

I. INTRODUCTION: A CHAIR'S MULTIPLE ROLES

Overview: Purpose of This Handbook

As Henderson State University grows and becomes more complex, departments in the Ellis College of Arts and Sciences are also becoming more complex. Although broad planning and resource decisions continue to be made at higher levels, most university activities take place within departments, and a growing number of critical decisions have come to be the responsibility of department chairs. The leadership of department chairs, in fact, has become an increasingly critical issue for the continuing success of the Ellis College and university.

This handbook considers both the pleasures and the problems of department chairs-- attempting to enhance the one and diminish the other. Hopefully the handbook will serve as a reference, a readable and useful compendium of information, as well as a more general guide to the role of the department chair within the university as a whole. While it may not have all the answers, perhaps this handbook will prompt its readers to ask the right questions.

Organization of the Handbook

The position of chair requires many roles. Both middle manager and faculty member, the chair reports up, down, and horizontally and deals with issues as far-ranging as office management, scholarship, teaching, and human relations. Since a multiplicity of roles is one of the most striking aspects of being a department chair, this handbook is organized around the roles that appear most central to the position of chair within the Ellis College.

No amount of discussion could lead to consensus on the respective importance of the roles highlighted in this handbook: other than agreeing that "educator" should be the first role emphasized and that "leader" forms an appropriate synthesis of all the roles. There is no attempt to prioritize a chair's functions, which may vary in importance from one department to another and from one day to the next.

Why Become a Department Chair? Pleasures and Problems

At a conference a few years back, an associate vice president, new to his position, told his listeners that he found himself looking back nostalgically at his days as a department chair. "I liked being on the front lines of my department," he said. "I enjoyed the sense that every person walking through my door presented a new problem, a new challenge."

Not all department chairs share his enthusiasm for those problems and challenges. In fact, many chairs argue that they are not on the front lines at all; they are caught in the middle, squeezed by the exigencies of their faculty, the needs of students, and the demands of administrators. On the one hand, they are faculty members in the department, while, at the same time, they have the responsibilities and cares of managers. When asked about

the most onerous task facing a department chair, most chairs would complain about the paperwork and deadlines: "I never see the top of my desk. And next semester's schedule is always due--without a break." Other chairs bemoan having to go "hat in hand to the dean's office, pleading for resources." "There's a lot of responsibility and no glory," say some chairs. "Besides, I hate having to deal so often with the uglier side of human nature."

A chair's lot, one can argue, is not a happy one. And yet there are compensations, benefits--even pleasures--to the position. As a chair, you are able to make a difference in your department. You can smooth the way for students and help move the department forward in a positive way. You can effect change, coordinate the development of new instructional programs, and work on diversifying students and faculty.

As a chair, you have an opportunity to guide, to provide positive and active leadership, to help take your department in new directions or set it on a steadier course. You can provide support and inspiration for new and experienced faculty, serve as mentors for students, and act as advocates for the department. The decentralization of the budget process and emphasis on vision, planning, and assessment throughout the university provide opportunities for re-thinking curricula and re-examining the needs of both students and faculty. In all these areas, you, as an Ellis College department chair, play a vital and rewarding part.

Department Culture and a Diverse Campus

In some ways, the most vital responsibility of a department chair is the most intangible: to create a department culture that makes faculty, staff, and students feel they are appreciated and respected. In the optimal departmental environment, experienced faculty believe their expertise is acknowledged and their interests encouraged; new faculty feel they receive useful guidance and support; the serious mission of educating students is consistently reassessed and critically examined; and full- and part-time faculty, staff, and students are given opportunities to flourish. To help create this environment, you are responsible for ensuring that recruitment and retention of diverse faculty, staff, and students are not random and makeshift but part of a long-range strategy developed and supported by the department.

In working toward this goal, you need to consider and be sensitive to the varied needs and interests of highly diverse individuals. You are responsible for confirming and invigorating the spirit behind a multicultural environment, creating a department culture that is not simply in compliance with regulations but is receptive and supportive to the wide array of people who are teaching, learning, and working within the department.

As you weigh the relative problems and pleasures associated with the position, you may find that responsibility for developing and maintaining a supportive department culture is the most awesome but also the most satisfying part of the job. For it is here that you can truly help to foster a community that will positively affect the lives of everyone in the university.

II. EDUCATOR

Overview

A central function of a department chair is to advance the university's mission to promote a learning-centered environment. Virtually every department chair's action matters only insofar as it advances the education of students and the development of faculty teaching, scholarship, and service. Your role as educator, therefore, permeates and helps define all other roles.

Academic Freedom and Responsibility

As the principal link between students and faculty on the one hand and the university administration on the other, you play a pivotal role in safeguarding academic freedom. The freedom of faculty members to teach and fulfill their professional responsibilities, unencumbered by extraneous political or other pressures, and the freedom of students to inquire and challenge without fear of rebuke by administrators or faculty are equally fundamental to the educational process.

With freedom, however, comes responsibility. Although, to learn effectively, students need the freedom to question and challenge, they also need to fulfill their legitimate educational responsibilities to classmates, professors, and themselves, irrespective of their personal views. Similarly, genuine academic freedom does not authorize faculty to ignore university regulations, inappropriately promote personal agendas in the classroom, or treat students with disrespect. Moreover, although faculty require freedom to pursue individual scholarly interests, such pursuits relate ultimately to the broader mission of the university. Faculty have the freedom to determine where their efforts will best be expended. Your job as chair is to help determine how faculty can help themselves while simultaneously helping the department and the university as a whole.

Collegiality

A department's educational goals are best achieved in an atmosphere of collegiality and cooperation. Central to the chair's role as educator is the development and continual renewal of a common vision focused on learning. Such a vision can be established only by give and take in the department, by enthusiastic and dedicated commitment, and by faculty initiative. You can encourage interchange, discussion, and cooperation among faculty members centered on a common commitment to the department's educational goals and on effective techniques for achieving those goals.

Curriculum

You are responsible for working with your colleagues in developing new curriculum and enhancing older offerings. Viewing the department's curricular offerings in their entirety, you can scrutinize the curriculum in light of the department's and the university's

commitment to student learning. This is not to say that you can unilaterally create new courses or alter major requirements; these are the collective responsibility of the department as a whole. Nevertheless, you can take initiative, encouraging faculty to introduce new courses and rethink old ones. You can also periodically assess how effectively the department's curriculum and teaching methods meet the needs of students, both within the major and without, and encourage periodic assessment and reassessment among other faculty members.

Just as our society and the university constantly change, so a department's curriculum needs to initiate and keep pace with change. Among your central responsibilities is ensuring that the curriculum is up to date and responsive to students' needs and interests and that the material is presented in a manner that enhances student learning.

Educational Equity

A department chair also works to assure educational equity. This is often accomplished by providing counseling and advice and by mediating misunderstandings that inevitably arise between students and faculty. More broadly, however, you are responsible for ensuring that the department's programs address the needs of the entire campus community, not just segments of it. While some departments are appropriately focused on serving their majors and others are more oriented toward general education, no department can allow its programs to develop without considering the needs of the entire student body, in all its diversity. Along with other criteria, each department, with the leadership of its chair, must continually appraise its curriculum in light of the nature of the university's and the College's student body. You are in a position to view the department in its broadest perspective, as an integral part of a wider educational community.

Teaching/Learning

You have the influence to effect positive change in teaching at Henderson State University. As chair, you are responsible both for helping faculty to develop as teachers and scholars and for establishing an atmosphere in which teaching and learning are prized. "Burn-out" is a possibility in any department: teaching suffers because a faculty member feels overworked or is convinced that her or his efforts in the classroom go unnoticed and unappreciated. Continuous professional development takes place in a department in which faculty are encouraged and rewarded as they develop instructional skills, implement new teaching techniques, and advance the university's instructional mission.

The following are some ideas you may wish to implement as you review the learning mission within your department:

- Make it clear to your department that effective teaching is one of your major goals as chair. Include discussions of teaching on the agendas of department meetings.

- Become familiar with the range of teaching techniques and learning assessment strategies currently being used in your field and in universities around the country (including problem-based learning, case studies, technology-based approaches, and so on). You can bring about change more effectively if you have concrete suggestions and ideas for assessing and improving the teaching in your own classes and in those of your faculty.
- Urge your faculty to attend teaching-related activities on campus and to go to workshops devoted to teaching.
- Encourage periodic assessment of courses, enabling the department to evaluate areas of strength in courses and areas that need updating or modification.
- Create a department climate that welcomes informal discussions of student learning and observations of each other's classes. Ask faculty who teach various sections of the same course to meet periodically and construct new syllabi and assignments or review learning goals, texts, or approaches to the subject matter.

The more you do to improve the quality of teaching and learning, the more the students, the community, and the university will benefit.

Research and Professional Development

A chair can actively promote faculty scholarship by initiating department seminars, acquiring scholarly and educational resources for the department, providing support for training and professional development, apprising faculty of sabbatical and grant opportunities, and providing faculty with teaching schedules that give them time to pursue research. By directing colleagues to sources of information about internal and external opportunities for research support and encouraging them to seek such support, you help to maintain the professional energy and creativity of the department.

If a faculty member is interested in submitting a proposal for external funding of a project, it is often useful to talk with the individual while the proposal is still in draft stage, discussing ways to make the proposal more fundable and reviewing issues such as departmental resources and release time. Details about proposal review and approval processes are available from Institutional Research.

Summary

The department chair stands at the intersection of administration, teaching and learning, and scholarship. What ultimately makes the job of department chair both absolutely essential and profoundly fulfilling is the ability to better the lives of students and faculty by supporting academic freedom and collegiality, helping the department review and refine its curriculum, focus on assessment of student learning outcomes, promote educational equity, and provide support for excellent teaching and research.

Checklist for Chairs as Educators

- Defend academic freedom; promote academic responsibility.
- Promote collegiality and a department vision that supports a learning-centered environment, excellent teaching, and an up-to-date curriculum.
- Evaluate and assess department curriculum and teaching using a range of criteria and processes.
- Assure educational equity by mediating between faculty and students and considering course offerings in light of a diverse faculty and student body.
- Promote and celebrate quality instruction. Make it clear that teaching is one of your major concerns.
- Promote faculty scholarship and professional development for all faculty. Let faculty know about external and internal opportunities for grants and fellowships.
- Encourage and support faculty in their efforts to serve the university and outside communities.



III. MANAGER

Overview

A university department exists to facilitate teaching, learning, and scholarly activities within an academic discipline; however, it is also a business unit that requires management. Working closely with the department secretary, the chair is responsible for delegating tasks and overseeing procedures regarding budgets, space, and personnel.

Resources

Each department must obtain the resources it needs, develop techniques for keeping track of those resources, allocate them, and use them efficiently. Department resources take three forms: money, space, and personnel.

Budgets (Money)

Departments use money for paying faculty and for operating expenses. The money resides in various accounts: equipment, temporary help or adjunct, travel, supplies and services, and so on.

