College of Arts, Humanities, and Social Sciences

Chair Manual

2016-17

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Mission Statements

UAH Mission

The University of Alabama in Huntsville is a research-intensive, internationally recognized technological university serving Alabama and beyond. Our mission is to explore, discover, create, and communicate knowledge, while educating individuals in leadership, innovation, critical thinking, and civic responsibility and inspiring a passion for learning.

College Mission:

Arts, Humanities, and Social Sciences, which include the study of history, literature, philosophy, languages, social sciences, and the fine arts, are the heart of the core curriculum for each student at UAH. They also comprise an important component in the university-wide honors program. Those with substantial liberal arts exposure will have the advantage over people with narrow training whose careers fall victim to technological change. Studies have shown that liberal-arts graduates move up managerial ranks as fast or even faster than those trained in more narrowly specialized fields.

The fine arts bring pleasure and perspective to our lives. The music program takes students to the frontier of creativity with an extensive computer laboratory, in addition to, traditional performance opportunities. In today's trans-national and multicultural business world, programs in foreign languages provide the opportunity for students to study and assimilate the languages and cultures of countries they may be residing in or interacting with in their future business, political, scientific, or educational careers. Political science fosters the cultivation of skills in reasoning, synthesis of complex information, decision-making, and oral and written communication, as students are trained to think clearly, critically, and analytically. Philosophy helps students uncover the assumptions that underlie the opinions they hold and the questions they ask and subjects those assumptions to a critical scrutiny. Communication Arts students gain practical, critical, historical, and theoretical perspectives on human communication, preparing them for work, for social life, and for further academic studies.

Undergraduate study in the College of Arts, Humanities, & Social Sciences brings together faculty and students in an exciting atmosphere of creative learning. Within the framework of the requirements established by the Department and the College of Arts, Humanities, & Social Sciences, students design, in consultation with a faculty advisor, a bachelor's degree program of study fitted to their particular interests and needs.

Department’s Mission (insert here)

Dates and Deadlines

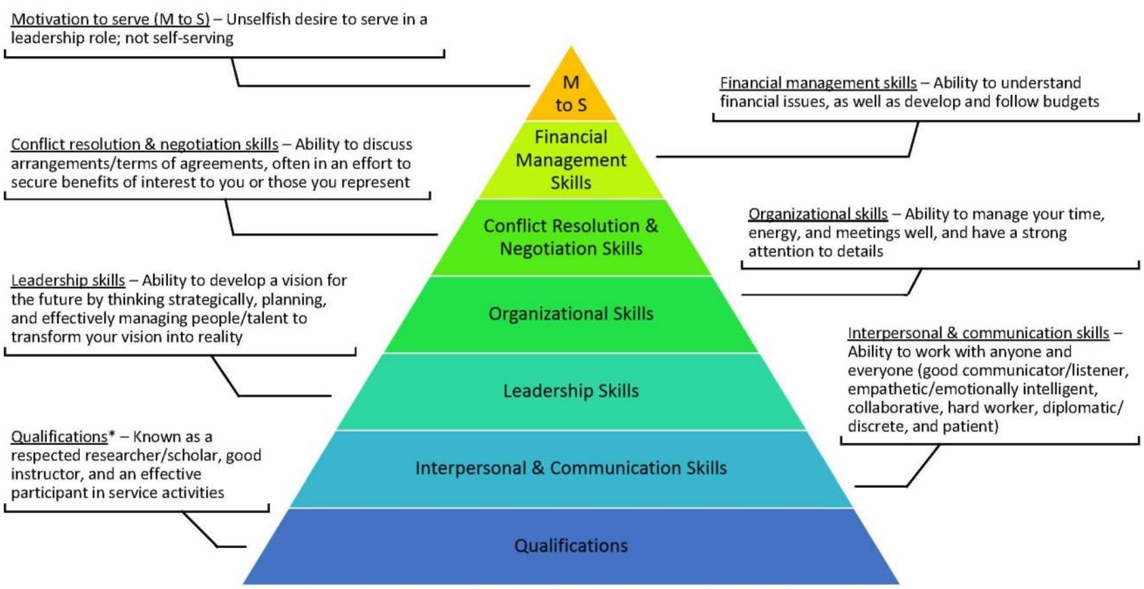
October	
1	Promotion and Tenure Review Process Begins—Dossiers Due to Chair
November	
1	Letters from Departmental Promotion and Tenure Committee **and** Chair Due to Dean
December	
15	Chair Notification to All (?) Candidates for Reappointment
15	Sabbatical Applications Due to Chair
January	
15	First Year Reappointment Dossiers Due to Chair
15	Chair's Recommendation on Sabbatical Applications Due to Dean
February	
1	Second through Fifth Year Reappointment Dossiers Due to Chair
1	Departmental Reappointment Committee Letter Due to Chair for First Year Reappointments
10	Chair Letter Due to Dean for First Year Reappointments
March	
1	Departmental Reappointment Committee Letter Due to Chair for Second through Fifth Year Reappointments
1	Dean's Letter to First Year Reappointment Candidates Due
31	FARE Due to Chair (Chair's FARE Due to Dean)
April	
1	Chair Letter Due to Dean for Second through Fifth Year Reappointments
30	Chair's Faculty Evaluation Due
May	
1	Dean's Letter to Second through Fifth Year Reappointment Candidates Due
15	Nominations for Promotion to Professor Due to Chair (or to Dean, if Chair is the Candidate)

Other Deadlines (subject to change)

August 31	Lab Fee Requests to Dean
??	Spring schedules of classes
Nov 1	Outcomes Assessment Report
March 31	Lecturer Evaluations to Dean's Repository (in non-reappointment years only)
June 10	Part-time Faculty Evaluations to Dean's Repository
2-4 weeks prior	Travel Requests
December ??	Summer and Fall schedule of classes

Department Chair Career Path Information Sheet

Competencies Needed to Become a Department Chair



Note: There are many ways to prepare to serve in a leadership position, such as Department Chair. Department Chairs are often elected/selected by the faculty in the department or are selected/appointed by the Dean. Some faculty members actively pursue becoming a Department Chair, but others that have not considered this before are asked to serve in this capacity. **These materials provide a framework for ongoing discussions among current Department Chairs and (newly) tenured faculty regarding the faculty member's future leadership career aspirations.** Department Chairs and faculty members may find these materials useful as a roadmap, and should use them in a way that best fits their department and the faculty involved in the conversations.

*Please note that it is preferable for faculty members to attain the rank of full professor before becoming a Department Chair.

Department Chair: Overview

The job of a chair is never routine.

A department chair is charged with focusing on the big picture, looking at the department as a whole and at the department's relationship to the college. But the chair is also charged with stewarding the day-to-day operation of the department. It is easy to drown in the minutiae of paper-pushing, to lose sight of the larger issues that should be of concern. The chair must balance small tasks with the large vision, as well as the job of chair with the continuing jobs of teacher and scholar. It is a daunting task to list all the things a department chair does: approving course substitutions, turning in the year's schedule, signing up new majors, and all the other small tasks. While these tasks need to be done, the real satisfaction of the job comes from things like shepherding young colleagues through the probationary years, conducting a successful search, or re-thinking the department's curriculum.

One's position in the department changes when one takes on the chair. Here are some of the roles generally expected of a department chair:

The big picture person

It's important for the chair to keep in mind the big picture--of the well-being of the department as a whole, of the department's place in the college, and of the needs of students. Of course it's good for all faculty to have such a perspective, but it is especially important for the chair consistently to weigh the needs and desires of individual faculty with the larger good and to model this perspective for the rest of the department. Some of the issues for which the big picture may need to be invoked:

In short, the chair has an important role in navigating between the interests of individual faculty and the good of the department. A chair should help faculty be realistic about how much of what they do can be chosen entirely individually and how much should be done with attention to the needs of others and in consultation with others. How much latitude is available will depend on the nature of one's department, particularly with regard to curriculum.

Leader

While the department chair is charged with many administrative responsibilities, s/he has a fundamental role in supporting faculty members in the department, ensuring a collegial working environment, and helping to sustain and improve the teaching and learning mission of the College as a whole. A chair must also protect the curricular integrity of the department, keeping it up to date and making sure it suits the needs of students and faculty. Leading a department is challenging, but can also be a highly fulfilling dimension of academic life. Department chairs who lead effectively not only manage budgets and curricula, they facilitate discussion of important issues, enable full and equitable participation of all colleagues, and help to develop consensus where there are divided opinions. They can also help to connect discussions within their department to matters of importance that extend to the College as a whole.

