

East Tennessee State University

Digital Commons @ East Tennessee State University

ETSU Faculty Works

Faculty Works

10-5-2017

Why Not Us? Counselor to Professor to Chair

Janna L. Scarborough

East Tennessee State University, scarboro@etsu.edu

Follow this and additional works at: <https://dc.etsu.edu/etsu-works>

 Part of the [Higher Education Commons](#)

Citation Information

Scarborough, Janna L.. 2017. Why Not Us? Counselor to Professor to Chair. *Association of Counselor Education and Supervision*, Chicago, IL.

This Presentation is brought to you for free and open access by the Faculty Works at Digital Commons @ East Tennessee State University. It has been accepted for inclusion in ETSU Faculty Works by an authorized administrator of Digital Commons @ East Tennessee State University. For more information, please contact digilib@etsu.edu.

Why Not Us? Counselor to Professor to Chair

An aerial photograph of a university campus. In the foreground, a large, abstract sculpture made of thick, orange, curved bands is prominent. A river flows through the campus, with a boat visible in the lower right. The background shows various university buildings and green spaces under a bright sky.

Why not us? Counselor to Professor to Chair

Bringing Counseling to
University Administration

Presentation for the Association of Counselor Education and Supervision 10/17
by Dr. Janna L. Scarborough, Professor, East Tennessee State University

Department Chairs?

Counselors?

- Essential Skills and Attributes of Counselors

Counselor Educators?

- Essential Skills and Attributes of Counselor Educators
- Do you use your counseling skills as a counselor educator? How? How might that make you unique as a professor in academia?
- Do your counseling attributes/skills ever get in the way in your role as a professor?

Students? Others?

A photograph of a forest path with tall, slender trees. Sunlight filters through the canopy, creating a dappled pattern of light and shadow on the ground. The overall atmosphere is serene and natural.

Have you thought of becoming a
Department Chair?

The dark side...

- Barriers (Real and Perceived)
 - It takes you from the things that you love
 - There are so many challenges in higher education (reduced state funding, enrollment needs, government policies, high tuition, “microcosm of society”, patriarchal/competitive) – many responsibilities with high stakes
 - Redefined relationships
 - A lack of understanding of the role – or lack of choice to define role
 - Expectations of dress and behavior (more like a 9-5)
 - Family and colleague discouragement
 - NO PREPARATION

Why do people decide to be a Department Chair?

- Some don't...or they do it by default "It was my turn."
- "Nobody else could or would do it."
- "Because I don't want that person to do it."
- Many decide because they see it as an opportunity for leadership

The Light



- The opportunity to make a positive difference by nurturing, empowering, and helping individuals.
- Opportunity to work with a variety of people – creating collaborations
- The ability to do good on a larger scale....



???!!!

- The Light and the Shadow
- Managing AND Leading
- Good listeners, genuine, respectful, thoughtful
- Open – consider possibilities
- Systemic thinking
- Cognitive complexity
- Connection – bridge
- Student and faculty success - potential
- Professional advocacy



What do chairs do?

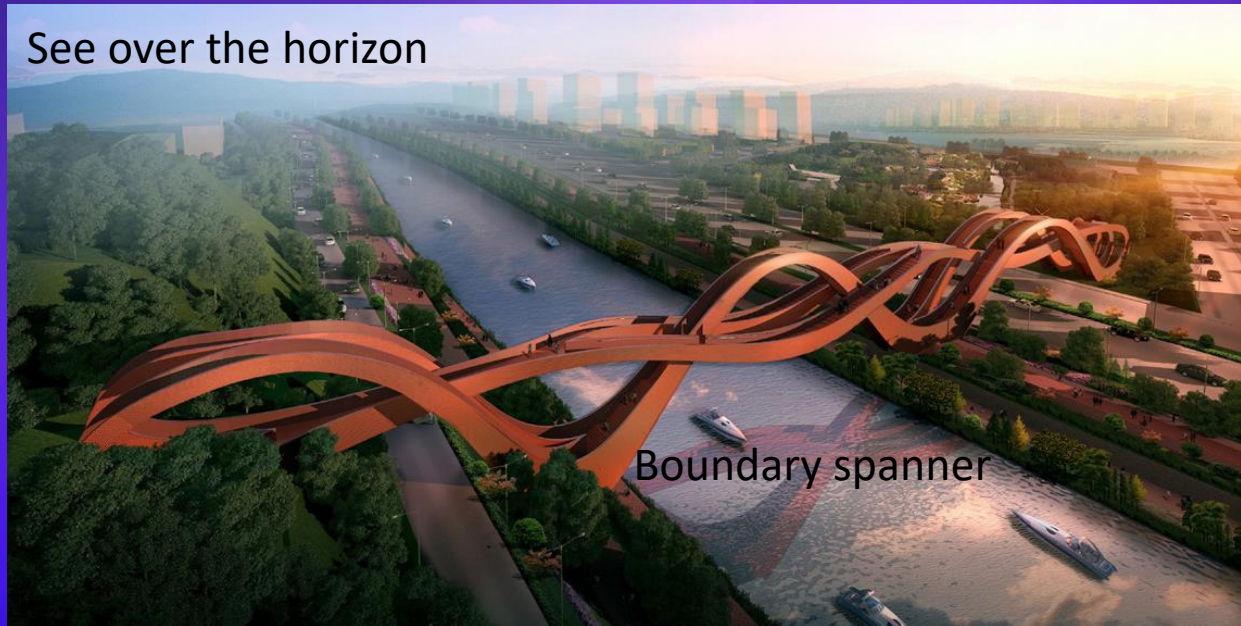
- **Roles and Responsibilities of the Academic Department Chair**