Obtaining Money. Department money has three sources: state revenue; tuition/fees; private donors.

Each department is given a set budget at the beginning of each fiscal year. Departments obtain general operating funds (Supplies and Services, and Travel) money from the Vice President of Academic Affairs (VPAA's) office. Your dean will let you know how decisions are made regarding the allocation of funds to departments.

Departments may also obtain external money such as gifts, grants, or as payment for services rendered. These monies from external sources are usually handled in accounts maintained by the HSU Foundation. Student organizations often keep "agency" accounts. Money in these accounts and the Foundation can be carried over from year to year. All other budgets work on a fiscal year—that is—money not spent by June 30 is moved into the university general operating budget and no longer available to the department.

Capital Outlay (equipment) monies become available occasionally and are distributed to the College through the VPAA's office. Department Chairs meet before monies are allocated to determine the needs within the college and to prioritize the use of these funds.

An additional resource is students who receive Work Study money. The students, who can be hired without cost to your department, are paid by the hour from their federal or institutional Work Study grants and can perform tasks such as typing, running campus errands, supervising/monitoring labs, etc.

Allocating Money. The chair oversees how the department spends its money. Some departments have a tradition in which the chair personally spends all the money; other departments formally allocate money to individual faculty or to different functions

Tracking Money. The department chair of each department must (1) know which accounts are used in that department; (2) see that money is placed into the correct accounts, and (3) know how much is available in each account at any given time.

Departments need to put effort into keeping track of their money. This task is complicated because there are multiple accounts corresponding to the source of the money and the purpose for which it is to be spent. To complicate matters further, the cost of items may change several times from the time a requisition leaves your office until the time it is finally charged to one of your accounts. The Business Office makes occasional errors that can cost your department money; most departments also make errors on their internal accounts. Performing a monthly reconciliation keeps everyone on track.

Using Money. Using money well means knowing what you have and spending it on what you most need. You must be familiar with purchasing rules, and be responsible for submitting correct purchasing forms, tracking orders, and making sure that goods ordered are delivered and are satisfactory. Check with the Business Office at ext. 5107 for more information on purchasing.

All goods are purchased by filling out requisitions and other special order forms. With a few exceptions, actual purchases are done by the purchasing office, not by you or your staff. ***See Appendix “New Employee Manual” pp. 36-49 for directions on how to enter purchase requests (DPS).***

Space

Classrooms, seminar and meeting rooms, faculty offices, department offices, special teaching facilities, storage, even lounges are all part of space resources. Space is clearly valuable to our mission, and it is an emotionally charged resource. Unlike money, space has few technical rules. If your department needs more space, analyze your requirements, prepare your arguments, and present them to your dean. Being able to document that your space is well allocated and well used is the best argument for getting more.

For both maintenance work such as painting and fixing broken window latches, and non-maintenance work such as adding electricity or remodeling, submit a physical plant work order request form to physical plant and they will do maintenance work without cost to your department, and will provide an estimate for non-maintenance work. Your department must pay for non-maintenance work.

Be sure that your faculty and staff are aware that department space, like space everywhere, is vulnerable to crime. Our custodial and Public Safety staff are limited in numbers and cannot be thought of as a security force. Room security consists only of door and window locks. To maintain what security we have, issue door keys carefully, and tell faculty and staff that they are responsible for locking doors and windows in rooms assigned to your department. The university does not have insurance coverage for small losses (under \$500,000). If something is stolen, lost, or destroyed, no special fund is available to replace it.

Personnel

Faculty and staff positions are our most valuable resources. As a manager, you need to be aware of their needs and interests as well as those of the department as a whole. Moreover, you need to be aware of the areas in which the department needs additional personnel in order to operate effectively

Department Secretary. Your department secretary is your assistant in managing the department. She or he is usually knowledgeable about deadlines, budgets, and other administrative matters, and has often worked closely with faculty, staff, and students for some time. If you establish a positive working relationship with your secretary, you will find that management can become a smooth and positive process for everyone concerned. In all areas, secretaries are assigned as part time or to be shared by more than one department. Those sharing one secretary must work out a schedule that is fair to all concerned. One department should not monopolize the secretary's time. Secretaries are not to work on individual faculty, non-teaching related projects unless all other department related work has been completed.

Obtaining Positions. If you wish to obtain more faculty or staff positions in your department, the following steps are useful: 1) plan for the short and long term; 2) use your current positions efficiently; 3) make sure your department serves your students well through scheduling and advising; 4) present a solid case in writing to your dean and work closely with him or her in planning for your department. Enrollment figures (FTE) and student-faculty ratios (SFR) are important factors in any tenure-track request. Each department has its own set of unique circumstances regarding needed positions and one should be careful to not compare "apples to oranges" when making a case for positions.

The temporary faculty positions that most departments need to teach their classes are allocated by the dean. The dean also allocates most of the assigned time available for faculty involved in time-consuming duties. If you have faculty in need of release time, this must be approved through the dean's office. In general, all full-time faculty should teach a 12-15 hour load.

Managing Personnel. The administrative structure makes the department chair a supervisor. As such, you need to be familiar with both the Faculty Handbook and the Staff Handbook. All decisions regarding personnel should be made in compliance with

the information in these two documents. If you do not have copies of these handbooks in your office, contact the Human Resources Office or visit the HSU website.

Allocating Positions. The department chair is responsible for managing staff so that the workload is equitably distributed (if there is more than one staff member) and functions can be performed effectively. Staff members have job descriptions on file in the Human Resources Office, but they are often out of date. Are your staff members doing what most needs to be done in your department? Updating job descriptions can be an extremely valuable contribution to the well-being of your department.

Faculty workload reports for every faculty member are entered on the computer every semester. These documents show courses taught and assigned time. Careful completion of faculty workload reports helps the university track department positions and can provide data to assist you in a persuasive argument for positions.

Faculty workload is determined when the department develops the class schedule. Full-time, tenured and tenure track faculty members are usually assigned to 24 weighted-teaching units of work each year; a full-time assignment for instructors is typically 30 WTU's. Weighted teaching units come from a sum of courses, assigned time, and administrative time.

Attendance Requirements

Faculty members are expected to attend their classes for the fully scheduled time, including the first week of classes and finals week. Faculty members who want to be excused from some of their instructional commitments to attend conferences, workshops, and other professional meetings must obtain prior approval from the chair. To get approval, faculty must fill out a request for an authorization to travel form. Advise faculty members to submit this form when they plan to travel during the academic semester even if they will not miss class or office hours; the form can help provide liability advantages in case of an accident. (If you yourself want to be excused, obtain approval from the dean.)

Faculty members who miss class, scheduled office hours, or other commitments without prior approval must report it as sick leave or other leaves of absence on the monthly leave sheet.

Staff members are required to be on the job a certain number of hours each week, except when they use vacation, sick leave, or one of several other leaves of absence with pay provided in the staff handbook.

Class Schedule

Preparing a class schedule requires a department to reconcile various pressures: curricular requirements, faculty desires to teach in certain conditions, enrollment targets, and student demand. This reconciliation can be difficult when combined with limited money

for hiring part-time lecturers, space and time limitations, and the need to offer an appropriate balance of day and night courses.

If your department develops an annual or biannual plan of courses that must be taught in order to meet curricular needs, that planning takes care of a significant part of the process. The plan can be used year after year, modified only when driven by the curriculum. Student demand and resource limitations largely determine the number of course sections that can be offered. Since those factors change relatively slowly, each year's fall class schedule should look similar to the schedule from the preceding fall. What does change from year to year is who teaches which section, at what time, and where. If one section did not do well last year, something needs to be changed. If sections do well, you need a good reason before you change them.

As much as possible, try to work collaboratively with the faculty to balance everyone's needs. A department scheduling committee can be helpful in making the scheduling process more collegial for the department and less onerous for you.

Each department chair is responsible for entering the course schedule changes on the computer.

Problems. How can you deal with faculty who insist on teaching certain courses, on certain days, at certain times, or in certain locations? Faculty wishes may conflict with curricular needs, student demand, the equally insistent demands of other faculty, or the need to avoid overburdening junior faculty. How can you deal with great numbers of students who demand courses that are tangential to your curriculum, or with students who avoid courses that are central to your curriculum? Suppose none of your faculty members want to teach at the times that students want to take classes?

There are no clear answers to these questions, but these are some suggestions:

- Make sure your curriculum is up to date and appropriate.
- Rethink your low-enrolled courses. Sometimes a change in time or title is all that is needed; sometimes a major change is in order.
- Take the time necessary to make a firm decision about the degree to which your department will support any tangential courses in high demand.
- Divide up unwanted tasks among your faculty by some formula that everyone can live with.
- Use your personal powers of persuasion with your faculty. Consider appeals to conscience and appeals to their goodwill toward students.

As a last resource, you may have to use your official authority to require a faculty member to perform a teaching task against his or her wishes. Most chairs are justifiably cautious about doing this. Faculty members teaching a course against their wishes are

unlikely to give an optimal performance. However, the chair does have the authority to schedule faculty as needed; wise and fair use of that authority can end long-term inequities that have rankled other faculty members for years and can ultimately result in a more harmonious department as well as one that provides better service.

Watching the Calendar

Managing a department requires that multiple tasks be performed and papers signed on a regular basis. All tasks and documents have due dates. Make sure that someone in the department has a calendar marked with all the following dates and is responsible for getting papers to their appropriate destinations. The following are some important dates to note:

- The many dates associated with getting each semester started: final drop/add day, 11th day reporting, etc. ;
- Any dates associated with requests for resources: Margin of Excellence Funds, Faculty Research, Faculty Development, or other dates established by the dean for resource information;
- Dates associated with the class schedule. Dates for new courses and book orders.
- Monthly dates: the chair must sign attendance reports for all the employees in the department;
- Semester dates: the chair must sign *Authorization for HSU to Pay Adjuncts* forms; check the faculty workload report (on computer); and complete grad checks for students planning to graduate the following quarter;
- Annual dates: faculty evaluations; revise and submit catalog copy and any changes in the priority registration course list.

Department Correspondence and Reports

A more or less constant stream of communications flows through every department office. A chair receives numerous requests and correspondence--from presidents, the vice-president of academic affairs, deans, accreditation committees, colleagues at other institutions, students, and potential students. What instructional innovations are waiting to be launched? What is going on in your professional field? Are enrollments in your department rising or falling? Students want information about the program, job applicants want work, publishers want you to adopt their texts and software.

You, the department secretary, or someone you designate needs to respond promptly and appropriately to these various requests and questions. Ultimately, you are responsible that the material leaving your department is appropriate and carries the message you wish to be conveyed.

Summary

As manager of a department, you are responsible for seeing that the department progresses and operates smoothly. You are responsible for maintaining and distributing the budget and other resources and for managing the day-to-day operation of the office. Your guidance is necessary to keep the department running smoothly and efficiently.