Guide/mentorfor new faculty

The chair has the obvious role of being the first resource for the vast array of questions any new person has. The most important thing you can do for the new person is to make them feel welcome as an integral member of the department and to convey to them that you want very much for them to succeed. Keep this welcoming attitude in mind when setting up the course schedule for a person's first year, something that will be done before they arrive on campus. Help insure their success by giving them, as much as possible, courses they'll feel comfortable with.

Liaison between the department and the administration

This is a key function of the chair. You are the person the Dean will turn to with regard to any issues facing your department, and you are the person who will go to the Dean with concerns initiated by the department. You are the representative of the department, a spokesperson, an advocate for the department. You are also the person who will be relating back to the department the perspective and concerns of the Dean. What happens when there is a conflict between what the department collectively agrees are its needs and what is presented by the Dean as the college's needs? The chair serves as the intermediary, conveying the department's perspective to the Dean, and the Dean's perspective to the department. If an issue is particularly contentious, the Dean may meet with the whole department. Here are examples of some of the issues that routinely call for the chair to consult with the Dean:

Gate keeper and face of the department

A great deal of unscheduled traffic comes to the chair from students, staff, and faculty. For this reason, it is essential that the department chair be available in the department. A chair needs to be more accessible than s/he might have been as a faculty member. This means that chairs have less access to one of the perks of faculty life--a relatively flexible schedule and the ability to do some of one's work away from the office. It's important to be in the office, with the door open, more than you may be used to, with certain times of the term especially important (e.g., at the beginning of the semester when students are adding and dropping classes). Prompt answering of e-mail will also be appreciated by all the people turning to you with questions. Much of this communication stems from the chair's role as point person for communication to and from the Registrar's Office, other departments, and the Office of Academic Affairs.

Role model

Colleagues will look to you as a model, and they will see what you're doing, in all kinds of ways. They'll see you at the office and at any departmental, college, or university social functions.

General Job Description for Department Chair

Department Chair Responsibilities

Advising and student engagement
- Advise majors on program of study and graduation requirements
- Consult with colleagues and students to identify issues, concerns and needs
- Organize or delegate organization of information sessions for current and prospective students on the major, graduate study, and other "life after UAH" options
- Approve credit for off-campus courses
- Approve major declarations for students without assigned advisors in the department
- Ensure appropriate reporting to the registrar (senior thesis information, distinctions in the senior exercise, etc.) and students awards
- Coordinate selection of finalists for departmental scholarships and awards

Budget
- Develop annual budget in consultation with department and academic coordinator
- Monitor department expenditures; sign off on purchases
- Oversee the development and submission of equipment and alteration requests in consultation with the department, the academic coordinator and the Facilities Office
- Coordinate preparation of requests for new faculty positions

Curriculum
- Coordinate department's curriculum
- Oversee the submission of course schedule
- Ensure accuracy of course catalog copy and oversee revisions
- Lead ongoing curricular planning and assessment
- Coordinate submissions to Curriculum Committee for new courses and for changes in major and minor requirements

Meetings
- Schedule and chair department meetings at least once a semester or as necessary
- Maintain records of meetings and minutes
- Attend department chair meetings

Personnel
- Recruitment of tenure-track, temporary faculty, staff and student assistants
- Act as mentor to assistant professors and visiting faculty
- Supervise support staff
- Set priorities
- Conduct and submit annual performance reviews of faculty and staff
- Review end-of-semester course evaluations for all department faculty
- Assess need for temporary faculty and submit to Dean's Office.
- Recruit and recommend new staff appointments with support from Human Resources

Maintain confidential and secure records of faculty and staff
- Mediate conflict
- Communicate concerns and issues to the dean of the college
- Engage in promotion and tenure reviews, including
  - Informing faculty of annual reappointment reviews
  - Advising junior faculty on dossier content and format.
  - Supervising the solicitation of external referee letters as necessary
  - Ensuring that the materials are made available to those participating in the review

- Forming reappointment, tenure, and promotion committees in consultation with the College Dean
- Writing an independent letter for faculty review/promotion
- Reviewing departmental grade distribution information, and discuss department grading norms as appropriate

Planning, Assessment, and Reports

- Develop Five-Year plans with input from colleagues.
- Develop assessment goals and outcomes with input from colleagues.
- Delegate responsibilities where appropriate for collection of assessment data
- Coordinate preparation of annual report (including assessment of learning outcomes and other special reports, e.g. diversity in the major)
- Prepare department letters of support for leave requests
- Coordinate preparation of self-study document for program reviews
- Respond to self-study reports
- Plan and coordinate faculty leaves and sabbaticals
- Work with Dean's Office on space planning and renovation projects
- Coordinate department assessment plan

Department Chair's Role and Responsibilities

I. Leadership

While much of the daily life of a chair is shaped by the managerial demands of the department, it is the leadership role that distinguishes the position from that of an organizational bureaucrat. Although new chairs rightly may feel that their academic training has not prepared them adequately for some of the challenges of the chair's responsibilities, it is within the domain of leadership that they will most often apply their professional skills and knowledge. Perhaps the most important quality of leadership is therefore the ability to understand the "big picture" that represents the interests of all faculty and students, beyond one's own narrow disciplinary focus and priorities.

Department Leadership: Overview

1. Responsibility for Department leadership rests primarily with the Chair, who agrees to perform this duty in support of the University, College, and the Department missions. It is the Chair's responsibility to create a professional and friendly environment that brings together all sectors of the Department, including faculty, staff, and students, to achieve its objectives.

2. Development of a shared vision is important, with input from all constituencies, including faculty, staff, students, administration, alumni, and employees. This process should include an evaluation of the Department operation to develop both short- and long-range plans including teaching, learning, the departmental assessment of student learning, scholarship, community service, program development, budgeting, student retention, faculty mentoring, diversity, and marketing to achieve the Department objectives. The Chair should implement the above plans by engaging the faculty, staff, students, and administration to achieve its objectives.

3. The Chair must be accessible to personnel and positively promote courteous and respectful treatment of students, faculty, and staff. The Chair should provide guidance and professional leadership in teaching and learning, as well as in those things that pertain to the Department operation. The Chair should create a positive and enthusiastic atmosphere, helping to develop interest among the faculty to interact and work in teams. It is also important to encourage productivity through recognition and reward for good job performance and achievements.

4. A department leader should strive to create a diverse academic environment by recruiting qualified faculty, staff, and students from different cultures and groups. The establishment of hiring expectations for faculty and staff is an important part of this process, with input from the administration and the current faculty and staff. It is also important that the Chair identify the strengths of the faculty, staff, and students and engage them to achieve established goals and objectives. This leadership approach will make the Department a productive and more enjoyable work place.

5. A department leader must have a professional interest in its success. The Chair should dedicate the time necessary to assist the faculty, staff, and students in achieving their individual goals, as well as the Department's objectives. The Chair must make a personal commitment to the professional development of each faculty member in the Department. Mentoring of tenure-track faculty is an important part of this process. Communicating tenure and promotion expectations to faculty and staff, providing these individuals with the necessary resources for success, and mentoring tenure-track faculty are all important responsibilities of the Chair.

Long-term vision

The daily rigors of academia can overwhelm faculty morale in the absence of a higher developmental goal that shapes individual faculty members into a community. The successful chair will inspire faculty to develop a long-term vision and take initiatives to move the department to “the next step”. This vision may include ongoing departmental curriculum planning and development, and the regular evaluation of teaching effectiveness and scholarly productivity, shaped around a set of collective principles and objectives. Part of the chair’s responsibilities is the persistent promotion of this vision across departmental activities, from student advising to faculty recruitment. In this regard, the chair is an agent of change whose leadership keeps the department in touch with the salient issues affecting not only the discipline but higher education in general.

Management style, power, and authority

A management style usually describes how an administrator makes decisions. The department chair’s management style will be shaped by key factors beyond individual personality traits, especially the scope of responsibilities assigned to the chair and the relative authority and power that accompany the chair’s position.