- The Academic Chair assumes the leadership and administrative responsibilities required to achieve the department, college, and university goals associated with the mission of ETSU. The Chair is committed to meeting the needs of faculty, staff, and students for their academic unit essential to quality instruction in an environment that is conducive to quality instruction. The Chair is a primary link between the department faculty and the administration.

The leadership and administrative responsibilities assumed by the Chair may best be carried out by individuals who exhibit honesty, optimism, integrity, loyalty, empathy, and fairness. Along with these character traits, the Chair should possess good written and oral communication skills. Further, the Chair should be capable of earning a position of trust and respect through exemplary roles in teaching, scholarship and service.

- The Chair should exhibit, or be capable of developing managerial skills, including the ability to: (1) manage time effectively, (2) negotiate with superiors and subordinates, (3) manage budgets, (4) delegate responsibility, (5) plan and schedule academic programs, (6) effectively and fairly distribute resources, (7) make decisions to foster the overall welfare of the academic unit, and (8) evaluate faculty and staff objectively.
- By way of encouragement and various mentoring activities, the Chair maintains the department's intellectual capital, supports faculty in their pedagogical and scholarly pursuits, and vigorously acts as the strong advocate for the department.

What does it take to be an effective Chair?



- Faculty
- Management
- Autonomy
- Support and mentoring
- Administration
- Leadership
- Collective
- Evaluation and resource allocation

Things to consider

- What happens when you have to act outside of the comfort of what you know as a counselor?
 - Value egalitarian – and have to take leadership
 - Value consensus/shared decision-making – have to make a decision that some are diametrically opposed to
 - Value autonomy and personal choice – and you need to tell them they cannot do what they want to do
 - Value collaboration and all around you is competition

- Counseling profession and leadership
 - Where is leadership a focus within the counseling profession?
 - Profession leadership (associations, advocacy for the profession of counseling)
 - Counselors as leaders (e.g., school counselors; advocacy, social justice, professional identity)
 - All counselor education programs are housed in institutions of higher education – what about leadership within higher education?!

2016 Doctoral Leadership Standards

- Doctoral programs (a) extend the knowledge base of the counseling profession in a climate of scholarly inquiry, (b) prepare students to inform professional practice by generating new knowledge for the profession, (c) support faculty and students in publishing and/or presenting the results of scholarly inquiry, and (d) equip students to assume positions of leadership in the profession and/or their area(s) of specialization.

LEADERSHIP AND ADVOCACY

- a. theories and skills of leadership
- b. leadership and leadership development in professional organizations
- c. leadership in counselor education programs
- d. knowledge of accreditation standards and processes
- e. leadership, management, and administration in counseling organizations and other institutions
- f. leadership roles and strategies for responding to crises and disasters
- g. strategies of leadership in consultation
- h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
- i. role of counselors and counselor educators advocating on behalf of the profession and professional identity
- j. models and competencies for advocating for clients at the individual, system, and policy levels
- k. strategies of leadership in relation to current multicultural and social justice issues
- l. ethical and culturally relevant leadership and advocacy practices

What about Counseling Leadership...specifically

- McKibbin, W. B., Umstead, L. K., & Borders, L. D. (2017). Identifying dynamics of counselor leadership: A content analysis study. *Journal of Counseling & Development, 95*, 192-202.

- When the reality is far away from the vision, you've got to do something to get them together, right? You could choose to go with the reality or you could choose to go with the vision. I choose to go with the vision.
- A participant in Magnuson, S., Wilcoxon, S. A., & Norem (2003). Career paths of professional leaders in counseling: Plans, opportunities, and happenstance. *Journal of Humanistic Counseling, Education and Development*, 42, 42-52.