Checklist for Chairs as Managers

- Department resources take the form of money, space, and personnel.
- Become aware of the types of accounts your department has and the sources of your department's monies.
- Track the money in each account.
- Become familiar with purchasing rules and timelines.
- Take note of important dates and deadlines.
- Use your space wisely and keep it protected from crime.
- If you need more permanent positions in the department, develop a strategy and rationale to justify them.
- Learn the methods for counting the faculty and staff in the department.
- Periodically assess department personnel to ensure they are performing the tasks that most need to be done.
- Monitor faculty and staff attendance.
- Develop a fair and consistent method for administering the class schedule.
- Ensure that department correspondence is handled appropriately and on time.



IV. RECRUITER

Overview

The chair plays a pivotal role in department personnel decisions. You are responsible for initiating departmental hires and insuring that the university's mission is accomplished and its procedures followed. You also have primary responsibility for supervising the following searches:

- tenure-track appointments;
- full-time instructor appointments;
- adjunct faculty appointments;
- staff appointments---full time and part time.
- Each of these searches requires a different procedure. Before any interviews are undertaken for full time appointments, you must receive approval to advertise and interview, through your dean and the academic vice president. In addition, once a candidate is selected, you are responsible for receiving university approval for the hire by submitting the appropriate information to your dean, who will discuss it with the academic vice-president. An offer to a candidate can be made only when the proper paperwork has been received and approved.

Recruiting Goals

In theory, every unit in the university works in concert to accomplish the mission and goals of the Ellis College as well as the mission and goals of the university. Henderson State University is committed to educational excellence for a diverse society. Every recruiting opportunity is a challenge to promote the goals of excellence in education for our student body and to conform to system-wide educational values. This challenge, of course, includes the university's long-standing commitment to diversity. You may want to include a sentence such as "Demonstrated ability to communicate effectively with a diverse population of faculty, students and staff" to the qualifications listed in your department's job descriptions.

The Process

When questions arise during the recruiting process, experienced individuals in the

university are happy to give advice. The most obvious source of advice is from chairs and/or faculty who have been through this experience. The personnel in Human Resources are also happy to help, as is the legal counsel for the university (**a *Faculty Recruitment Manual* is available from the legal counselor in the Office of the President**).

One question chairs often ask concerns the level of classification and salary at which a hire should be made. Staff hires are fairly straightforward: new staff are hired at the entry salary (unless there are compelling reasons to hire at an advanced level). Faculty hires are somewhat more challenging. Often the best guide is the rank and salary of past hires with similar experience and qualifications. Check with your dean for information on base salaries for each rank and degree as well as information on past hires.

Before interviewing faculty and staff candidates, the department search committee develops a list of questions to be asked of all interviewees. To insure equal consideration of all candidates, handle interviews in as uniform a fashion as possible. Questions about age, marital status, number and age of children or other dependents, race, religion, disabilities or sexual preference are illegal and must be avoided under all circumstances. According to the Immigration Reform and Control Act of 1986, you may ask a candidate if he or she is currently authorized to work in the U.S. If the candidate is not currently authorized to work in the U.S., you may ask the person to state her or his current immigration status. No other questions about citizenship are permissible.

Tenure Track Appointments

In general, the tenure track selection process has the most structured format of all the recruiting processes. While most faculty and staff hires occur as needed, most tenure track faculty begin working in the fall semester. Your department needs to present an effective argument to receive approval for a tenure-track position before a search is approved. In a typical year, the number of tenure-track requests by departments to their respective deans exceeds the number actually approved. Moreover, not all approvals result in hires. Some hires are postponed to a subsequent year if proper procedures have not been followed, if the pool needs to be expanded to encompass more appropriate candidates, or if resource restraints prohibit hiring.

Please see the *Faculty Recruitment Manual* for more detailed information concerning tenure-track searches.

Set up a departmental meeting to inform faculty of the approval to recruit and then review department goals for the hire. At that meeting, you can establish a department search committee. Soon afterwards, call the first meeting of the search committee and give the committee its charge. It is useful to discuss with committee members which professional meetings should be attended for purposes

of recruiting (assuming funds are available) and what other recruiting strategies might be useful. Review also the procedures for handling inquiries and applications: see the *Faculty Recruitment Manual*.

During this initial meeting with the search committee, or at a subsequent one, you may find it useful to discuss the overall procedures for handling interviews and campus visits. If, for instance, your discipline has a major conference at an appropriate time, it may be useful (and cost-effective) for committee members to attend and set up as many interviews as possible. If there is no such conference, or if the timing does not work for your purposes, you may wish to conduct telephone or videoconference interviews to screen candidates before inviting a select few to campus.

You will have to arrive at criteria for screening applicants. The committee should prepare a description or checklist of criteria that may be applied as the applications arrive. This exercise will not only help to ensure equitable reading of the applications but also help the committee decide on its priorities: for example, if teaching excellence is a prime criterion, establish the appropriate means of ensuring that it is properly considered.

Once applications have been reviewed and screening interviews have taken place, campus visits have to be set up. Approval for campus visits must be obtained from the dean and the VPAA. Campus visits are costly and time consuming, so they should be limited to candidates in whom you are particularly interested. Even at this early date, it is wise to plan how many candidates you will invite and what you will do with them once they are here. (Remember that each candidate must be treated in a way consistent with the others.) Then you can make a tentative calendar and a budget for the process.

To avoid conflict later on, you and the search committee need to discuss these issues:

- How can you create a pleasant, useful experience for both the department and the candidate? You would like as many of your faculty as possible to meet and interact with the candidates, and you want to create a favorable impression of the department and the campus.
- What will the candidate do during the visit? It is often a good idea, for instance, for a candidate to teach a class. Formal presentations on research projects are easier to arrange, but they not only may give an erroneous signal to the candidate regarding the priorities of the department but also may not show whether the candidate can contribute effectively to the teaching responsibilities in the department.
- How long will the candidate stay? Work with your colleagues to determine this recognizing the time commitments of those involved. A full day of activities can be exhausting for everyone concerned.

- Who pays for meals? This is a common bone of contention. Establish a policy on this before the visits. If the committee plans to take the candidates out to dinner, the members need to know whether their own meals as well as those of the candidates will be reimbursed.

Get these procedural questions out of the way early. Then let the committee proceed with its business.

When decisions for on-campus interviews have been made and approved, the chair can help the search committee organize the interviews of these top candidates. The planning may involve organizing airline travel, hotels and meals, setting up interview schedules with department members and other faculty and administrators as appropriate, and setting up class or seminar presentations. Be sure the candidate knows how she or he will be reimbursed by the university for expenditures. (Reimbursement procedures should be agreed upon in advance of the visit and should be the same for all candidates.) Also, make sure that the interviews and campus experiences are standardized. The department committee needs to create a list of questions that are commensurate with the established criteria for the position.

During the interview process, the candidates should be informed of expectations for promotion and tenure. Even at this early stage, the prospective new faculty members should understand what is expected and the types of contributions most crucial to their professional success.

Once the committee has decided on its top candidates, you might meet with the entire eligible department faculty and discuss the search committee's recommendation.

Everyone in the department needs to understand that all tenure-track and full-time instructor appointments are made by the President. Having received departmental recommendations (and after interviewing the top candidates and reviewing their files), the dean makes recommendations to hire to the VPAA. Once the VPAA receives approval from the President, he or she delegates to the dean the authority to make appointment offers. Appointments are made through written notification from the President's office. No faculty members may be appointed without written notification.

While department chairs are not authorized to make verbal or written commitments on the terms and conditions of a candidate's employment, chairs do have the responsibility to make recommendations. The department recommends the candidate's offer, including rank/step, tenure/no tenure, number of years applied toward tenure, and other special circumstances. The dean and the chair may ask that the committee send the top names in a ranked (or unranked) list so that the dean may request permission of the President to make a second offer if the first candidate rejects the offer.

When you and the department have decided on the offer you wish the university to make, meet with the dean to discuss the department's recommendation and request. In writing, request the dean's permission to hire. The dean, in turn, will need to receive authorization from the upper administration.

If the candidate accepts the offer made by the dean (or chair), you will probably wish to speak to the individual immediately regarding his or her duties and teaching.

If the candidate rejects the offer, discuss with the dean the possibility of further negotiation if you feel this is warranted. If not, discuss other options with the dean (e.g., considering another candidate or extending the search).

As chair, make sure that rejected candidates receive written notice of their status as soon as possible. Before sending a rejection letter, though, check with the VPAA's office to make sure your top candidate has been secured in writing; you do not want to lose your number two choice prematurely if number one does not work out.

Fall Semester

When you have the new faculty member on board, do everything you can to provide the support necessary to ensure that her or his first experiences in the department are productive and positive (For more information, see "Evaluator and Supervisor.")

Temporary Faculty

Many departments hire temporary faculty to teach some courses. Temporary faculty are not on tenure track and thus should be given no expectation of permanent appointment. (In fact, adjunct positions are considered vacant at the end of the appointment period.) However, many tenured faculty members started their careers at HSU as temporary faculty. Understanding this is important since candidates known by the department often have an advantage if a tenure-track position becomes available. Thus, the selection process for temporary faculty is a very important one not only for the students but also for the department.

Full-Time Instructors

The procedure for hiring instructors is similar to that described above for tenure-track appointments. One important difference is that these positions are filled on a year-by-year basis. As department chair, you should look at your curricular needs to help determine the type of experience and background the department needs and whether or not an instructor rank is sufficient for the courses offered.

The following process can help your recruiting of full-time lecturers proceed smoothly:

- Discuss departmental needs with your dean as early as possible;
- Request approval, in writing, to initiate recruitment;
- Upon approval of advertisements, send position announcements to universities, businesses, government agencies, and other places from which potential

candidates may be recruited; (Chronicle of Higher Ed; professional newsletters, journals, etc.)

- As responses are received by the department, keep a log of all applicants.

If the process is approved, you can ensure that a department search committee is established and begin interviewing prospective candidates. Whenever possible, ask a standard set of questions and follow a predetermined set of procedures. The following checklist can be useful (however, for more detailed information see *Faculty Recruitment Manual*):

- Allow all tenured members of the department faculty to give input on the top candidates before a final decision is reached;
- Request permission to hire, in writing, from the dean. Departments normally require a teaching load of 15 hours per semester since full-time instructors do not normally serve on committees or do the same level of advising as tenure-track faculty;
- Make an initial offer to a candidate. Explain the rights and obligations of a faculty member (benefits, teaching load, office hours, and so on).

Once again, when you have successfully recruited a full-time instructor, do whatever you can to make the person's experience in your department a positive one and help the person be successful. Introduce the individual to other faculty who have taught the same classes. Make the person feel that she or he is a valuable member of your department.

Part-time Adjuncts

Part-time faculty teach substantial numbers of students at HSU, and they play significant roles in many departments. When faculty take leaves, go on early retirement, accept duties with assigned time, win grants and contracts, and so on, you will probably need to replace them in the classroom with part-time faculty.