Because department chairs are appointed by their college deans and the provost, they are accountable to these administrators for “all aspects” of the daily operation and the professional development of their departments. With those responsibilities comes a modest degree of formal authority to direct resources or to enforce the policies and practices of the university and college. In addition, however, a chair has “position power” related to the distinction of being the chief academic officer of his or her department (Hecht, Higgerson, Gmelch, and Tucker, 1999). This power carries a measure of influence not only within the department but also with people external to the college, over whom they have no formal authority. In this regard, a chair can affect faculty development opportunities across the university as well as within professional associations. A third type of power is informally earned by the chair on the job through effective interpersonal skills, consistent credibility, transparent decision-making, and the ability to communicate to faculty how the institution works and to apply that knowledge to promote the best interests of the department (Holton, 2006). This sort of power may be the most important resource at a chair’s disposal to shape department culture, guide department dialogue, and nurture a vision for department development. Key to a chair’s successful leadership, however, is the ability to balance position power with engaged faculty governance. The long-standing tradition of faculty governance stipulates that faculty share predominantly in all policy decisions that involve the faculty personnel process, curriculum, admission, and academic standards. This shared governance is the foundation of the dual track personnel process and departments’ standing committees. In practical terms, effective faculty governance requires effective leadership from the chair to keep faculty members well-informed and to facilitate the making and interpretation of policy in ways that encourage the faculty’s full participation and investment in the decisions and responsibilities of the department.

Departments will vary in their expectations of the chair’s exercise of final authority. Some faculty members may prefer to have the chair make most decisions, while others will seek regular faculty involvement. In addition, some decisions mandate faculty involvement, such as curriculum changes and personnel decisions, while others do not. There is no magic formula; the best approach is a style of open communication and as much transparency in decision-making as possible.

Communication

Fundamental to leadership is the chair’s ability to maintain transparent and open communication about department matters with faculty, staff, and students. Severed communication between administrators and faculty members can breed distrust in an academic department, which can foster disruptive behavior and suspicion and erode morale. Some personnel matters cannot be discussed openly; however, faculty will respect reasonable confidentiality from a chair who otherwise is open to feedback and is transparent about non-confidential administrative decisions. It is also important that communication from the chair, whether written or verbal, be impeccable as a model of civil discourse, regardless of the tone and/or content of received communication. As its chief academic and administrative officer, the chair is also the official spokesperson for the department. In this position, there is little, if any, private speech when discussing matters related to the department, the college, and the university.

Constituents

Critical to the life and growth of the academic home department or school are groups and individuals outside the department. These may include departments (often in other colleges) whose curricular requirements include one or more courses from the home department. Multidisciplinary research projects can build networks of collaboration across departments. Professional accrediting agencies can also be stakeholders in sustaining curricular quality and rigor. Of special importance are the prospective employers of UAH's baccalaureate and graduate degree recipients. These businesses, agencies, and organizations can be fertile ground for student internships. UAH's regional proximity to a vast community-college network can facilitate potential partnerships between departments.

Department Climate
No other unit on campus has the multiple, and sometimes contradictory, characteristics of an academic department or division. Despite its pedagogical professional mission, the academic department can have an acutely personal quality as various faculty and staff personalities coalesce and collide, resembling a large family whose diverse members are bound together by common interests. At the same time, the professoriate is a highly individualistic enterprise. Philosophical and pedagogical difference can undermine a department's collective identity. The new department chair will quickly learn information about her or his colleagues that those within the faculty ranks may not know. She or he may inherit the wounds and excesses of previous chairs, including the consequences on faculty morale of neglect or mismanagement. As in any workplace setting, a faculty member's personal external circumstances may spillover into departmental and classroom interactions. It is the chair's responsibility to ensure that collegiality prevails within departmental affairs without becoming autocratic. This could mean taming the department pot-stirrer while promoting civil and healthy disagreement in departmental discussions. Maintaining an academic/employment environment that has "[r]espect for the intrinsic dignity of each member of the University community" is possibly one of the most important strategies for successful faculty retention.

Celebrating achievements
Faculty morale has its foes, some of which are beyond the ability of the department chair to control. One antidote, which is part of leadership, is to remind faculty of the cumulative force of their achievements. Whether through a department newsletter, a bulletin board, email announcements, or on a homepage, the chair can model pride in the accomplishments of the faculty, students, and staff. Not only will this practice help to ward off disappointments related to the daily grind, but it will enhance the sense of community effort that is fundamental to the sustainability of the academic enterprise. These are also excellent ways to stay in contact with external audiences.

College and university liaison
The chair is most effective when she or he works in tandem with the goals, visions, and plans of the college and the university. It is necessary both to be an advocate for the department when seeking resources and support from the dean and the provost; however, it is the chair's responsibility to support the decisions and goals of upper administration within the practices and policies of daily department life. This is perhaps one of the greatest challenges facing the chair: maintaining a balance between the directives of the dean and the provost and the expectations of demands of the department's faculty. An effective chair will be able to communicate and interpret perspectives to each constituency accurately and in ways that create trust and a sense of common purpose.

II. Faculty Evaluation and Mentoring

The purpose of the faculty evaluation is to help faculty improve and to provide information in career decisions. It is important that fair and honest evaluation happen for each faculty member. The evaluation process is especially important during the first two years a faculty member is on campus. It is important that open and honest communication between the Chair and non-tenured faculty continue through the tenure process. If any problems or questions arise, be sure to meet with your Dean or with Human Resources.

The most important aspect of this process is to communicate with the faculty member being evaluated.

Review Letters

The most valuable letters will achieve many of the following goals:

TEACHING

- Characterize the candidate's teaching effectiveness. This should rely on departmental letters, student evaluations and material that candidates submit (e.g., syllabi, statement of teaching philosophy, etc.) to gain a sense of a candidate's teaching profile. An assessment of a candidate’s teaching, above and beyond a reading of the student evaluations, is a necessary part of the file.

- Reflect on the role the faculty member has played in the department and the college. Characterize the kinds of courses a candidate has offered. If the candidate has taught mostly lower- or upper-level courses, explain why. Say whether the courses are required or electives, whether they serve the department, the college, or both. Show how the candidate's teaching contributes to the departmental and college curriculum. Has the candidate offered interdisciplinary courses or contributed to the FYE Program? Has the candidate designed non-traditional approaches to teaching? Has the candidate made use of the web? What new courses has the candidate developed?

- Reflect on the faculty member's development as a teacher. What is the trajectory of the candidate's development? What is the long story that course evaluations and peer visits reveal? If the candidate experiences difficulties in some course or courses, account for that. Indeed, account for anything that might strike a stranger's eye as odd or different

SCHOLARSHIP

- Place the candidate's scholarly, creative, or professional work within the context of the candidate's field. How does the candidate's work contribute to the field? What is distinctive about the discipline that those outside the discipline might need to know in order to evaluate the candidate’s work? What is unique to the candidate's professional work that might not be understoond (for instance the role of patents, grants, performances, exhibitions etc.).

- Characterize the quality of the journals, presses, professional, or creative outlets where the candidate's work has appeared. Say how the discipline values books or juried articles, museum exhibits or regional concerts. Explain the role the candidate has had in jointly produced work. Explain the significance of being first, second, or nth author/investigator on a particular project or grant.

• Place the candidate's scholarly, creative or professional profile within the context of the candidate's career at UAH. Speak about collaborative research with students. Comment on financial support, facilities, time constraints, released time (including pre-tenure sabbatical), and interdisciplinary work or work with colleagues at other institutions.

SERVICE

• Place the candidate's service within the context of his/her career.

• Characterize the nature and importance of the candidate's service. Point to particular achievements in the department or college and to examples of leadership. Characterize the kinds of service the candidate has done: mostly curricular or mostly administrative; mostly with students or mostly with colleagues. Characterize the candidate's work as an advisor.

• Bring to light any as yet unacknowledged service to the profession, the department, or the college. Be particularly aware of the kind of service that does not appear on a CV: the ability to move a departmental discussion forward or even to stop it in its tracks; the mentoring of peers or younger colleagues. Be aware, too, that while service on committees is a very important aspect of citizenship, service should not be construed only as committee work.

NOTE FOR CHAIRS: The Chair's letter plays an extremely important role in a reappointment or tenure case. The Chair's independent perspective should be reflected in his/her letter. This letter should also respond to the points and questions raised in the committee's letter. . If a department generally agrees about the evaluation of a candidate, the chair must still account for, and attempt to explain, the dissonant voice(s). If a recommendation is genuinely mixed, again, the Chair needs to offer a context for understanding the difference in perspectives. Ignoring negative (or positive) voices only provokes more questions for those reading the file. Cases must be comprehensively presented by the Department Chair.

