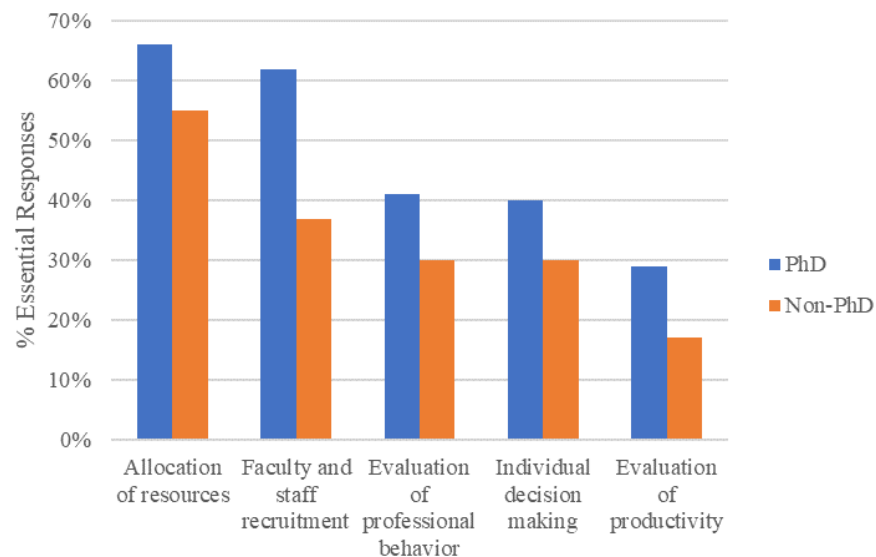


Figure 4. Duties and responsibilities rated as essential with the greatest difference between respondents from PhD and non-PhD granting institutions.

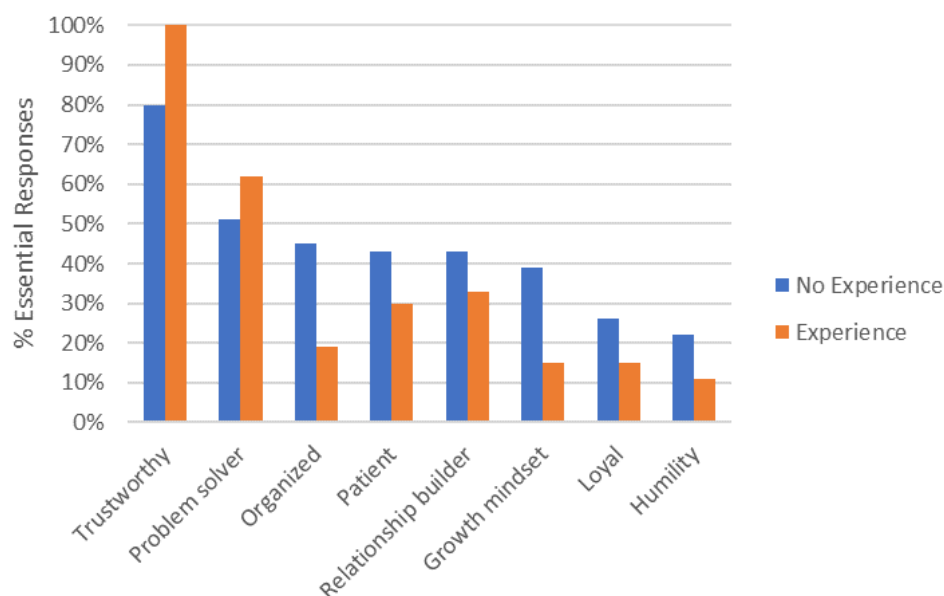


Figure 5. Characteristics and attributes rated as essential with the greatest difference between respondents with and without department head experience.