You have primary responsibility in the hiring of part-time faculty. Since adjunct faculty teach a reduced course load and are hired as needed, departments should be aware that these faculty maintain no obligation to the university beyond their appointment period. This may, in part, determine the types of courses taught by adjuncts (day versus evening, core versus elective versus G.E.) As chair, determine where the adjuncts can best serve the students and the department.

Departments that regularly hire adjuncts maintain a pool. This pool should be updated regularly, at least once each year, by sending out announcements of position openings. The Office of the President sends out announcements each July for the upcoming academic year. The dean will notify you when positions need to be submitted for advertising.

Once you have found suitable candidates for adjunct positions, initiate an authorization to

hire through the dean. There is an *Authorization to Hire* form that must be completed and signed by the prospective adjunct faculty member, the chair, and the dean before going to the VPAA office for final approval.

- Know the guidelines for hiring part-time faculty
- Determine the most eligible candidate from the pool. If the appointment is to be made at any level other than the previously agreed-upon level, discuss the appointment with the dean (i.e. to teach 3 courses rather than 2);
- Maintain contact with the dean's office in terms of tracking part-time funding.

Staff

No department can function without dedicated staff. Your department staff must be able to work well with students, especially students having problems; with other staff members in the department, in other departments and in the college office; and with faculty. In most cases, the staff is your department's face to the world: most students, other department's faculty, administrators, and staff, as well as individuals from beyond the campus community, interact with your department staff before they talk with you or another faculty member. The staff's interpersonal skills are paramount.

While you may have specific departmental needs for people with excellent computer, organizational, or writing skills, remember that the day-to-day life and culture of the department rests heavily on the individuals in department offices and labs. Moreover, departments have periods every semester with intense activity--heavy foot traffic and phone calls. Many department staff positions require an ability to handle stress and lots of people. Bear this in mind when establishing priorities for your department staff hiring.

Full-Time/Part-time Staff

Recruiting for a staff position requires attention to correct procedure. The following checklist should be helpful:

- Determine your staffing needs with the dean;
- Write a job description. If this is an existing job, a job description already exists;
- Contact Human Resources for information and requirements pertaining to the hiring process;
- Establish the job duties and the expectations of the prospective employee; update the criteria as necessary. Human Resources will determine the level of the job;
- Determine, with the help of Human Resources, if the job will be advertised exclusively on campus or if it will be available to external applicants as well. Determine the close of the application period;

- Determine who will screen applicants that meet the minimum qualifications. Inform Human Resources of your recommendation;
- Upon the close of the application period, screen candidates and determine those that meet minimum qualifications. After determining your final applicants and prior to scheduling the interviews, the committee chair should consult with Human Resources for clearance of final applicants and a review of procedures. For purposes of equal employment opportunity and other contractual requirements, maintain a careful record of interviews and a rationale for the selection process;
- Make sure that interview questions and procedures are the same for all candidates and they have been approved in advance of interviewing;
- Make sure forms and records of the applicant evaluation process are maintained and submitted to Human Resources;
- If you did not administer the selection and interview process, you may wish to have a second interview with the final candidates;
- Upon authorization from Human Resources, make an offer to the highest-rated applicant. If the offer is refused, make an offer to the next highest-rated candidate;
- If no acceptable applications are received, extend the search period;
- Remember that an official appointment is made by Human Resources.

Work Study Students

Departments are awarded a set number of work-study positions each year. Before recruiting, consult with your department members. They may, for instance, want specific help in proctoring, laboratory coverage, or other areas. When you have determined your department's needs, identify students who meet your qualifications. If you do not have students in your departments who qualify for the positions, you may advertise. The following procedures may be useful:

- Write a job description, including minimum requirements, salary, and hours;
- Advertise. Often the Financial Aide Office will post available positions on the bulletin board in the Post Office. Interview the applicants who meet minimum requirements;
- Schedule interviews between applicants and faculty and staff as appropriate.
- Make an offer to your top candidate.
- If you have questions regarding work-study positions, contact the Financial Aid Office.

Summary

Educational excellence requires recruiting and retaining dedicated faculty and staff. Personnel decisions can promote departmental vitality through increased enrollments, increased student involvement, and increased intellectual and cultural diversity. Every faculty and staff member of the department can contribute to this growth. As chair, you are the department's guide and conscience. Your leadership is vital in recruiting the faculty and staff that can best carry out the mission of the college and the university. Moreover, your support for those individuals once they have been hired can help to create an environment in which faculty, staff, and students can flourish.

Checklist for Chairs as Recruiters

- Issue guidelines to the recruiting committee before the process begins.
- Determine a recruiting budget, if any, for such things as candidate travel, and meals with faculty.
- Know what types of questions can be asked in an interview and what types of skills can be demonstrated by candidates in an interview or presentation.
- Alert tenure-track candidates to expectations for promotion and tenure.
- Do not be afraid to ask questions.
- Be sure the process meets all university guidelines for equal opportunity employment.
- Apprise your dean of the progress for each hire.
- Follow through on all paperwork and make sure it is done correctly. Do not expect others to catch your mistakes.
- Provide support for your new hires once they are part of your department.



V. EVALUATOR AND SUPERVISOR

Overview

A chair evaluates staff performance and may make promotion, tenure, retention, and merit increase recommendations for faculty. As a mentor, a chair works to develop each faculty and staff member's special talents and interests. At the other end of the "niceness" continuum, the chair deals with unsatisfactory faculty and staff performance and can recommend discipline or termination of a faculty or staff member.

Conscientious and constructive evaluation and supervision directly affect the quality of the staff and faculty, the department's reputation, and the efficient functioning of the department. In acting as evaluator and supervisor, you will find that you integrate skills found in your roles as educator, leader, counselor, and manager.

Ongoing Supervision and Evaluation

To be most effective, supervision and evaluation are not limited to formal occasions but occur constantly. If you hear something good about someone, remember to express congratulations or thanks with a few words in the hall, a brief office visit, a phone call or an e-mail message. If some action is especially praiseworthy, taking the trouble to put your thoughts in writing gives the recipient a way to document his or her good performance. You can send letters of commendation (or complaint) to be placed in the official personnel files maintained by the Office of Academic Affairs if you wish. Letters containing information that might be useful in promotion and tenure, merit, or other like decisions should be kept in the files in your office. If you place anything in a faculty member's file, notify the individual that the material is being placed there. If the material is negative, he or she can place a rebuttal in the file as well.

All material placed in an official file must be identified by source. If you receive an unsigned letter making various allegations, you may write and file a report saying that, on a given date, you received an unsigned letter that made some allegations of a general sort (e.g., failing to meet academic obligations, making offensive comments), but you should not repeat the specific allegations. After filing the report, discard the unsigned letter.

Problems

Problems are not pleasant, but when they arise, deal with them promptly. Chairs often become aware of problems by receiving complaints from students (some professor is always late for class or does not return papers; the department secretary was rude), or from faculty (some other faculty member keeps missing committee meetings; the technician is not getting work done promptly), or from staff (some professor never gives necessary information in time; the student worker keeps giving out incorrect information).

When you receive a complaint, discuss it promptly with the person(s) concerned. Do not assume that the complaint is warranted until you have heard the other side. You can just say you have received this complaint and want to know more about it. If, after hearing the employee's side, you decide that the complaint is groundless, get back in touch with the person who originally complained and explain your belief that the complaint does not warrant action. If that person is unhappy with your action, advise her or him to talk with the dean.

If you decide the complaint is warranted, work with the employee to get an appropriate resolution. (Guidelines in "Role as Counselor" may be useful to you.) Then you need to make a decision. One possible course of action is to continue to work with the employee, monitoring performance as you deem appropriate. Another course of action is to place some reference to the complaint episode in the employee's official file. If you received a signed written complaint, you might place that in the official file. If you do not have a written complaint identified by source, you might prepare a brief report and place it in the file.

One way to avoid agonizing over a decision for each episode is to tell your faculty and staff that you will always file papers about complaint episodes and their resolution, and then do so. Following this policy insures a good record when repeated complaints occur. And, since experienced evaluators know that scattered complaints occur about everyone's performance, one or two complaints in a file are not a threat to anyone.

Repeated Problems

If you repeatedly receive complaints about an employee or become aware of ongoing problems, you must decide whether or not to deal with it--two unpleasant choices. For faculty or staff problems, speak with the dean. If you decide **not** to handle the issue, figure out how you are going to handle the complaints that will continue to come in. In the long run, as you might guess, it is usually better to deal with it.

If you decide to handle it, plan a course of action such as the following. Arrange a meeting with the employee. Say that we have a problem, and describe it (e.g., you keep having to placate complaining people; you are responsible for enforcing rules that the employee is not following; you feel uncomfortable with the way the employee is acting). Ask the employee to help you solve your problem. **Listen**. If the employee does not make a helpful suggestion, make some suggestions yourself and come to an agreed-upon plan

of action. Then set another meeting date to evaluate how well things are going with the new plan. (If you decide to use this course of action, do not omit the last step; setting a follow-up meeting is the key to getting real behavior change to occur.)

If repeated attempts to improve the situation are unproductive, use the formal evaluation procedures described below to spell out specific goals and timetables that must be met. You can get help from the dean or associate dean. If the situation worsens, the next level of escalation may be to have your dean file a formal reprimand. Consult the Faculty Handbook, consult with the dean, and talk with the vice president of academic affairs. The final level is dismissal procedures. Obviously, this will be a difficult situation for all involved.

Serious Infractions

Theft, actions against the safety of persons or university property, and the disruption of programs and/or operations are subject to suspension without pay, demotion, or dismissal. Talk with your associate dean or dean for further information.

Grievances

When an employee feels wronged by the university, she or he may file a grievance. Grievances do happen. If an employee threatens you with a grievance, recognize that a grievance is an appropriate action for an aggrieved employee. Seek advice from your dean or consult with a representative from Human Resources before taking action.

Evaluation of Staff

A supervisor's periodic performance evaluations are required for every staff member. Human Resources will send your department an evaluation form for each employee at the appropriate times. The supervisor must complete the form, visit one-on-one with the staff member about expectations and performance, and return the signed form to the Human Resources office. Each staff member begins with a six-month probationary period. This period gives the employee a chance to decide whether she or he wish to remain at the University, and it gives you the opportunity to determine whether her or his qualifications meet the requirements of the job. Once the probationary period ends, the evaluations are on an annual basis.

There are important legal reasons why you need to complete staff performance evaluations in a timely fashion. They provide 1) a basis for awarding permanent status; 2) documentation for rejection during a probationary period; 3) documentation for disciplinary action or dismissal; and 4) documentation for granting or denying merit, and/or, salary increases.

On a more positive note, periodic evaluations can be an opportunity to improve communications. You can reaffirm performance goals and standards and clarify the expectations of a staff member. You and your staff member can discuss and identify

experiences or courses that might help to improve or expand job-related skills, and you can use these occasions to encourage professional and personal growth or career development.