Mentoring Junior Faculty Members

Junior faculty members look to the chair for advice about time allocation, office hours and accessibility, teaching strategies, how to make time for research, how to fund research, etc. This mentoring is very important for the new faculty member's development, and it is one of the chair's most important responsibilities. One way to approach this mentoring is to have regular meetings between the chair and the new faculty member. An article covering best practices for the mentoring of junior faculty by the chair can be found at http://faculty.washington.edu/olmstd/research/Mentoring.html.

Department chairs Checklist for Assisting New Faculty

Below are some suggestions for helping new faculty transition in their first year.

- Shortly after hire, send sample syllabi or other resources to help colleague understand UAH and department norms
- Provide contacts to help with housing
- Secure office space and ensure computer set-up or other resources
- Before classes, meet with the colleague to discuss room needs, other questions about departmental norms
- Week 1 or 2, meet with colleague to check in, and discuss potential class visits
- Week 6 or so, ask whether there are any questions about courses
- End of semester, ask colleague whether s/he has questions about dossier construction or student evaluations
- January, discuss teaching evaluations with contingent faculty to offer practical advice for improvement.
- May, meet to debrief how the year went. Ask about scholarly agenda (what were they able to accomplish in this first busy stressful year? What do they hope to accomplish before tenure?)

Part-Time Faculty (TBD)

The Chair is responsible for hiring and supervising all part-time faculty. This includes:

- Maintaining a continuous job advertisement with Human Resources
- Acknowledging incoming letters of inquiry and submissions of formal applications
- Interviewing suitable candidates and maintaining records of interviews
- Recommending candidates to the Dean (who then sends offer letters)
- Mentoring part-time faculty, especially in syllabus construction, teaching pedagogy, textbook selection, grading standards, and professional conduct, especially issues of student/faculty confidentiality
- Assign appropriate office space
- Update part-time faculty on important departmental policy, curricular changes, and other similar matters
- Maintaining morale

III. Dealing with Students

Recruitment and retention

Retaining and graduating majors and minors are, of course, paramount. Ensuring that those courses required for graduation are taught on a regular basis will help move majors and minors through the program in a timely manner. Student surveys also indicate that a sense of connectedness makes a substantial difference for student retention in a major. At the department level, a system of effective and personal student advising is essential, and the department chair can ensure if this system is functioning effectively and meeting students' needs.

Advising

At the heart of any department's instructional mission is a program of effective advising. In each academic year, it is the department chair's responsibility to know how many declared majors and minors are in the department, how many are incoming students (both freshmen and transfer), and how many students are close to degree completion. The essential contribution of academic advising to student success means that individual faculty members must be well-informed and carry out due diligence in the advising process. The chair provides oversight and leadership. To say the least, the chair should understand the department's curriculum, requirements related to limited admissions, course prerequisites, degree and emphases (if any) requirements, and so on.

Regardless of a department's advising structure, some advising tasks are likely to fall to the chair. Parents of prospective students may want to meet with the department chair in lieu of or in addition to meeting with a faculty advisor. The chair may be involved in summer advising when many faculty members are away from campus.

Student records

Student records are protected by the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended in 1998. They are available only to university officials with a legitimate, university-related educational or administrative interest and need to review an education record in order to fulfill their professional responsibility; this includes faculty members who may access student records only on a "need-to-know" basis. It is the responsibility of the department chair to safeguard the integrity and the confidentiality of student information available within the department, both computerized and print material. Hard copies of student records should be stored in a double-lock environment such as locked file cabinets in a locked office space. Without the student's prior written consent, this information cannot be shared by the chair, faculty, or staff with individuals outside of the university, including a student's parents, or with anyone inside UAH who does not have authorization to view such records.

Be aware that student records are confidential and must be secured.

Handling Student/Faculty Complaints

The department chair is often the first point of contact for students or faculty who wish to register a complaint or grievance regarding a faculty member. It is important for the chair to be informed of university procedures regarding grievances as outlined in the faculty handbook and the student handbook. In many cases, such complaints can be handled locally within the department by clarifying the nature of the complaint, collecting relevant information from the affected individuals and making a serious attempt to resolve disputes or misunderstandings at the local level without escalating the conflict. The chair should assume a neutral and unbiased role, preserve confidentiality when necessary and maintain written records of all written communication.

IV. Program Development and Curricular Integrity

Overview

The Department Chair generally initiates, develops and evaluates curricular programs and plans. In the spirit of shared governance, all curricular revisions should ideally include input from tenured and tenure-track faculty in the department. New or revised program and course changes may sometimes involve other units within the college or university and it is the responsibility of the department chair to inform and discuss such changes with appropriate unit heads. Additional responsibilities related to curricular changes are listed below:

- Publicize and promote new courses, existing undergraduate and graduate programs and specialized programs within the University and the community, as well as among perspective students.
- Coordinate certification/articulation of courses between the department and University articulation officers (e.g. Charger Foundation courses)
- Maintain and update advising and curriculum materials in the department.
- Articulate student requests and recommendations on curricular matters to the faculty so that the department curriculum is responsive to student needs.
- Formulate class schedules and catalog copy.
- Be responsive to new ideas, innovative courses and alternatives to existing programs as suggested by colleagues.

The Role of the Chair in Assessments

A list of responsibilities in helping the department develop an assessment plan includes the following:

- Ensuring that all syllabi in the department include the course's goals for student learning in the course. This is a requirement for accreditation. Ideally, these should relate to the department's goals for learning in courses at that level.
- Promoting faculty discussions of the characteristics of students (knowledge, skills, values) that graduates of the program should possess.
- Helping faculty determine how to assess those characteristics, such as deciding which samples of student work best indicate student abilities or how assessments can be built in to the normal work of teaching rather than added on.
- Supporting the work of faculty in conducting the actual assessments.
- Leading faculty discussions of the results of the assessments and the implications for the content and pedagogy of the curriculum.

Guidelines for Department Reports

Department reports should contain a summary of:

- Opportunities and challenges facing the department or program
- Enrollment patterns and/or pressures and curricular concerns
- Efforts to support the Strategic Plan, as appropriate
- Curricular innovations - both proposed and those in progress
- Personnel changes and/or anticipated changes
- Collective professional accomplishments, service, and activities of faculty, including external grants awarded or submitted, if applicable
- Space innovations/challenges
- Major events, lectures, and/or workshops

- Supporting faculty efforts to improve student learning in the program, such as building the courses or assignments that are likely to help students develop those characteristics and meet our high expectations.
- Supporting the writing and dissemination of assessment reports as appropriate.

V. External Relations

Some of the enjoyable aspects of department chair's responsibilities are the opportunities to interact with the department's external constituents, engage in fundraising activities to support the department and contribute to the external community through outreach and public service activities. This section summarizes these opportunities.

Alumni

Of all the department's representatives, alumni are among the most valuable ambassadors, helping to shape the public perception of the department's effectiveness in carrying out its mission within the framework of the public trust. The large majority of UAH graduates remain in the North Alabama region, making them important contacts for internships, conduits for new students, professional mentors for current majors, and potential donors during funding-raising efforts. Thus, part of a chair's leadership role is to encourage sustained alumni. Contact information for individual department's alumni can be obtained through the Office of Advancement. Some alumni maintain contact with their favorite professors. The department's homepage can include a focus on alumni news. And a regularly schedule "Department Week" can provide the opportunity for current students to meet and mingle with alumni, giving the latter a chance to contribute to the ongoing life of the department.

Advisory board

A departmental advisory board can be organized by the chair, with a potentially high benefit to the department. The advisory board should include key individuals who are stakeholders in the department's programs, such as alumni in high positions in various organizations in the region or other individuals with similar degrees and backgrounds who serve those regional organizations where your graduates find employment.

The purpose of a departmental advisory board is to engage these stakeholders to support your program, faculty, and students; and to contribute in a variety of ways. Advisory board members may offer feedback on the curriculum from an employer perspective, present guest lectures and seminars in classes to offer a real-world perspective to students, conduct mock interviews for graduating students, provide internships and job opportunities for students, provide project and outreach training opportunities for faculty, participate in fund-raising and recruitment activities, serve as spokespersons and ambassadors of the program, and establish scholarships and endowments. The chair can also invite advisory board members to departmental and award ceremonies and recognize them with service awards.