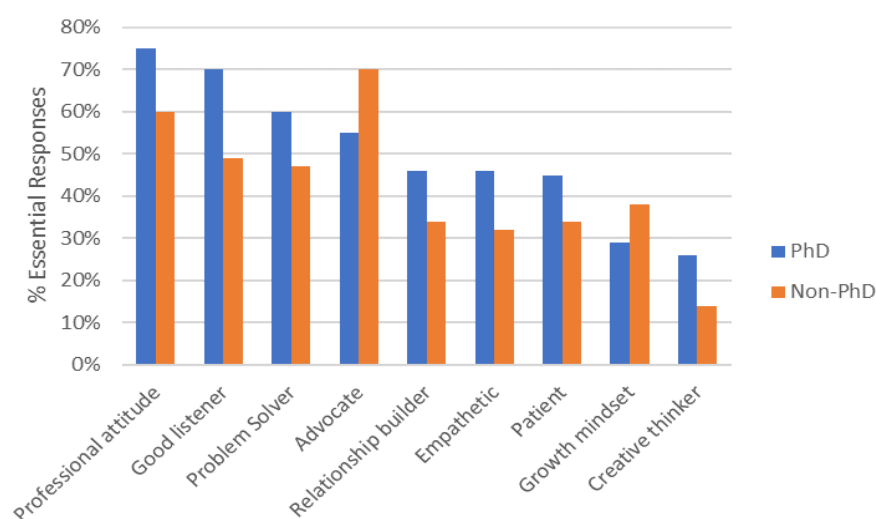


Figure 6. Characteristics and attributes rated as essential with the greatest difference between respondents from PhD and non-PhD granting institutions.

Some department chairs may be charismatic and energetic while others are quiet and reserved. Results of the faculty surveys indicated that interaction with others and professional behaviors were considered to be far more important than personal attributes. Responses showed that faculty highly value leadership qualities of ethics, honesty, and integrity as well as fairness and equity. Additionally, responses indicated that interpersonal behaviors, specifically, clear and timely communication and empathy were important for faculty support. The chair may be aware of happenings beyond the department that will affect the department or may be aware of issues or successes within the department that should be shared with the faculty. Several responses further clarified “listens” to include details such as “listens with an open mind”, “considers different

perspectives”, listens to “figure out what the real issue is,” and “open to new ideas, allows others to speak.”

All faculty who accept the responsibility to serve as a department chair - whether willingly or reluctantly - have the capacity to be effective leaders. The department chair serves as the bridge between the faculty and university administration and as such, must be effective at fulfilling many different, and sometimes competing, roles. Results of this study have shown that some fundamental behaviors such as establishing clear expectations, supporting faculty in their development, communicating effectively, behaving ethically, and managing the department in an organized and fair manner are valued for leading, developing, and supporting faculty.

Comparing respondents with and without department head experience, the biggest differences in terms of duties and responsibilities were faculty and staff recruitment and development. From the authors’ experience, one explanation is that experience teaches that hiring and developing good people are critical to developing and maintaining an effective organization. In terms of characteristics and attributes, those with department head experience valued trustworthiness more than those without experience, while those without experience valued growth mindset and organization more than those with experience. Although the authors did not ask follow-up questions to determine why there is a marked difference, we suspect that those with additional experience recognize the value of leadership and support from trustworthy leaders. Those with leadership experience may also recognize constraints on initiatives and the importance of steadfastness, as compared to those with little or no experience who recognize growth mindsets.

Respondents from PhD granting institutions rated faculty and staff recruitment as essential 25% more often than others, while respondents from non-PhD granting institutions were more likely to value advocacy for the program. When comparing department chair characteristics and attributes, the biggest difference between respondents from PhD and non-PhD granting institutions was being a good listener. While this study did not ask follow up questions to address why these differences are present, it is possible that respondents from non-PhD granting institutions may face competition for scarce resources, requiring more advocacy for the program.

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Disclaimer

The views expressed in this paper are those of the authors and do not necessarily reflect the official policy or position of the United States Air Force Academy, the Air Force, the Department of Defense or the US Government.