The following are some ideas for conducting a periodic evaluation:

- Suggest that the staff member prepare a self-evaluation to assist you in preparing your evaluation;
- Prepare a draft of your evaluation, allowing for the possibility of making revisions;
- Be sure to acknowledge both the positive aspects of the staff member's performance and any areas needing improvement;
- Schedule a discussion date with the staff member in advance and make sure there is enough uninterrupted time for the two of you to meet;
- Send your draft evaluation to the staff member in advance, making clear that revisions are possible;
- Encourage the staff member to participate actively in the discussion;
- Listen to what the staff member has to say;
- Involve the staff member in identifying ways to improve performance;
- Set new, mutually agreeable performance objectives.

Following a fair and impartial process will reduce the possibility of having unhappy and dissatisfied staff.

Evaluation of Faculty

As department chair, you are responsible for ensuring the evaluation of faculty; attention to the timelines and the procedures for faculty evaluation is especially important. It is extremely important that you keep current and accurate files on each faculty member. All annual evaluations must be in writing and on file in your office.

The process for evaluations is set out in the HSU Faculty Handbook.

Periodic Reviews

Faculty with part-time appointments (adjuncts) are evaluated only by the chair, with an opportunity for peer input. Temporary faculty with full-time appointments are evaluated annually following the Faculty Handbook procedures for all full-time faculty. Student evaluations of teaching performance are required for all periodic reviews.

For temporary faculty, periodic review can be an opportunity to assess strengths and areas in need of improvement in both knowledge of the discipline and instructional

approaches. Classroom visits are appropriate and can be very useful. However, if you employ classroom visits in your review process, you or your designee should make two or more visits so your judgment of teaching performance is not based on just one instance of time and circumstances. It is also important that you (or your designee) discuss the performance criteria being considered and set-aside time to discuss observations and provide constructive feedback.

While it may seem that the evaluation of temporary faculty is not as important as that of tenure-track or probationary faculty, remember that these faculty are having an impact on students in most of the same ways as the permanent faculty. Moreover, these temporary faculty often become your pool of potential tenure-track faculty.

Annual Evaluations for Tenure-Track Faculty

During the third year of a tenure track appointment, the faculty member shall undergo a rigorous pre-tenure review process initiated by the Department Chair. You must cover the areas of evaluation as outlined in the Faculty Handbook, including class visitations, and provide the faculty member and the dean a written copy of your report. Refer to the faculty handbook for current information about evaluation procedures for both non-tenured and tenured faculty members.

Performance Evaluations

You can make your role as a "judge" less onerous by engaging faculty members in developing a collective sense of expectations. These expectations should be discussed with junior and senior faculty members alike; the entire department should understand these expectations by the time evaluations are due.

For all types of evaluation the chair is responsible for adhering to the requirements of the faculty handbook. Some of the following points are worth noting:

- Faculty members and students contribute information to the evaluation of a faculty member;
- Information submitted may include statements and opinions about the professional qualifications and work performance provided by other persons identified by name;
- The evaluation criteria and procedures should be made available to the faculty member prior to the start of the process;
- A copy of the evaluation and supporting reasons should be given to the faculty member who may write a response for inclusion in her or his file;
- A meeting between you and the faculty member should take place to discuss your evaluation;
- All deliberations are confidential.

You have the responsibility to ensure that the tenured faculty participate in the review process, to set the tone for the process, to facilitate the smooth progress of the process, and to adhere to due dates.

All evaluation processes can be positive and productive. Evaluations of teaching performance can be used to improve student learning and satisfaction, provide constructive and specific feedback for an instructor, and identify resources to help the instructor. Evaluation processes can also provide support for the faculty member that will help her or him be an effective and contributing member to the department.

To build departmental commitment and integration, you can create opportunities for faculty members to articulate their personal and professional growth plans and make connections between personal goals with broader departmental goals. Most importantly, the evaluation can help faculty members identify their own performance goals and seek out resources that will help their teaching, research, and other areas of professional development.

Mentoring Probationary Faculty

The mentoring role of the chair is vital: having hired faculty who have significant promise for your department and the university, you are responsible for establishing a nurturing environment in which probationary faculty can develop happily and successfully.

The mentoring of junior faculty moves well beyond the promotion and tenure process. As chair, you can provide new faculty with advice and a listening ear. You can try to accommodate their needs and wishes in terms of the type and number of course preparations and help develop teaching schedules most satisfactory to their needs. You can steer them through the complexities of the department and the university as a whole, and assist them in using their time wisely and well. You also may wish to take on these mentoring tasks:

Orienting new faculty to the department. You may wish to meet periodically with the new faculty, talking with them informally about their teaching and other work. Also have a number of introductory meetings with both new and experienced faculty to cover important issues in the department.

Dispensing and discussing department, college, and university mission statements. If your department has a mission statement, make sure new faculty members have a copy (as well as copies of the university and college mission statements) and discuss what it means in terms of the teaching, research, and service objectives of the department.

Providing feedback on teaching. Classroom observations need not be relegated to the review or promotion and tenure process. You or a colleague can offer to observe a class and discuss with new faculty how to set up syllabi and assignments, develop effective classroom management strategies, and enhance students' learning.

Outlining a plan for overall professional development. Since probationary faculty may well feel overwhelmed by all that they believe is expected of them when first they come to the campus, you will help them tremendously by working out a coordinated professional development plan with them. A professional development timeline can be comforting and useful both for probationary faculty and for you and the rest of the department as you review their work and their professional promise and achievement.

Apprising new faculty of professional development opportunities. Many new faculty can receive benefits through programs offered by the university such as faculty development and faculty research grants. Let the faculty know when appropriate conferences or calls for papers come across your desk. Make it clear to probationary faculty that you want them to flourish in a variety of ways, and make them aware of existing opportunities.

Motivating Tenured Faculty

What can a chair do to re-energize intelligent individuals who have lost the fire and enthusiasm that brought them into academic life in the first place? Many department chairs find that motivating tenured faculty is one of their most difficult tasks. Some faculty are alienated or burned out: they may have taught the same classes in the same way for too many years; they may be on early retirement and teach only half the year; they may be disappointed by their students' skills, or they may not have adjusted to a changing student body or the changing norms in their discipline; they may never have achieved their own publishing or research goals. Even faculty who are still interested in their students or their research may no longer be motivated to participate in the department or in faculty governance. One approach is outlined in the chapter "Role as Counselor": talk with people, listen to them, try to find out what could motivate them. You may also be able to inspire jaded faculty by setting them up as mentors for probationary faculty. While assisting the new person, the more experienced individual may become renewed, interested again in the workings of the department.

Asking people for help can inspire them. You may want their advice on compiling a department history, restructuring the department's curriculum, or promoting the department within the community. Ask them. You can also help faculty members by reminding them of professional development opportunities. Are they eligible for a sabbatical? Would they be interested in a teaching exchange? Are there grants or fellowships for which they can apply? Sometimes a change of pace can invigorate faculty who are simply "in a rut" and have started counting the years until retirement.

Summary

Being an evaluator and supervisor of faculty and staff is a challenging aspect of the chair's job. Chairs are responsible for evaluating faculty performance, preparing promotion and tenure recommendations, assessing staff effectiveness, dealing with unsatisfactory faculty and staff performance, and initiating termination of faculty or staff members. Interwoven within these processes are also the roles of mentor and supporter of

faculty and staff growth.

In all these roles, the chair is in charge of creating a positive environment in which teaching and learning are of paramount concern and individuals are respected and valued.

Checklist for Chairs as Supervisors

- Supervising and evaluating faculty and staff are ongoing tasks for department chairs.
- The Director of Human Resources can help you when you have questions regarding personnel issues. The Assistant to the President for legal counsel can help you with employment issues related to equal opportunity non-discrimination (i.e. Equal Employment Opportunity, sexual harassment, and Americans with Disabilities.)
- If you want to place anything in an employee's file housed in the VPAA's office, ask the VPAA or the Director of Human Resources (staff) to do so and notify the person that the material is being placed there.
- Deal promptly with personnel problems.
- Document any faculty-related problems; write letters of explication; keep notes of difficulties, and place them in an official file.
- Use staff evaluations to improve communication and clarify expectations.
- Refer to the faculty and staff handbook and other helpful documents when dealing with the review process.
- Mentor junior faculty by helping them assimilate to the department and the university as well as by assisting them with teaching and research.
- Direct faculty to external funding opportunities for scholarly and creative projects.
- Work to reinvigorate alienated or burned out senior faculty and staff; provide them with support.
- Prepare a timeline for completing faculty evaluations; include the promotion and tenure dates.
- Talk to probationary faculty about their responsibilities in the promotion and tenure process; explain the obligations of other participants in the process.
- Provide information and prepare paperwork for members of the college promotion and tenure committee.



VI. COUNSELOR

Overview

A department chair is often called upon to counsel students, faculty, and staff on issues ranging from the trivial to the extremely serious. Many department chairs experience the following types of situations:

- a student complains that a faculty member has acted rudely in class;
- a clerical assistant feels overworked in the office or has been asked to do more than the job description allows;
- a faculty member is disappointed at not being granted a sabbatical leave;
- students are upset that an instructor has arbitrarily changed the date of an exam;
- the department secretary is irritable with callers on the telephone;
- a faculty member believes a student is suicidal;
- a faculty member is upset about a careless or irresponsible colleague.

Sometimes an individual seeks out the department chair to discuss a problem or concern. Other times, however, the chair recognizes that a situation has become unproductive and calls a faculty, staff person, or student into the office.

Remember that you are not alone: the university offers support of various kinds, including people trained in advising and counseling. If you encounter serious problems, ask your associate dean, dean, or another experienced person for help.

Listening and Establishing a Caring Climate

Much of your task as counselor can be accomplished if you establish a warm, welcome, and caring atmosphere in your department and office. In this environment, those who seek or need your counsel will feel appreciated and know you are listening to them. Among the ways to establish this climate are the following:

- Find some quiet time and create some privacy so that the individual will feel at ease. Listen carefully.
- Zero in on the most central concerns. The person is probably sharing more information than you need, but if you can help him or her focus on the one or two central issues, you can help the person considerably.
- Keep your mind open. Remember that your experiences, and therefore your perspective, may be different from that of the speaker. Ask clarifying questions.
- Paraphrase the speaker to make sure you understand what is being said. Do not be too quick with advice.
- To ensure accuracy, repeat back the important points.
- Jot down notes of significant points. Taking notes will tell the speaker that you care about what is being said, and the notes themselves give you a reference later on.

Giving Advice and Feedback

If, after careful listening and reflection, you believe that you have important feedback for the student, staff, or faculty member, the following pointers may be helpful:

- Ascertain that the person is ready for what you have to say;
- Stay focused on the individual and his or her words or behaviors, not your own needs or feelings;
- Give feedback on the things the person has the capacity to change;
- Give small amounts of feedback at one time;
- Be as prompt as possible so that the situation does not fester;
- Check with the individual after giving feedback to see if it was understood and if it was productive.