Fundraising

With public funding of universities on the decline, private and philanthropic gifts are increasingly important to the financial stability of any institution. While the director of development usually initiates and coordinates this type of fundraising, the department chairs are uniquely qualified to support the advancement office in identifying program needs and potential donors. Additionally, department chairs, if asked, are easily capable of speaking with donors or potential donors from a position of expertise in the discipline and, as the leader of the department, with passion for the discipline, as well as its students and faculty. In most departments, this level of advocacy is the extent to which the chair may be called upon for fundraising support, but in others - typically the arts - the chair is relied upon more heavily for nurturing donors and gifts from infancy through maturity, initiating donor events, and reporting on the stewardship of raised monies. Generally speaking, it is appropriate check with the Dean and Office of University Advancement before soliciting gifts or initiating any fundraising efforts.

Outreach and public service

UAH is committed to working with the community. Chair's are expected to assist in facilitating outreach efforts when and where it is appropriate to do so.

Appendix A: Faculty Recruitment

Note: Chairs are required to follow university procedure when it comes to hiring. Before following the advice given here, become familiar with the procedures found on the UAH Academic Affairs website.

Developing a Strategic Plan for Recruiting

In developing a strategic plan you should, in consultation with members of the Department and the College Dean, consider the following questions:

1. **What kind of department are you building?**
   - Programmatic direction
   - Professional competence and specialization of the faculty
   - Quality of instruction
   - Student needs

2. **What kind of faculty do you prefer?**
   - Academic balance
   - Teaching performance and experience
   - Academic preparation
   - Training and experience
   - Research interests
   - Publication record
   - Diversity
   - Prestige of candidate's graduate school
   - Connections with university and external community

3. **What does the Department/College/University offer?**
   - Working environment
   - Nature of student body
   - Support for faculty professional development
   - Geographical location
   - Cost of housing
   - Social and cultural amenities
   - Moving/relocation expenses
   - Employment/educational opportunities for spouse or partner
   - School for children in the surrounding communities
   - Specialized medical care in the area

Equal Opportunity and Diversity

Throughout the recruitment process, Department Chairs should provide active leadership in assisting the Search Committee reach these diversity goals. Faculty should be informed about ethnic/gender underrepresentation, statistical comparisons with student demographics, and state/national demographics.

Early in the search process, Department Chairs and Search Committee should consider meeting with a representative from the Office of Diversity about how to better diversify their candidate pool. The College recognizes the value of diversity in preparing our students to live and work in a culturally rich and varied world. As a result, search committees should:

- make and document efforts in advertisements and outreach that are designed in insure a large, inclusive pool of qualified candidates
- appoint diverse search committees
- write position descriptions that clearly welcome participation by underrepresented groups
- screen candidate applications carefully and with a sensitivity to hidden biases
- avoid selecting candidates based solely on familiarity with backgrounds or common experiences
- conduct on-campus interviews in a way that demonstrates the university values diversity and is hospitable to a broad range of faculty

Steps for Conducting a Search

Form a Search Committee

Form a departmental committee to conduct the search. The makeup of this committee is specified in the UAH Faculty Handbook, but it must include at least one faculty member from outside the hiring department.

Advertise the Position

Advertising the position is a major component of a good recruitment strategy. The principal goal is to ensure that qualified applicants from diverse sources throughout the country know about the position and are encouraged to apply. No effort should be spared in developing a large, and extremely diverse, pool of candidates.

- Prior to announcing a faculty vacancy, all relevant parties should agree on each major element of the position (e.g., rank, qualifications, eligibility for tenure and tenure upon appointment), how the position relates to the department's likely needs for the future, the expectations concerning the professional work of the faculty member(s) being recruited, and the resources that will be provided to help meet these expectations. In preparing the formal position announcement, please keep the following elements in mind:

  a. Ads should follow the advertising template found on UAH Office of Academic Affair's website.

  b. This is a recruitment document and your introduction of the institution to a potential applicant. The position and your department need to be described in positive, attractive terms. Particular attention should be paid to those elements that might make the position an appealing opportunity (e.g., the potential for program/new course development, interdisciplinary teaching, extracurricular programs, special facilities, etc.).

  c. As a general policy, advertisements for faculty positions should be tailored to attract the largest pool of qualified candidates possible. Highly specific language about professional pedigree, field specialization, and research focus could have the effect of discouraging viable applicants, thus resulting in a smaller, less diverse pool.

  d. The job description should outline the duties and expectations of the position, including teaching assignments, research requirements, and service responsibilities. Other elements of the job may be listed if they are especially important for candidates to be aware of at the time of application.

  e. Every job ad should specify the start date of the appointment (as well as the duration, when appropriate), the appointment type (tenure-track or non-tenure-track), rank (assistant professor, associate professor, lecturer, etc.), necessary qualifications, and the search committee's contact information. The posting must list the materials to be submitted by candidates—typically a letter of application, curriculum vita, a statement on research and/or teaching, and names of recommenders, along with the preferred means of submission (regular mail or electronic delivery). The deadline for applications should also be mentioned and should be no earlier than thirty days following the position's announcement in a national publication. To allow for the acceptance of late applications or the extension of a search, the job ad might contain statements such as: "Applications received by (date) will be assured consideration" or "Review of applications will begin (date). The search will remain open until the position is filled."

d. **Note: while web-based advertisements reach a wide audience and are standard in many fields, US Citizenship and Immigration Services require a print advertisement as part of the documentation in the application for labor certification.**

- Once the Position Announcement has been approved, the department places ads/notices in national associations newsletters or periodicals. Any expense is paid for by the department and/or College Dean.

- The search committee should also:

  a. Recruit at professional conferences and utilize on-line employment databases and services provided by professional academic organizations.

  b. Send letters to those universities having strong doctoral programs in specialized field(s) soliciting applications or nominations.

  c. Place telephone calls to chairs of departments where potential applicants may be found. Also consider calling known mentors of graduate students.

  d. Contact professional organizations that target specific populations (i.e., women, Hispanics, African-Americans, etc.) for their membership to inquire about including position descriptions in their national newsletters, and send letters to individuals and/or organizations who may know of potential diversity candidates. The committee then should follow up on leads provided.

  e. Distribute position announcements to all department faculty members, and professional colleagues.

Review Applicant Files

Departmental Search Committees should adhere to the following steps when reviewing applicant files:

- Acknowledge applications as soon as they are received and send an AA link to every candidate who applies. Establish a file for each viable applicant. Please, make sure all files are secure. Lost, misplaced or disappearing files can cause serious problems for the University. If files are incomplete, candidates should be notified and requested to complete their application file by sending the missing items.

- At the application deadline, determine which files are complete. At minimum, they should include:
  - A letter of application that addresses the specifics of the position announcement.

- A professional résumé or curriculum vita.
- Three professional references.

NB - The list above constitutes a minimum file. Search Committees may request additional, discipline-specific materials. (For example, a search in Studio Art might require a slide portfolio of an artist's work, or a search in Music might require a recording of a musician's performances, etc.) Committees may also wish to ask for evidence of teaching effectiveness (e.g., student evaluations, peer observations, etc.), statements concerning teaching philosophy, and similar documents.

- Develop appropriate procedures and criteria for evaluating applicant files. In formally reviewing application materials and selecting candidates, committee members should consider only the knowledge, skills, and qualifications of the applicant as they relate to the job.

- In preparation for the review of applications, the search committee should:
  - Establish criteria by which each applicant will be uniformly reviewed and evaluated for appropriate skills and qualifications
  - Establish the process by which the committee will move from the initial stage of reviewing applications to the stage of proposing candidates for campus visits
  - Be aware of biases and how they might impact the selection of candidates.

Interview

Prior to extending any potential invitations for a campus interview, the chair must request permission to conduct preliminary interviews.

Candidates still in the pool should have passed a careful evaluation of their education and experience which shows that they meet or exceed the minimal qualifications for the job. The purpose of an interview is to determine if the candidate is likely to be successful in the position. This is accomplished by collecting additional information concerning the applicant's job-related knowledge, skills, and abilities. The use of a structured, standardized interview procedure provides more reliable and valid information and is much less likely to violate laws and regulations governing the selection process. Planning the interview in advance, and perhaps using a structured question sheet, provides each candidate with the same or similar opportunity. The key to avoiding discriminatory practices is to ask questions relevant to the selection criteria established for the position.

Subjects not to discuss during the interview process:

- Age, Race, Marital Status	- Number of pre-school children
- Child-care arrangements	- Spouse's income, education
- Distance job is from their home	- Citizenship
- Plans to have children	- Current or prior medication/treatment
- Religious practices/beliefs	- Weight

<u>Suggestions for Interview Questions</u>

- Ask for information which will directly address the position description, and will influence your hiring decisions.
- Avoid "leading" questions (e.g., "We would prefer . . ."); instead, ask questions which will expand what you already know about the candidate (e.g., "Why?" "Could you describe . . .").
- Avoid questions likely to elicit a simple yes/no answer; instead, anticipate follow-up questions (e.g., "Could you give some examples?")