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**Appendix A. Academic Leadership Course Matrix compiled by the US Air Force Academy's
Center for Excellence in Teaching and Learning (Spring 2024)**

Title	The Department Chair Primer: What Chairs Need to Know and Do to Make a Difference, 2nd Edition	Delivery	Self-paced reading
Company	Wiley	Length	Self-paced
Intended Audience	Department Chairs	Cost	\$34
Summary	In this second edition of his classic resource, Don Chu outlines the proven ideas and strategies new department chairs need in order to do their jobs well. Thoroughly revised and updated, The Department Chair Primer contains information that addresses the current pressures and challenges in higher education and offers practical suggestions for responding to them.		
Link	The Department Chair Primer: What Chairs Need to Know and Do to Make a Difference, 2nd Edition Wiley		

Title	A Toolbox for Department Chairs	Delivery	Self-paced reading
Company	Wiley	Length	Self-paced
Intended Audience	Department Chairs	Cost	\$59
Summary	Department chairs work on academe's front line, but they often wish they had more training – and more respect. Sandwiched between the administration and the faculty, chairs are heavily involved in hiring and firing decisions, settling conflicts among colleagues, negotiating for money and positions, making student success a priority, and many other tasks central to daily life in the academy. This collection includes many of The Chronicle's best reads on how to successfully manage a department.		
Link	https://store.chronicle.com/products/a-toolbox-for-department-chairs?utm_campaign=che-st-col-tde&utm_medium=em&utm_source=mkto&utm_content=23-10-23-e4-r2&mkt_tok=OTMxLUVLOS0yMTgAAAGO_HdfVuNbj-S-h9jrEDBFATlsVWZ9f_2eOGH7I6IC0EyAB-T7ydochCaDyix5T1NuTt-IV2eVLfuK2OJ8pyqXzjPzUltX66sQeMf35RFaqYIW		

Title	Higher Education Leadership & Administration Graduate Certificate	Delivery	Virtual, asynchronous
Company	UMass Amherst	Length	1-2 yrs
Intended Audience	Current and future leaders in higher ed.	Cost	\$9465

Summary	The Graduate Certificate in Higher Education Leadership & Administration is ideal for current and future leaders in higher education who would benefit from leadership training, but who already have a terminal degree or do not need an advanced degree. Students in the 15-credit program study leadership, management, and organization in higher education, focusing on the intersection of theory and practice.
Link	https://www.umass.edu/education/academics/higher-education-graduate-certificate

Title	Strategic-Leadership Program	Delivery	Virtual, synchronous and asynchronous
Company	The Chronicle	Length	3 weeks
Intended Audience	Department Chairs	Cost	\$1795
Summary	As a bridge between administration and faculty, department chairs have one of the toughest jobs on campus. We've partnered with experienced academic leaders at Dever Justice LLC and leading research experts at Ithaka S+R to design a program that will help guide new and experienced chairs through the challenges and transformative opportunities of their role.		
Link	https://www.chronicle.com/professional-development/programs/the-chronicles-strategic-leadership-program-for-department-chairs		

Title	The Chronicle's Academic Leadership Crash Course	Delivery	In Person
Company	The Chronicle	Length	4 hours
Intended Audience	Academic Professionals	Cost	\$495
Summary	This four-hour crash course is designed to empower aspiring administrators with the tools to pursue their career objectives. Over the course of four carefully designed modules, you'll receive insights on the full trajectory of entering the administration from facilitators who are experts on both sides of the coin.		
Link	https://www.chronicle.com/professional-development-resources/programs/academic-leadership-crash-course-higher-ed?utm_campaign=che-cs-wrk-adm-cur&utm_medium=em&utm_source=mkto&utm_content=24-02-05-e9&mkt_tok=OTMxLUVLQS0yMTgAAAGRqWqu3TpzrPFKFHJTvSWQ1PWg0u1Q74yzg7TK4UGkEWbMsDmgvT1egJHV9gP2ox79Ck-uENU3-ZKZe0PNZCYUKUIFkqGCd4h5MPEna7Q-L89QIA		