Overall, the cardinal rule to remember is that if you are unsure of how to respond, or what to do to resolve the situation, be certain to seek additional help and advice.

Confidentiality

Department chairs often have information about staff, faculty, or students which is private and privileged (for example, grades and employee performance records). In your role of counselor, you will frequently be told private and confidential matters; be certain to insure the integrity of the situation and keep such matters confidential. Federal laws and campus policies assure students, staff, and faculty have the right to privacy and have the right to inspect their own records and to challenge their accuracy. As custodian of such information, you should keep in mind that your discretion is essential. You should

not share information regarding individual students or employees of the university (such as information gained from private conversations, phone numbers, or addresses), and you should be sure to keep secure printed materials with such information.

Sexual Harassment

Sexual harassment includes such unsolicited and unwelcome behavior as sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. The university does not tolerate such behavior. This applies to students, staff, and faculty. If students, staff, or faculty members indicate to you that they feel they are being sexually harassed, you should immediately speak to the legal counsel. It is not your job to determine the merits of such accusations. It **is** your job to file a timely report. For further information see the Henderson State University's Sexual Harassment Policy.

Discrimination

Henderson State University does not discriminate on the basis of race, color, national origin, sex, age, marital status, HIV status, religion, sexual orientation, or disability. Our campus seeks to actively support both an academic and a work environment that protect individual dignity and promote mutual respect. Conduct which discriminates against individuals or abusive comments related to race, ethnicity, or sexual orientation are to be treated as harassment and should be immediately reported to the legal counsel.

Student Grievances

Specific steps exist for handling students' grade-related grievances (see the *University Catalog*,) but students may come to your office with a variety of other problems, some more readily solvable than others. Complaints range from the perception of being treated impolitely by a staff member to complaints of incorrect advisement by a faculty member. The first step in such cases is to listen to the student. Withhold judgment at the beginning so that you can really hear what she or he is saying. Use the counseling guidelines specified above. Also, you may find it helpful to ask the student what exactly he or she would like to do or ask you to do. (Does the person wish to file a formal complaint or simply let off steam?) If you need to hear from someone else to get a complete picture of the situation, talk with that individual privately. At this point, you will have to decide whether or not to facilitate a meeting between aggrieved parties.

If you are unsure how to proceed in a given situation, ask your associate dean or the dean of students for guidance.

Disruptive Individuals

The university defines disruptive behavior as that which interferes with other students, faculty, or staff and their access to an appropriate educational or work environment. Some disruptive behaviors, like physical assault, are clearly criminal. Other behaviors, though not criminal, may present serious problems and may be referred to your office. These include such things as habitual interference with the learning or workplace

environment, persistent and unreasonable demands for time and attention, intimidating or harassing speech, or verbal threats. Any of these situations calls for immediate attention. (For university police call 5089 and for health service assistance, dial 5289. If an emergency, dial 911)

Your ability to remain calm in the face of the situation is critical. Keep your focus on the situation and try to describe the behavior that must be changed. If the individual with whom you are speaking is extremely angry or agitated, allow him or her to vent for a brief time. Keep eye contact. Clearly and calmly set limits for the conversation: "Yes, I do want to hear your perceptions of the problem, but we cannot begin until you sit down and lower your voice." While being careful not to make any demeaning remarks about the individual, describe the disruptive behavior and indicate that it is inappropriate and will not be tolerated. Describe the consequences if the disruptive behavior is not corrected. See if you can arrive at a mutual agreement about a behavior change. If you judge that this is not possible, decide whether to attempt it again later or to refer the situation to someone else. Both the office of the vice president for student affairs and the dean will be very willing to help.

Emotionally Distressed Individuals

The department chair is often in a position to spot students, faculty, or staff members who are in distress. An individual who appears abnormally irritable, aggressive, or withdrawn or who has a sudden and unexplainable change in behavior may be experiencing emotional distress. The person may seek you out; more often, you will notice his or her behavior and may ask to establish a time to speak together privately. Let the individual know what you have observed and that you are genuinely concerned about him or her. On occasion, an individual who appears emotionally distressed may be exhibiting symptoms associated with a disability. If the situation seems out of control, contact the university police.

Summary

Since the chair is frequently called upon to act as a counselor, understanding basic techniques of listening, giving feedback, and creating a caring climate are essential. It is also important for the chair to become acquainted with the resources on campus which can be of assistance when you are dealing with distressed or disruptive individuals.

Checklist for Chairs as Counselors

- Be a good listener.
- Avoid personalizing a situation; focus on the problem.
- Do not talk too much.
- Stay calm, even when the situation is emotionally charged.
- Be sure to get all "sides" of the problem.

- Acquaint yourself with the resources on campus; there are a number of places to go for help.
- Follow through on the problem or difficulty; ensure that the focus of the problem is resolved.
- Maintain confidentiality.



VII. ACADEMIC ADVISOR

Overview

Students deserve useful and timely academic advising. Chairs are responsible for making sure that faculty members in the department are trained and available to advise both majors and non-majors. In addition, chairs must deal with grade disputes, handle new student orientations, maintain the currency of transfer courses, and make sure applications for graduation are complete and accurate.

Responsibilities of Department Advisors

The bulk of academic advising centers on questions of coursework. However, students also come to advisors with questions about career choices, letters of recommendation, and a myriad of personal problems. The primary role of the advisor is to provide students with academic guidance; when asked to advise students on their personal lives, you may just want to take some time to listen. For more information, refer to the chapter entitled "Counselor."

Advising Resources

You will find it useful to keep close at hand the *University Catalog*, the Schedule of Classes, and the campus telephone directory as well as departmental advising materials.

Advising Majors, Minors, Special Majors, and Graduate Students

The bulk of your academic advising is with students majoring or minoring in your department. Often faculty are asked to help advise undeclared majors as well. Make sure that you and all advisors are thoroughly familiar with your department's course requirements and with university requirements for graduation. Advisors should know how frequently courses are offered, whether they are more likely to be day or evening classes, when they might be offered during the summer (be cautious with this since class size often dictates whether or not a course can continue), and so on. Many departments maintain a handout or checklist for students so they can see their departmental course options and requirements at a glance. Such a handout can save time and ensure greater accuracy in your communications with students.

If your department offers a graduate degree, the advisors are probably familiar with the program requirements and options. However, graduate advisors sometimes forget that, like undergraduates, graduate students must fulfill university requirements as well as departmental ones. Also, since HSU graduate students usually have numerous responsibilities on and off campus, and departments with small graduate enrollments may not be able to offer required courses every semester, it may take them longer to finish their degree than counterparts elsewhere. Make sure their advisors remind them of the six-year limit for completion of degree.

General Education Advising

You have a responsibility to be familiar with the liberal arts core requirements, especially with how they relate to your major programs and to courses in your department.

It is often useful to remind students of the university-wide requirements for graduation (e.g., total number of units, junior/senior hour requirements, residence requirements, GPA, and so on) and of tests required for placement and graduation.

Career Choices

Students often come to advisors for advice concerning professional careers or graduate schools. Listening may be the advisor's most important skill in many of these situations: students may want simply to air options and ideas to a knowledgeable and interested faculty member. In these cases, probing questions and balanced suggestions, combined with a modicum of good information, can help students reach their own conclusions.

In some cases, however, students hope to receive specific direction in their lives. You should make sure that any information offered by you and other department advisors about career choices is current, and that advisors are aware of a wide range of useful resources and options. Students who are unsure of their career goals can also be referred to the Office of Career Services.

Letters of Recommendation

Advisors and chairs are frequently asked to write letters of recommendation for students

applying for jobs or to graduate schools. When asked to write such a letter, consider the request carefully. Agree to write letters only for candidates whom you can honestly recommend. In general, avoid writing letters for people you know only slightly or with whose work you are unfamiliar. If you do write letters for such individuals, state clearly the extent to which you know the person and his or her work.

In 1974, federal legislation gave students older than eighteen and their parents the right to review files in public schools and colleges. Applicants, thus, can view letters of recommendation unless they specifically waive their right to do so. If you have any reservations about the student, consider carefully whether you wish to write a letter of recommendation. You might even discuss with the person any reservation you have: "You were late to class almost every day, Joe. I'll have to include that information in my letter."

Avoiding generalizations and unsubstantiated adjectives, keep your letter objective, concrete, and accurate. Above all, be sure that the information you submit is fair and judicious. You want to help the candidate, but at the same time, you do not want to give inaccurate information to the recipient of your letter.

Grade Disputes

When students have questions about their grades, they will often come directly to the chair. When that happens, listen carefully and let them know the procedure for resolving a grade dispute. A copy of the grade appeal policy is in the catalog.

- The student should first discuss the problem with the faculty member.
- If the dispute remains unresolved, the student can come to the chair and explain the problem. The chair will attempt to resolve it.

Although the student may ask you to read a paper or exam that she or he believes was graded unfairly, be very careful not to make a judgment to the student regarding the grade. Avoid comments such as "This seems fair to me" or "I'd have given it an even lower grade." When students return to you after speaking with the instructor, meet separately with the instructor. In discussing the problem with the instructor, you may want to find out the criteria used to evaluate the assignment, the type of feedback the instructor gives to students, or the grading system used to arrive at a grade for the class. Most grade disputes relate to vagueness about grading criteria. Faculty should state clearly in their course syllabus how grades will be determined. This will protect them in the majority of grade appeals.

If student and instructor are unable to resolve the dispute after meeting with you separately, you may bring the two of them together in a meeting with you. In such meetings, the chair acts as a buffer, a neutral agent who clarifies issues, allows each side to speak, and lays out options for both parties. During the meeting, neither the faculty member nor the student should sense that the chair has taken a side; rather, each should feel that the chair's major aim is fair resolution of a problem.

Many times grade disputes are resolved simply by allowing the faculty member and the student to speak to each other in the presence of a neutral facilitator. If issues are still unresolved after such a meeting, you may suggest that the student speak with the dean.

Student Orientations

Each year there are mandatory orientation meetings for new freshmen. One important aspect of the orientation is a meeting with a representative of the student's major department. The chair may be asked to see that at least one informed advisor is present for the orientations.

These students want academic advising. They want to hear about: 1) the specific courses for which they should register during their first semester and subsequent semesters; and 2) how your program will benefit their professional development and career.

Transfer Courses

Many of our students are transfer students. For the most part, all general education courses (liberal arts core) will transfer from one institution to the next. Maintaining the currency of the equivalency courses in the major is an important responsibility of every department.

Summary

HSU students merit continued and expert academic advising. Effective advising will enable them not only to grow intellectually but also to meet the requirements of the university and to graduate. You and your department faculty should be ready and available to provide courteous and knowledgeable advising to students at all levels.