- Don't be afraid to ask questions which directly address departmental priorities as well as the University's core values. Remember: you are seeking a good match between the unique character of this institution and the unique abilities of the candidate.
- Make sure your questions do not focus on only one aspect of the position. Try to recall all of the ways in which we expect our colleagues to perform, both early in their careers as well as later on.
- While there are many personal questions you may not ask (see above), eliciting information that will provide insight into a candidate's personality or temperament can be quite relevant (e.g., how the person might behave in the classroom).

After final candidates have been selected request to conduct campus interviews.

- Make sure the Campus Interview Form is completed and approved before a candidate is invited to campus.
- Schedule campus visits as soon as final approval is received from the Provost.

Prepare for a Campus Visit

Prior to the campus visit, the Department Chair or department admin should:

- Notify candidates to keep all original receipts and forward to the department promptly for reimbursement.

- Inform them that they will be reimbursed by the University within approximately two weeks once all receipts are turned in to the Department Office. (Obtain the candidate's signature on travel form before departure from campus.)

- Prepare an itinerary for the visit for the candidate, and provide it to him or her as early as possible. Also distribute this itinerary to all faculty members in the department and all other interested parties. Itineraries should list all events associated with the visit, both formal interviews and informal social gatherings. If the Committee wishes the candidate to make a formal presentation, this should be listed. Expectations regarding such presentations should be communicated to the candidate as early as possible.

- The itinerary should account for all the candidate's time with particular attention given to:
    - listing the persons responsible for escorting the candidate between meetings, dining with the candidate, providing transportation, etc.
    - being specific about time and place;
    - allowing sufficient time between meetings for breaks, movement between buildings, etc.

Conduct Campus Visit

- It is extremely important that candidates be treated well during their campus visit. Keep in mind that we are selling the University to them just as much as they are trying to sell themselves to us. Also keep in mind that one department's treatment of a candidate may affect the overall perception of the University, which in turn may enhance or hinder future recruiting in other disciplines.

- Experience has shown that personal touches are extremely valuable in obtaining top candidates. Here are some suggestions to help make campus visits successful:

    - If candidates arrive the evening before the day of the interview, make sure someone contacts them. You may want to meet them for dinner if the hour is appropriate. Meet them for breakfast or make arrangements to take them to campus for the interview.

- Have an information packet ready for the candidates. If possible, give it to them prior to their coming to campus so that they will be better prepared to ask questions.

- While on campus, ensure the candidates are escorted at all times from place to place. Also, make sure they are properly introduced to their interviewer or audiences. When the interviews are over, make sure someone is available to take them back to the hotel or to the airport.

- Do not keep them waiting around. Candidates find this to be objectionable and rude.

- Ensure maximum faculty participation in meetings with candidates. Consider opportunities for meetings with students, staff, and (where appropriate) members of the campus community. Department Chairs should assume the responsibility of "host," and encourage widespread participation during the campus visit. Faculty should be fully informed, in advance, about the visit. Candidates represent the future of the department, and potential colleagues need to feel full "investment" in this future.

- If candidates require audio/visual support for a presentation, ensure that thorough preparations have been made, both for the equipment needed and the specific room to be used.

- Throughout the visit, people responsible for coordinating the process should find opportunities for expanding conversations with the candidate beyond just the job vacancy. Candidates are also interested in "quality of life" issues – so attention should be paid to information about the positive campus climate, the surrounding community, the diversity of the student body, and other hospitable factors.

- More informal, scheduled social events will also need careful coordination. Planning should be organized and thorough, especially regarding invitations, appropriate facilities, arrangements for food and beverages, etc. If candidates remain through a weekend, assist them in scheduling opportunities to tour the community, look at housing, meet informally with colleagues, attend campus events, etc.

- For all candidates, the campus visit should include interviews with the following:
    - Department Search Committee
    - Department faculty (individually or collectively, but an open forum is best)
    - Department Chair
    - College Dean
    - Students in the Department—either as an open forum or in conjunction with your department's discipline-related student organizations
    - The Provost, if he or she elects to interview finalists

- In interviewing candidates, make sure all candidates are provided roughly similar experiences and itineraries.

- The last "official" meeting on the candidate's itinerary should be an exit interview with the Department Chair. (In anticipation of such a meeting, the Chair shall first consult with his/her College Dean. Chairs must guard against making promises that haven't received the Dean's prior approval.) This is an opportunity to focus on specific candidate needs, including:
    - **Salary**: This must be within the pre-approved range. Again: the Chair shall consult with his/her Dean prior to any salary discussions with the candidate. The chair should ask the faculty candidate what salary expectations the candidate has.
    - **Resources to Support Research, Scholarship, and Creative Activity**: Chairs should be prepared to answer questions concerning campus resources.

- **Housing**: Be prepared to discuss availability, average rents, median housing prices, and similar issues. You may wish to acquire lists of realtors and/or real estate brochures, multiple listing advertisements, etc.
- **Employment Opportunities for Spouses and Partners**: You may wish to provide campus and community web addresses that advertise employment vacancies.
- **Area Schools**: Be prepared to answer questions about the K-12 (public and private) schools in the area.
- **Evaluation Process**: In addition to a brief overview of tenure and promotion issues (including potential credit toward tenure for prior service) you will want to provide some insight into departmental values and expectations regarding each of the performance categories.

- During the exit meeting, the Chair should also summarize the remainder of the recruitment process, including:
  - time period before decision is likely
  - who will contact candidate

- Following campus visits, the Department Search Committee should meet as soon as possible to consider all comments and recommendations before selecting the final candidate. Do this expeditiously. Delay in selecting the final candidate may cause the department the loss of their first choice.

Make a Recommendation to the Dean

Once the department has selected a final candidate, a recommendation should be made to the College Dean.

Appendix B: Faculty Recruiting Process Checklist for Department Chairs (2016-17)

What follows is a checklist to be used during the recruitment process for tenure-track positions.
The individual(s) typically responsible for conducting each step is/are indicated parenthetically.
Please refer to Academic Affairs for copies of necessary forms and procedures (www.uah.edu/academic-affairs/resources/forms)

		Completed By:	Date:
1	Request position from Dean (Department Chair)		
2	Obtain approval from Provost and establish pre-approved salary range (College Dean)		
3	Establish the search committee (Department Chair and College Dean)		
4	Prepare and submit to Dean's office the Authorization to Recruit Form (Form A) with supplemental materials: -PARF -Budget spreadsheet -Resignation/retirement letter (if a replacement position) (Department Chair)		
5	Create an advertisement; it must follow the template set by the Provost's Office (Search Committee)		
6	Prepare and submit to Dean's office an Academic Recruitment Plan (Form B) (Department Chair/Search Committee, College Dean)		
7	Once the Provost's Office assigns a log number and provides an AA Form link, announce and advertise the position (**Note: U.S. Immigration requires the ad appear in print**) (Department Chair or Search Committee Chair)		
8	Send AA link to every candidate upon receiving C.V. (Note: The Dean's Admin or Resource Manager records applicant information on the Applicant Worksheet (Form E); the Provost's Office completes columns C through E.) (Department Chair or Search Committee Chair)		
9	Develop the screening/interview process (Department Chair and Search Committee)		

10	Screen applications (Search Committee)		
11	Request preliminary interviews (Form C) (Department Chair)		
12	Conduct preliminary interviews (Search Committee)		
13	Submit to the Dean's office the Request for On-Campus Interviews(Form D), include C.V. for each candidate along with the Applicant Worksheet (Form E) (Note: Form E is filled out by the Dean's office but must be signed by the chair) (Department Chair)		
14	After approval of finalists by Provost, contact finalists, arrange transportation, make hotel reservations, etc. (Search Committee Chair)		
15	Conduct on-campus interviews (Search Committee, Department Chair, College Dean)		
16	Process receipts for reimbursement of faculty expenses (Department Admin)		
17	Review finalists (Search Committee, Department Chair and College Dean)		
18	Send Regrets to applicants not being selected as finalists - (Search Committee Chair)		
19	Submit recommendation(s) for appointment to Dean (Form F); this must include C.V. and three signed letters of reference; if the candidate recommend is not a U.S. Citizen, contact the Office of International Engagement. (Department Chair)		
20	Send Regrets to candidates not appointed (Search Committee Chair)		
21	Request original transcripts from successful candidate (Department Chair)		
22	Start background check with Human Resources (Department Chair)		
23	Provide orientation (Department Chair, Human Resources, Academic Affairs)		

Note: all recruitment records are to be kept and secured for 5 years!

