Moving into the Chair Role:

“Swivel” Chairs (Faculty vs. Chair roles) (p. 129ff): (also, Chu, p. 13)

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|  | Faculty Member | Chair |
| Focused Effort | *Focused*  Block time to prepare for classes, write, etc. | *Fragmented*  Brevity, variety, fragmentation |
| Discipline Orientation: | *Professing*  Faculty enter the classroom to profess and disseminate information | *Persuading*  Success of chairs depends on the ability to profess less and to practice the arts of persuasion and compromise |
| Faculty Autonomy | *Autonomy*  Enjoy control over their time and feeling of autonomy of activity and movement in their academies | *Accountability*  Lose some of that autonomy; accountable to mandates from central administration, as well as demands from faculty who expect to find faculty in their offices when they need them. |
| Creation of knowledge | *Manuscript*  Long periods in which to prepare ms. before they see it in print | *Memo*  Have to whip out memos to persuade colleagues and create action |
| Solitude | *Solitary*  Typically work along preparing for classes, reviewing lit in their disciplines, etc. | *Social*  Answer to numerous publics—students, faculty, administrators, parents, public agencies, and other administrators |
| Customer service | *Client*  At the receiving end of service | *Custodian*  Become custodians and dispensers of services |