Checklist for Chairs as Advisors

- Listen carefully.
- Keep the *University Catalog*, Schedule of Classes, course list, HSU telephone directory, and this manual nearby for easy reference.
- Become familiar with university-wide and other major tests (CAAP, Praxis, etc).
- Have a working knowledge of resources such as the Counseling Center and the Office of Career Services that are available to students.
- Make sure your letters of recommendation are useful and accurate.
- Be prepared for orientations for new students.
- Make sure that transfer equivalencies are current.



VIII. PLANNER

Overview

Chairs constantly make short-term plans, scheduling classes for the following semester, managing budgets, and hiring part-time staff. However, if you are to maintain and develop a healthy department that will continue to flourish, your short-term decisions need to be based on long-term plans. As chair, you can assess the state of your department's planning process and help to ensure that everyone in the department participates in the process and understands the department's goals and objectives.

Short-Term Planning

A chair constantly faces pressing questions such as these:

- How many sections of our freshman course should we offer in Spring?
- Is it worthwhile having Professor X offer a new graduate seminar in Fall term?
- How can we attract more students to our junior-level classes?
- Shall I staff the freshman classes with adjuncts or full-time faculty?
- Should we hire someone to teach Professor Y's classes while she is on sabbatical?
- What equipment do we need to order?
- How can we increase the diversity of our adjunct pool?

- Where can we find office space for the new adjuncts we hired this Fall?

Most of your day-to-day decision-making will center on the issues discussed in "Manager": questions regarding money, personnel, scheduling, and space.

Departments that have developed long-term objectives and planning procedures not only are better able to solve problems but also have a process for the actual decision-making itself. With a strong planning process, you will find that, rather than making decisions alone and on an ad hoc basis, you have informed people to consult and a framework within which your decisions make sense.

Deciding to Plan

Naturally, there are factors that cause people to resist long-term planning. Planning takes time; planning can be threatening to the department's equilibrium; people may not be motivated to plan when the department overall appears to be doing an adequate job of serving students and keeping faculty and staff happy.

Your first task in this area might be an evaluation of where your department is in the planning process, how it has been done in the past, and whether that process was effective. Has the bulk of the planning historically been done by the chair or by a small group of faculty? Has the department had curriculum or scheduling committees that considered the future while handling short-term decisions?

In many departments, planning has been spotty or erratic: that is, some departments have rethought their graduate program but have not examined why their undergraduate major is losing students. Other departments have thought seriously about technology but have not analyzed whether their teaching methods and curricular offerings enhance student learning; yet other departments have focused on expanding and developing their major but have not re-examined their general education offerings.

In some cases, departments have lost sight of the "big picture": the relationship of the department to the university's mission; the relationship of their course offerings and instructional methods to student and faculty needs and interests; and the relationship of the department to the rest of the university and to the external community.

When you have done a simple analysis of where your department stands with regard to planning overall and how it has been handled in the past, you can consider how to proceed. You will definitely want to enlist the support and assistance of others. In small departments, the entire faculty and staff may become a planning committee; in larger departments, you will probably want to work with a selected planning group.

Faculty Retreats

One productive way to move your department into a planning mode is to hold a department retreat. Getting off campus removes everyone from campus distractions and helps establish a casual yet focused atmosphere. Departments might meet at a faculty

member's house, or, if department funds allow, go to a conference center or other site off campus. Periodic retreats focused on a particular topic or topics might work best. Topics of the retreat might include planning for a program review, assessment of existing curricula, or implementation of a new program. You might consider using a facilitator from outside the program to help structure group discussion.

Program Assessment

The first stage to the planning process is honest and thorough assessment. Informally, you can speak with colleagues and students inside and outside the department, talk with your dean and other administrators, and gain insights from employers, parents, alumni, and others outside the university.

Initially, some questions such as the following may be useful:

- What is our department doing most effectively?
- What programs seem to be the most successful?
- What do students like and dislike about our courses?
- How is our department responding to external pressures and challenges such as budget problems, competition, changing demographics, changes in the discipline?
- How does our department contribute to the mission of the university?
- What is the department's mission?
- What areas of the department are clearly in need of change?
- Are our students learning what they really need to learn to be successful after graduation?
- What will our department be like in five or ten years?

At some point, however, a more formal process will be useful. You may want to develop questionnaires or have a series of meetings with faculty, staff, administrators, and students. Solid data on key areas will provide tremendous support if you are going to make changes.

Departments may wish to gather information on areas such as these:

Curriculum. Most departments need to give their curriculum a long, hard look every few years. You may wish to look separately at the graduate program, the undergraduate major, and the general education classes, but eventually you need to look at the overall departmental offerings.

Your assessment should be both quantitative and qualitative, examining not just whether you are attracting or losing students but also the types of students you are drawing, their

level of satisfaction, and the responsiveness of the curriculum to changes inside and outside the university. How are you assessing what your students are learning? Are you using several methods for assessing their learning and their satisfaction with the curriculum?

Does your curriculum maintain an appropriate balance of theory and practice? Is your curriculum interdisciplinary, international in scope, technologically up to date? If not, should it be?

Then, too, you can look to the future. What are the trends nationwide in curricula such as yours? What areas will you want to enhance? What areas, quite frankly, should eventually be de-emphasized or dropped?

With a sense of your long-term curriculum needs and plans, you should be better able to make informed decisions on semester-to-semester scheduling, hiring, and budgeting.

Teaching. You may also want to have some frank discussions with faculty and students (and collect some concrete data) about teaching. What are the goals for student learning in your classes? What skills or information do you want your students to acquire? How are faculty assessing their students' learning? How is part-time and full-time faculty teaching being evaluated? What measures could be taken to improve teaching in the department?

Research. What types of research should the department be supporting and focusing on? How can faculty research support and enhance teaching and community service? What types of funding might be sought for certain types of research in the department?

Service Learning. Should service learning be incorporated into your department's curriculum? Could the department interact more closely with the university and the external community? What could faculty do to involve their students more actively in the community?

Staffing. What staffing needs does the department have? What skills and areas of expertise are the most necessary? Does your department need to increase the diversity of its teaching or clerical staff? Based on discussions you have had regarding curriculum and teaching, as well as a general sense of how long your current faculty will be with the department, you and your planning group should develop a good sense of what its full- and part-time faculty staffing needs will be. Similar discussion may have to take place regarding clerical and technical staff. As you discuss staffing needs and plans, you will also need to consider the possibilities of retraining your current personnel to meet changing needs.

Technology. The department's technological needs are related to administration, teaching, and research. Before buying blindly, the department should consider what types of technology can enhance the department's mission to serve students, help the department to operate efficiently, and support faculty and student learning and research.

Moreover, you may want to consider how faculty, staff, and students can best be trained to use the technology effectively.

Professional Development. Department planning should take into account the personal and professional growth of its members. What can the department do to support untenured faculty and to prevent more experienced faculty and staff from burning out on the job?

Faculty Roles and Rewards. What criteria does the department use to reward its faculty? Is the department giving adequate and consistent support to untenured faculty? Are faculty roles and rewards consistent with the department's and the university's overall mission?

Emergencies. How well equipped is your department and personnel to cope with an emergency? Your department should have at least a minimal number of emergency kits and supplies, and your faculty and staff need to discuss and be informed of emergency procedures.

Budgets. Money, naturally, plays a major part in planning. Good planning, however, leads to good budgets. If your department is flourishing--attracting students; maintaining a stimulating, active faculty and staff committed to quality teaching; developing a strong curriculum; and implementing a planning process that is responsive to the university's mission and the pressures of a changing society--your department will benefit from budget and resources allocations to support your work whenever possible.

Your assessment of your current and projected budgets should consider ways in which you currently spend your money and how it might be spent more efficiently. Once again, you will probably want to have frank discussions with your faculty and staff as you examine ways in which department monies have been spent historically and how they might be spent in the future.

Five-Year Program Review

A formal document that emphasizes academic program assessment and planning, the five-year Program Review, links planning and assessment with student, faculty, and resource needs. The Arkansas Department of Higher Education mandates this review.

To prepare the document, programs are provided with data for course offerings and enrollment history, student and faculty demographics, and grade distribution. Your review will also include results of ongoing learning assessment activities.

If your program is about to begin a five-year review, you may wish to schedule a planning/assessment retreat at the beginning of the academic year to jump-start the process, establish goals and priorities, and decide who will be responsible for various tasks.

A Vision of the Future

When your planning group has pulled together information on the areas you have chosen to assess, you can develop an overall plan for the department that includes 1) a reasonable evaluation of your current strengths and weaknesses; 2) a step-by-step approach to change that will be positive and not overwhelming to the people involved; 3) use of outcome assessment data to plan curricular change and innovation; and 4) a vision of what your department will be like in the future.

Based on what you know about the department, how can you make changes that accommodate a changing student body and changes in your discipline? What support can you expect from the state and non-state sources in coming years? What can the department do to enhance its position in the community? What modes of instruction in the future will best enable students to learn effectively in your discipline?

Sharing and Modifying Your Plan

Your department does not exist in a vacuum. As your planning process moves forward, seek assistance and input from others. You will want to consult with any of your own faculty, students, and staff who have not participated in the planning process so far as well as with your dean and associate dean, departments with whom you interact, and similar departments at other universities. As you get suggestions, you can modify your plans.

Implementing Your Plan

Part of your plan should include step-by-step implementation. You may want to put temporary changes in place while larger changes are in the works: for instance, you might want to start a pilot program while developing a more comprehensive revision of your major.

Implementing any plan is easier if you get help. As discussed in "Promoter," positioning the department in a favorable relationship with the rest of the university will help you make your vision for the department become a reality.

Summary

A department chair's day-to-day life is much easier when the department has a workable long-term plan. Having such a plan not only helps ensure internal and external support for the department but also enables the department to provide the best possible instruction, research, public service, and support for faculty, students, and staff.

Checklist for Chairs as Planners

- Make day-to-day decisions based on long-term plans and overall objectives for the department.

- Evaluate where your department is currently in the planning process and how planning has taken place in the past.
- Create a group of people to work with you on planning.
- Begin long-term planning by honest, thorough assessment of areas such as curriculum, teaching, research, service, technology, faculty roles and rewards, emergencies, and budgets.
- From informal and formal data-gathering, develop a vision for your department's future.
- As you develop a plan, share it with others and make modifications.
- Implement your plan in stages, modifying it when necessary.



IX. PROMOTER

Overview

Your role as promoter can be an essential element in your department's long-term success and growth. As a department chair, you advance the department's concerns, interests, and reputation within and outside the university. Given the size of this task, you will undoubtedly want to involve your faculty in this endeavor. After all, who can better advertise their achievements than the faculty themselves?

You are the official advocate for the department. You present the department's opinions on policy issues and its resource needs within and outside the university. In these dealings, you will benefit from being forthright, thorough, precise, and honest. Moreover, in the interest of maintaining relationships of mutual trust and respect within the department, and between the department and other entities, you will need to deal promptly and professionally with misunderstandings and conflicts.