Appendix C: Faculty Retention

Summary

Retention efforts should be applied to all faculty, not just the stars of a department. When applied equitably, these efforts can improve the general climate for everyone and can lead to better productivity and greater satisfaction for all faculty. Faculty retention is critical to the health of a University department both for morale reasons and also for economic reasons, as faculty replacement costs tend to be much higher than retention costs.

Several key areas can impact faculty retention. These practices help all faculty and are particularly important to women and underutilized minorities.

- Encourage transparency in operations, sharing information equitably with all faculty.
- Foster a supportive environment. While this support is critical for pre-tenure and underrepresented faculty, all faculty benefit from a supportive environment. Systematically monitor decisions to eliminate unintentional bias and create opportunities for all faculty.
- Recognize important faculty contributions in all areas including teaching, research, service, and creative activities.
- Recruit and support diverse faculty, recognizing that excellence can be achieved in many areas.
- Offer opportunities for faculty professional development, collaboration and networking.
- Advocate flexible and accommodating policies and practices that can improve the experience of faculty and help with retention.

Best Practices for Faculty Retention

Monitoring the Health and Welfare of Departments

Avoiding blatant disparities in resources and salary can play a key role in faculty retention. Regularly reviewing salary-levels, start-up packages, merit raises, allocation of office and lab space, committee assignments, and awards, recognition, and leadership opportunities at a department level will help remove disparities and ensure all faculty, and in particular women and underutilized minorities, are appropriately afforded the same benefits and resources as others. In contrast to systematic, carefully reviewed decision-making processes, ad hoc decision-making processes rely too heavily on intuition or consider only one opinion and can lead to unintentional (and potentially systematic) bias.

Transparency in Operations Including Fair and Open Promotion and Tenure Guidelines

Maintaining open communication is one of the keys to creating a welcoming and healthy department climate. A department chair should be honest and fair. He or she should also provide concrete, constructive feedback. Sharing relevant information and maintaining open communication help create a sense of trust. The more information people are given, the greater the likelihood that they will perceive the environment as open and the chair as someone they can trust. Moreover, making decisions openly and encouraging feedback from faculty help to create a sense of buy-in and ownership, which in turn leads to improved leadership in a department.

Committee Membership Rotation

Different committees have access to different information. By rotating committee membership and leadership, different people have the opportunity to gain exposure to various elements of departmental operations. While it is not advisable to frequently change responsibilities or assignments, it is important that all faculty have the opportunity to take on important positions. New people bring new ideas and perspectives and reduce stagnation. Moreover, some faculty may feel excluded or frustrated about not being given important roles.

Creating a Welcoming Department Climate

Professional isolation is a frequently cited reason for leaving an institution. For example, underrepresented faculty may be left out of the social networks that provide access to crucial information. Creating a sense of community may help reduce isolation, lead to productive research collaboration, and increase willingness to buy into the department decision-making process. While the responsibility for creating a sense of community is shared by everyone, the department chairs (and other senior leaders) often bear the bulk of it.

Valuing Diversity in the Department

Not all faculty fit the traditional model of the professor, but they may have different strengths and contribute to the department in a variety of ways. Some faculty may engage in non-traditional approaches to the field. Departments should seek to appreciate diversity in their faculty. Such nontraditional paths can (and should) also be considered as paths towards excellence.

Departments should acknowledge that excellence can be reflected in different arenas. By using more encompassing criteria for excellence that more fully document, recognize, and reward the scholarship of teaching, professional service, outreach, and non-traditional approaches to research, departments can take a more active stance on valuing diversity. In all cases, the expectation remains that the faculty are doing outstanding work and are good citizens. Encouraging a balance of values in academia between traditional and nontraditional faculty work will ultimately strengthen the department.

Non-traditional ways of working, such as part-time appointments and nontraditional funding sources, should also be recognized. Departments should openly discuss how these alternative models will be evaluated. Valuing alternative contributions is one way to help retain faculty who are doing outstanding work but may be pursuing their path in a non-traditional manner that is not traditionally valued.

Active Appreciation

All people appreciate being valued. Faculty are no different. If faculty become disengaged from the department, it may be because they no longer feel part of the community. There are many small ways that department chairs can demonstrate active appreciation.

- checking-in with faculty in their offices rather than having them always come to the chair's office; knowing that someone in a leadership role has a personal interest in him or her can make a big difference to a faculty member
- assuring faculty that their departmental and institutional service contributions are appreciated both in public and private forums (i.e., faculty meetings, one-on-one conversations)
- sending personalized messages can be very powerful morale boosters
- extending praise and attention beyond research accomplishments or funding successes; for example, annual reviews should be upbeat and constructive, focusing not only on what needs to be improved, but also recognizing positive contributions, including good mentoring and excellent student interaction

Mentoring

Mentoring is a powerful tool for creating a welcoming department climate, fostering a sense of community, and supporting faculty careers. Mentors are more than just people to talk to; they are people who actively advocate and create opportunities for their mentees. Mentors and mentoring programs cannot ensure career success, but can serve as useful resources for faculty at all ranks.

Supporting Career Development of Pre-tenure Faculty

New faculty and pre-tenure faculty may need extra attention with respect to retention. Issues facing new faculty include joining a new academic community, establishing their research and teaching activities, identifying resources, and navigating the new institution. Chairs should recognize that new faculty are in a new department, university, and city. New faculty may feel isolated or disconnected from the new academic community. This feeling is likely in stark contrast to the warm, social welcome they generally experienced on their interview visits. Efforts should be made to help maintain this type of community connection with new faculty once they arrive on campus.

- **Mentor**s: Mentors are another great resource. Mentors can introduce new faculty to their networks and might invite pre-tenure faculty to collaborate with them. Mentors can also advocate for the pre-tenure faculty members, offering advice when necessary. New faculty can benefit from multiple mentors (at different ranks, from different departments, etc.) as each mentor can offer a different perspective.

- **Workload balance** is critical to the success of pre-tenure faculty. They must be given the opportunity to succeed. Ways to support pre-tenure faculty include the following:
    - Assigning pre-tenure faculty classes that will help them integrate into the department. At the beginning of their appointment, they should not be assigned large service courses or the most unpopular course in the curriculum. Rather, they should be assigned classes in their area, enabling them to recruit students to their research while establishing their own teaching style.
    - Allowing new faculty to repeat courses so they can minimize the course preparation time.
    - Encouraging senior faculty to share course materials (syllabi, homework sets, lecture notes, etc.) so new faculty do not have to reinvent courses from scratch.
    - Limiting service responsibilities for new faculty to afford more time for research and teaching.

- **Information Access**: In addition to the promotion and tenure process, new faculty need information about the resources on campus and the various university policies. While faculty orientation is a starting point, the programs often contain a lot of information that is presented quickly ("too much, too soon"). After new faculty have had time to settle into their new positions, they may have additional questions. Taking pre-tenure faculty to lunch and informally discussing university policies and procedures is a great follow up to a formal orientation program. Hosting get-togethers with pre-tenure faculty and key resource people from around campus is another way to help develop the new faculty members' awareness of campus resources.

- **Visibility**: To help new faculty establish their reputations, department chairs should identify ways in which pre-tenure faculty can increase their research exposure. Some ways for department chairs to promote external visibility for pre-tenure faculty include:
    - involve them in group proposals to broaden research contacts and collaboration as well as help them identify possible research extensions
    - provide opportunities to attend national meetings to present their research and network with colleagues
    - help them establish research relationships outside the home university

Encouraging Mid-Career Professional Development

Faculty at all levels appreciate being recognized for their contributions. In addition to the active appreciation, department chairs are encouraged to actively nominate their faculty for awards and recognition. National and university awards are excellent professional development opportunities. Department chairs should work closely with all their faculty to identify potential opportunities and to create strong nomination packets.

Sometimes faculty are unsuccessful at making the mid-level transition from associate to full professor. Possible indicators include little or no research, few or no publications, no graduated Ph.D. students and none in the pipeline, poor teaching ratings, and/or a lack of research funding. Perhaps the field has changed or external funding is no longer available and the faculty is unable to transition to a new area, or perhaps s/he has simply become discouraged. Frequently, faculty in these positions can identify a specific moment that caused them to stop being productive. Such moments are often identified as times when they felt they were no longer being valued, for example, when being denied a sabbatical or promotion; being passed up for a leadership opportunity; or discovering that their accomplishments were ignored by their colleagues and/or chair. (Ironically, passing up people at a time when they wish to become more involved with the institution may ultimately cause them to become substantially less involved.)

