



Teaching Conference for  
Management Educators

**OBTC 2016 at Walsh University**  
**June 8<sup>th</sup> – 11<sup>th</sup>, 2016**

**Submission Template**

**SUBMISSION GUIDANCE**

*\* Remove all identifying properties from this document \**

*\* All files must be saved in PDF format \**

*\*Please include ALL supplementary text at the end of this document\**

*\*Only one document should be submitted\**

## Submission Template for the 2016 OBTC Teaching Conference for Management Educators

### 1) Title, Abstract & Keywords

*In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.*

#### **Leading Faculty Development for Teaching Quality: The Role of the Chair**

Are you (or do you aspire to be) a department chair or director? Do you struggle with the challenges of developing faculty at various career stages with respect to teaching effectiveness? If so, join us for an exploration of what those challenges might be and share experiences you have had. After an initial session at OBTC 2015 on balancing the demands of being department chair, we seek to further build a community and support group for chairs/directors to turn to for advice.

**Keywords:** department chair, faculty development, academic leadership

### 2) Format

- Activity or exercise
- Roundtable discussion (60 minute only)
- General discussion session**

#### 2a) For activities and exercises only, is yours best suited for

- A traditional classroom
- An online class
- Either

#### 2b) For activities and exercises only, is yours best suited for

- Undergraduate students
- Graduate students
- Either

### 3) Time Requested:

- 30 Minutes
- 60 Minutes**
- 90 Minutes\* We are flexible and open to extending it to a 90-minute session if that better accommodates the program.

#### 4) Planning Details:

*Each room contains a white board with markers, computer (PC) with DVD capability and computer projector. Does your session require any other equipment?*

**No**

#### 5) Teaching Implications:

*What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.*

Many of us have taken on administrative roles as Chairs or Directors of academic programs. In that role, part of our duties include developing faculty at different stages of their academic careers with respect to teaching effectiveness, but we receive little training in how to do so and often few resources to commit to the effort. Additionally, the range of issues we face can be very challenging (see Booth, 1982; Chu, 2012; Frost & Taylor, 1996; Gmelch & Burns 1993; Hecht, 1999; Lucas, 2000; Small & Stratton, 2015). Similarly, the challenges facing a freshly minted doctoral-qualified faculty member teaching for the first time are very different from those facing a senior faculty confronted with new classroom technology (Rollag & Billsberry, 2012) or shifting expectations about scholarly or teaching impact due to new accreditation standards. From a chair's perspective, one of the most daunting challenges may be dealing with a tenured full professor who is receiving terrible course evaluations. We hope to continue developing a community of Chairs and Directors who can share what we have learned and support each other through these challenges and this session will begin that discussion.

#### 6) Session Description and Plan:

*What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.*

As a discussion session, we will initially set the stage with a discussion of the purpose of the session and the challenges of facilitating faculty development in teaching as a department chair. Then, we will introduce these challenges through brief case vignettes and role plays of meetings between a chair and faculty members with different teaching development needs. Finally, we will open the discussion up to ways we can learn from and support each other in finding appropriate and effective approaches to developing the teaching effectiveness of our faculties.

Questions and cases to explore include: What do you do with the tenured full professor who is getting bad evaluations from students? What about the up-and-coming pre-tenured faculty member who is putting all effort into research but only doing an average job (or less) with teaching? How do you encourage innovation in the classroom when the rewards may not follow or when the culture doesn't encourage it?

### **Timeline:**

**Opening** (5 min): Introductions of participants and session purpose

**Case vignettes and role plays** (45+ min): Session leaders will introduce 2-3 brief case vignettes on the topics mentioned above. Participants will volunteer to role play meetings with faculty members in these cases. The group will discuss strategies to address each case.

**Discussion** (10+ min): Participants will discuss ways to support each other in finding effective approaches to develop teaching effectiveness as chairs. Session leaders will invite participants to join an informal online support community to continue this and other conversations related to the role of department chair.

## 7) Application to Conference theme:

How does your session fit with the overall OBTC theme of *United in Service*?

Service as Department Chair or Director can often be a very solitary (and sometimes thankless) activity and one for which most of us received no specific training or development. As members of OBTS who are also Chairs or Directors or aspire to be, we can find some unity and support within our own community that we can all turn to in order to troubleshoot particular issues and brainstorm possible solutions. We can learn from each other's experiences, missteps, and successes to improve our own abilities to build stronger teaching within our home departments.

## 8) Unique Contribution to OBTC:

*Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?*

This proposal is not under review elsewhere. A similar session was presented at OBTC 2015, entitled "Tricks of the trade: Navigating the push and pull of being a chair (and a teacher-scholar)". In the 2015 proposal, we acknowledged that we would discuss with participants in that session the possibility of proposing this as an ongoing session at future OBTCs. We did discuss this with last year's participants, and found interest in continuing the conversation on a different topic, but related to challenges that department chairs face.

## 9) References:

- Booth, D. B. (1982). The department chair: Professional development and role conflict. *AAHE-ERIC/Higher Education Research Report No. 10*. Washington, D.C.: American Association for Higher Education.
- Frost, P.J., & Taylor, S. (Eds.) 1996. *Rhythms of Academic Life: Personal Accounts of Careers in Academia*. Sage, Foundations of Organizational Science: Thousand Oaks, CA.
- Gmelch, W. H. & Burns, J. S. (1993). The cost of academic leadership: Department chair stress. *Innovative Higher Education*, 17(4): 259-270.
- Hecht, I. W. D. (1999). Transitions from faculty member to department chair. *The Department Chair*, 10(2): 5 ff.
- Lucas, A. F. (2000). *Leading Academic Change: Essential Roles for Department Chairs*. CA: Jossey-Bass.
- Rollag, K., & Billsberry, J. 2012. Technology as an enabler of a new wave of active learning. *Journal of Management Education*, 36(6): 743-752
- Small, E. E. and Stratton, M. T. (2015). Tricks of the trade: Navigating the push and pull of being a chair (and teacher-scholar?). *42<sup>nd</sup> Annual OBTC Teaching Conference for Management Educators*. University of La Verne, La Verne, CA.