What Are Promotional Activities?

Promotional activities span three major areas: (1) recruiting students into department programs; (2) advocating department interests within the university; and (3) serving as the primary link between the department and communities external to the university. Because interacting with a wide variety and level of people underlies most of these activities, the key to success lies in a strong ability to communicate your department's

strengths to those outside of the department. If you are successful, your efforts will increase public awareness of the strengths of your colleagues and your discipline, increase student enrollments, acquire a larger share of university resources, and enhance the department's reputation within your discipline and in the local community.

Promoting to Students

Promoting your department to students is an on-going job that occurs virtually every time you or another faculty member advises, instructs, or mentors a student. Because each interaction creates an impression, you need to persuade your faculty that students are indeed a valuable entity and deserve excellence in instruction, advising, and mentoring.

Reaching students not yet enrolled in your department or at HSU is a bit more difficult. To do so, your department can elicit aid from department alumni, employers, feeder school systems, Student Recruitment, and the Office of Admissions; you can also engage in dialogue with faculty, university colleagues, and the external community, both professional and local.

As noted in earlier chapters, the best promotional tool is a strong curriculum, course schedule that meets students' needs, and teaching styles that are up to date, flexible, and responsive to students' concerns. Without meeting student needs through your course offerings, schedule, and your teaching methods, you cannot effectively recruit students. Given the diversity of our student body, you will need to acculturate yourself, your faculty, and your staff to the needs of students with backgrounds and environments quite different from your own. Promoting a department requires vision, sensitivity, and ingenuity.

The following are some ideas for promoting your department to present and potential students:

- Develop and circulate brochures and other summary sheets detailing your department's strengths and offerings;
- Distribute a yearly schedule of classes that allows majors and minors to plan their time and provides students outside the department with information on available courses;
- Develop a newsletter on department activities, including information on students, alumni, faculty, and staff, and circulate it as widely as you can;
- Create a bulletin board or website that provides students with information on department activities, student clubs, professional activities, scheduling and course information.

Your ability to promote your department to students will have an exceedingly important relationship to the overall health and well-being of the department.

Promoting Within the University

Recruiting students into the department is just one aspect of promotion. You are also the link between the department and higher levels of the administration (primarily the dean) and faculty governance.

Faculty governance, which provides organized faculty input to administrative decision making, is the mechanism for informing administrators of problems that involve or span multiple departments. These organized links with other departments and higher administration make faculty governance a valuable tool for department promotion. If you know something about faculty government and become involved in its operations, you can gain visibility and political capital for promotional efforts. Hours spent in meetings may lead to substantial payoffs for your department.

To promote your department throughout the university, you may want to use some of the strategies we outlined for promoting to students--a newsletter can be a particularly effective promotional tool, for instance, for a wide range of people. Encouraging your faculty colleagues to serve on college and university-wide committees can also provide immeasurable benefits to the department since those colleagues not only enhance the visibility of the department but also bring back ideas and information useful for the department. High-profile events, such as lectures or workshops given by your faculty, advertised on campus and elsewhere, can promote the department while adding to the intellectual life of the university.

Promoting Outside the University

As liaison between the department and the internal workings of the university, you have the opportunity to obtain additional resources for your department. State funding is always uncertain. An ambitious chair will want to look to external agencies, donors, and the external community for possible help in acquiring funds for necessary equipment, professional development, and technological support. You may want to use some of the following ideas in your external promotion efforts:

- Work with your dean to establish priorities in order to request support from the Academic Vice President, the Budget Committee, and/or the President;
- Stimulate your faculty's involvement in professional societies and conferences. A high-profile department attracts attention from local and even national funding organizations;
- Make it clear to your department that community service activities are valued in promotion and tenure decisions (such activities are part of the university's mission);
- Encourage and give credit to faculty and students who promote the department outside the university;
- Involve alumni in department activities, including curriculum development. While their input should not dictate the direction of the department or curriculum, they

can provide valuable input. Interested alumni are precious resources, and they can assist the department in significant ways.

Carrying the Message Back

Promoting department concerns to higher administration is only half of the link with higher administration. The other half involves communicating university and school policies and procedures to the department. As chair, you inform department members of the prevailing tides in formal and informal policies and procedures within the university. While this often includes informing faculty of well deserved rewards (such as release time), it can also include enforcement of procedural rules (e.g., you must provide your students with a course syllabus) and informal changes in university objectives.

Try to communicate information in a timely manner: delayed communication may be ineffective if the rumor mill has so distorted the "truth" that fact has become fiction.

Summary

Your role as department promoter is a balancing act. Student needs may be at odds with faculty needs; department needs may not have college or university priority in funding; and the communities external to the university may place certain demands on the department. The solution lies in maintaining a steady communication with all parties and in engaging as many faculty as possible in promotional efforts.

Checklist for Chairs as Promoters

- Avoid being the only fundraiser or promoter in your department: involve as many of your departmental colleagues as possible.
- Remember that your department's emeritus professors are a valuable resource for involvement with alumni and the external community.
- Consider creating brochures, newsletters, and other promotional tools especially for your department's programs.
- Be sensitive to the needs and interests of current students as well as those you would like to attract to your department.
- Participate in faculty governance and other group interactions on campus to stay abreast of issues relevant to your department.
- Keep your faculty apprised of both formal and informal procedures and policies.



IX. CONCLUSION: THE CHAIR AS LEADER

Overview

You are the department leader. You derive authority from documents, from the respect of your department faculty, from the simple fact that you are "the Chair," from your personal skills and background, and from responsibilities that have been delegated to you by the president, vice-president of academic affairs, and dean. Moreover, your own abilities to mobilize people and help create a vision and plan for the department establishes you as a leader.

Documents

Your authority as chair is derived in part from the following documents:

Letter of Appointment. You receive official notification of your appointment as department chair in a letter from the president. By appointing you department chair, the administration grants you authority. This is an academic-administrative assignment, which means that your term of office is at the pleasure of the administration.

The university grants you a small stipend for your chair duties during the regular academic year. An additional stipend is granted during the summer to cover summer registration (currently held on designated Wednesdays) and any other items that are time-sensitive and cannot wait until the start of the fall semester. It is understood that summer registration can hinder long personal or family vacations, conferences, and so on. You are responsible for seeing that someone—usually another faculty member—is available if you are away. If you are unable to be on campus for several of the registration days, you will probably need to either hire someone to cover for you, or forfeit your summer stipend so that another faculty member can be paid to help.

Delegated Responsibilities

While the university president is ultimately responsible for virtually all decision-making, a great deal of practical authority is delegated to department chairs. The dean imparts some authority to chairs via official policies and procedures, and by requesting or instructing chairs to accomplish tasks. University policies formally and informally delegate responsibilities to chairs.

As discussed in the chapter entitled "Manager," you sign documents that hire and fire and make sure people get paid, and you sign documents to approve absences. You sign for all expenditures of department funds, and you have the explicit authority to assign faculty to teach particular courses at particular times. As discussed in "Supervisor and Evaluator," you sign regular evaluations for all employees. This responsibility constitutes a significant part of your authority as chair.

Assuming a Leadership Role

Despite the existence of appointing documents and the responsibilities delegated to you, your position as department leader remains somewhat paradoxical. On the one hand, you are the highest-ranking administrative officer in the department (in the majority of cases, you are the *only* administrative officer). On the other hand, your real authority is ephemeral. You are constantly pulled between the priorities of the faculty and those of the deans and other representatives of the central administration. Conflicts between these priorities can severely test the leadership skills of a chair.

You may also find your leadership skills put to the test by conflicts between student groups, faculty factions, and alumni organizations. It is left to you to provide the leadership necessary to keep a critical mass of participants working together in facilitating the department's best interests.

Resolving incipient conflicts between various constituencies or individuals is, of course, an important leadership function. Your leadership requires a subtle combination of insight, luck, compassion, courage, and expertise. It also requires a good sense of what is fair, including a fundamental commitment to democratic decision-making.

Handling Legal Matters

Chairs are often cast in the role of mediator, conciliator, advocate, or judge; therefore, your role as chair involves legal obligations and risks of legal liability. As an employee of the institution, you nominally act as its agent: when committed within the scope of employment, your actions are attributable to the college or university. This means that you as an individual are not likely to have to pay damages for actions you take in the capacity of chair.

You should exercise restraint in the use of authority and follow strategies which a "reasonably prudent person" or someone of "good faith" or one who practices "fundamental fairness" would pursue. Be aware of what could constitute liable action; these include "arbitrary and capricious actions," "breach of contracts," "denial of constitutional rights," discrimination, defamation, and "fraudulent misrepresentation."

If you are conscientious and act with honesty and candor, you will probably avoid legal entanglements. However, if you are in doubt about the legal consequences of a course of action, seek advice within the university--check with your dean, the vice president for academic affairs, or the university legal counsel.

Mobilizing the Department

One aspect of leadership is motivating people toward specific goals. In the best of circumstances, your department has already reached consensus on its goals. If your department is not unified, you will have to use your planning and leadership skills to foster productive discussions with individuals and groups in order to move the department forward. Planning and leadership are inextricably intertwined.

Few people can single-handedly create a vital, smoothly functioning academic department; you need the support and assistance of faculty, staff, administrators and students. With effective leadership, you can bring together groups of people to work productively, assign achievable tasks to the individuals most likely to complete them successfully, and create a department culture that is congruent with the mission of the university, meets society needs as well as those of students and faculty, fosters quality teaching and scholarly pursuits, and encourages faculty, staff, and students to flourish and grow.

Attributes of a Leader

Given the minimal amount of authority associated with the chair's position, your leadership style is particularly important. It will be worth your time to think seriously about your own priorities and your unique approach to leadership. Some chairs use a strong, directive style. Others feel more comfortable exercising a style that emphasizes managerial tasks pertinent to the department's overall functioning and success. Yet other chairs employ a leadership style distinguished by the supportive manner they use with people with whom they work. Such leaders spend a lot of time listening, counseling, and commiserating. Others, however, employ a leadership style that highlights their ability to

effect creative change.

Leading an academic department is both an opportunity and a singular honor. With the fusion of good judgment, hard work, personal qualities, and the authority invested in you as chair, you can make positive, long-term contributions to the culture and success of your department and the mission of the university.

Whatever style best suits you, understand what it is and how to use it most effectively. Consistency will be one of your most valuable traits as you seek to be an effective leader.

Summary

Although your authority as a department chair is not written out in concrete language, you have authority by virtue of the letter of appointment, system regulations, and campus policies and procedures. In addition, your authority is derived from departmental traditions and support as well as your own personal qualities. Remember that no one leadership style is best: you will need to create a style that works for you, for your department, and for the constituencies you serve.

The multiple roles that emerge from the position of chair are synthesized in the overall role of leader. More than anyone else in the university, you can create a vision for your department and help it to achieve its goals.



APPENDIX A

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