Title	Faculty Success Program: Achieve Academic Success and Better Work-life Balance	Delivery	Virtual, synchronous and asynchronous
Company	National Center for Faculty Development and Diversity (NCFDD)	Length	8 weeks (not full time)
Intended Audience	Faculty	Cost	\$5150
Summary	This intensive online program is our most popular program. It helps non-tenure track, tenure-track, and tenured faculty develop the skills necessary to increase research and writing productivity while maintaining a healthy work-life balance.		
Link	https://www.ncfdd.org/fsp-bootcamp		

Appendix B - Survey to gather perceptions regarding responsibilities and behaviors of effective Department Chairs

Thank you for your time and assistance in completing this voluntary survey. Our goal is to characterize faculty expectations of a department chair, with a specific focus on faculty support and development. Previous research has studied expectations of department leadership from the perspective of college and university leadership; however, there is limited research on the faculty expectations of their leadership. As you complete the survey, we ask that you focus on the role of the department head specifically with respect to faculty support and development. All responses will be confidential. We will appreciate your response by December 22, 2024. If you have any questions, please contact the authors.

The following questions address the difference between the 1) duties and responsibilities of an effective department leader and the 2) behavior and qualities a leader demonstrates to achieve those goals. When answering these questions, please provide examples of duties and responsibilities for the first question and examples of behaviors and personal qualities for the second question.

What are the top 3 duties and responsibilities you expect from an effective dept/program chair/head in terms of leading, developing, and supporting faculty?

What are the top 3 behaviors and personal qualities you expect from an effective dept/program chair/head in terms of leading, developing, and supporting faculty?

Rate importance of the following responsibilities of a department chair/head. [Irrelevant, Nice to have, Important, Essential]

- Faculty and staff recruitment
- Faculty and staff development
- Individual decision making
- Shared governance
- Strategy setting
- Change management
- Crisis management
- Reviewing and revising organizational structure
- Allocation of resources
- Evaluation of productivity
- Evaluation of professional behavior
- Other

Rate importance of the following attributes of a department chair/head. [Irrelevant, Nice to have, Important, Essential]

- Ethical behavior
- Professional attitude
- Good listener
- Forward thinker
- Problem solver
- Patient
- Clear communicator
- Relationship builder
- Creative thinker
- Decisive
- Trustworthy
- Growth mindset

Organized
Empathic
Loyal
Advocate
Humility
Steady
Enthusiastic
Conscientious
Other

Do you have other comments on effective departmental leadership to support faculty?

What is your faculty position's classification? [Tenured/tenure track, Non tenure track, Other]

How many years of academic career experience (post-graduate) do you have, at all institutions you have served at? [0-2, 3-5, 6-10, More than 10]

Please characterize your service as department or program head/chair (check all that apply). [Previous or current interim head/chair, Previous head/chair, Current head/chair, Not been a head/chair]

Which programs are included in your department? [Aerospace Engineering, Architectural Engineering, Biological Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Construction Engineering, Electrical Engineering, Engineering/General Engineering, Engineering Management, Engineering Technology, Environmental Engineering, Geomatics/Surveying, Industrial/Systems Engineering, Interdisciplinary Engineering, Manufacturing Engineering, Marine Engineering, Mechanical Engineering, Nuclear Engineering, Physics, Non-Engineering, Other Engineering]

How would you classify your College or University, in terms of engineering? [Public, 4-year, undergraduate, MS, and Doctoral, Public, 4-year, undergraduate and MS, Public, 4-year, primarily undergraduate, Public, 2-year, Private, 4-year, undergraduate, MS, and Doctoral, Private, 4-year, undergraduate and MS, Private, 4-year, primarily undergraduate, Private, 2-year, Other (please describe)]