There are steps that department chairs can take to help. Most of the ideas for helping these faculty relate to sharing resources and giving them some extra attention.

- Address career development early and often: The best time to address transitioning from associate to full professor is immediately upon promotion from assistant to associate professor. The faculty member has just received a strong vote of confidence in their abilities and their value to the department. At this time, they may be more receptive to constructive suggestions and to career development planning. Pro-actively helping faculty with their career development can lead to great pay-offs in the long-term.

- Encourage creativity: To encourage creativity, a department may need to make some small, but worthwhile investments in a faculty's career. Providing some bridge money or seed money to encourage risk can give people an opportunity to transform their focus. Encourage faculty to seek both internal and external sources of grant money.

- Mentor: Mid-career faculty also need mentoring. A department chair might work with these faculty on the presentation of their ideas, serving as a sounding board or offering extra guidance on communicating ideas. Matching the stalled faculty with research-active faculty both within and outside of the department creates another mentoring forum. People who may have been previously stalled and now are experiencing success may also be good mentors. For example, they may have failed at a granting agency several times before finding multiple successes at the very same agency. Talking with someone who has overcome a similar challenge can be inspiring. By finding ways to help create opportunities to achieve some level of success, chairs can help these faculty become productive (and satisfied) again.

Appendix D: Strategies and Tips

Strategies for Effective Meetings

The following tips are offered to help with the inevitable need for Department Chairs to call, conduct, and attend meetings. Meetings can be one of the greatest assists or one of the greatest time-wasters to the Department Chair and faculty. A few simple things can make the difference.

- Only meet when there is a definite purpose:
  - Business cannot be handled in any other way.
  - There is a need to clear the air.
  - There needs to be a free exchange of ideas, concerns, or problems among staff members.

- Consider alternates to meetings:
  - Use e-mail.
  - Prepare memorandae.
  - Use conference calls.

- Before the meeting:
  - Limit the number of participants. Ask yourself, “Who really needs to attend?”
  - Develop and distribute detailed agenda. Include starting and ending times, time allotted for each topic area, and individual responsible for reports or presentations.
  - Select meeting place carefully.
  - Schedule meeting late in the day if you want it to be short.

- During the meeting:
  - Start on time. Don’t wait for tardy participants
  - Explain structure of meeting – how you wish to proceed.
  - Guard against one or two people monopolizing the discussion.
  - Watch for nonverbal signals.
  - Listen more than you talk. If it’s one-way communication you want, send a memo.
  - When discussion digresses, summarize points discussed so far and direct the meeting back to the agenda.
  - Ask for clear-cut decisions, actions, and assignments. Record them.
  - Summarize actions taken and make sure responsibilities are clear.
  - End on time. The meeting is over when the objectives have been accomplished. Don’t let it drag on.

- After the meeting:
  - Issue minutes promptly.
  - Clearly highlight actions to be taken.
  - Record deadlines on your calendar.
  - Do what you have been assigned.
  - Evaluate your meetings. Judge the importance of the meetings by the results you get from it.

- When you are at the mercy of meetings called by others, consider the following:
  - Verify if your presence is necessary at the meeting.
  - Attend only the portion of the meeting necessary for you to present your report or answer questions. When you can no longer contribute or you are no longer receiving benefit from the meeting, ask to be excused.
  - Be prepared – have all the materials for a meeting in one folder or binder.
  - Distribute reports in advance of meeting but bring spare copies with you.
  - Arrive on time.

Advice on Maintaining Departmental Cohesion

Since the department chair is central in establishing the culture of a department, a chair should model the behaviors that are desirable among members of a department. If a chair is inclusive, respectful, candid and consistent in his or her dealings with other members, then departmental cohesion and cooperation are more likely and fewer problems will arise. To this end, we recommend that you:

1. Have a clear understanding of what the members of the department expect of you and make sure that they have a clear understanding of what you expect of them. Ensure that everyone has a part in establishing what those expectations are.

2. Ask members what they believe they need from you to succeed and do your best to work with them to meet their needs. Everyone should feel valued as a member of the department.

3. Follow all contractual and departmental procedures in both their letter and spirit, even if it feels as though it is not important. Doing this consistently will prevent problems when it is important.

4. Ensure that all departmental elections are conducted by written, secret ballot and not by a show of hands or voice vote. Follow this practice even if there is only one candidate.

5. Have regular department meetings with a published agenda to which everyone can contribute items in advance. Listen to what everyone has to say and refrain from interrupting others. Use a speaking list to avoid free-for-alls. Do not allow displays of disrespect at meetings. Allow everyone to have his or her say (once) and then move to a vote or the next item on the agenda. Pick your battles carefully; the fewer, the better.

6. Avoid leading or joining factions within the department. Listen to members' complaints about colleagues but do not reinforce quibbling. Whenever possible suggest that the members deal with problems directly with each other first,but be willing to mediate when appropriate. When conflicts occur be constructive and act to defuse the conflict. At all costs, resist the temptation to retaliate against members who did not support your positions on issues.

7. Involve everyone in the decision-making process even if you think you can predict the outcome. Inform all members of the department at the same time and in the same manner after decisions have been made.

8. Remember to treat all staff members as you do your department colleagues and make clear your expectation that your department colleagues do the same. Staff members are no less important to the smooth operation of the department than the members themselves. All employees should be respected and treated with dignity.

Communication is very important, but we offer a few words of caution.

It is important to keep the members of your department informed and engaged in the business of the department. Doing so helps to assure members that they are a part of the department and neither excluded nor marginalized. However, it is your responsibility, ultimately, to make certain decisions and to keep the department functioning smoothly.

While email is a fast and efficient way to communicate, it should not replace face-to-face meetings when such meetings are called for. An innocent sounding email or reply to someone who is upset about an issue may be misinterpreted and make the problem worse.

Sending a pointed email to an individual, copied to a broader audience, is usually intended to embarrass the individual. This is a recipe for disaster. Do not participate in such emails and ask members of the department to refrain from doing so. An appropriate way of dealing with these situations is for the individuals to speak with each other in person. It is wise to obtain permission from the sender of an email before forwarding it to anyone else.

It is best to limit the use of email to items that are informational in nature or to electronically transfer documents that other members may want to edit or comment on while still in draft form. We recommend that department members do not use email to deliberate on key departmental issues. Deliberations should always take place in person.

Professional discussions that should remain confidential (e.g., search committee deliberations, discussion of personnel actions, problems with students, grievance issues, etc.) should never be transmitted on campus-based email or via personal email accounts from a university-based computer. These communications should be conducted in face-to-face meetings, in writing or between personal email accounts from non-campus-based computers.

It is important to remember that because you are public employees, your emails, or a majority thereof, are considered public records.

Advice on Self-Care

Faculty who become chairs and directors are often drawn from the ranks of overachievers. While having no limits can be stressful for a regular faculty member, it can render a department administrator ineffective and have negative repercussions for department growth and well-being. This section addresses some of the personal issues that confront department chairs, with a few suggestions for what to do and what not to do.

- **Network**: The transition from faculty member to administrator can leave the new chair feeling cut-off as former friends and colleagues shift their perceptions and expectations. This distancing is accentuated by the reality that chairs have information and a degree of influence and power that are not available to regular faculty. To avoid becoming isolated, it is important to develop collegial relationships with other administrators, especially those with whom a degree of confidentiality can be maintained. Sharing war-stories and problem-solving strategies can be essential for keeping the demands of the job in perspective.

- **Avoid living on red alert**: As the leader who is responsible for the well-being of the department and its members, the chair can be vulnerable to a limitless flow of requests, many of which come packaged with the expectation of an immediate response. Learn to identify genuine emergencies. There is more to the job than can be finished neatly at the end of the day, or week, or semester. It is critical to pace work demands and plan ahead for deadlines that may cluster at certain junctures in the academic year.

- **Manage expectations**: Depending on the characteristics of the department, what a chair can accomplish in terms of professional development may be limited. It is quite difficult to be present in the department five days a week, teach one or more courses every semester, and maintain a steady pace of scholarly activity. Set priorities and plan on some work time away from the department to stay current with teaching or research or service to the profession. These activities can be rejuvenating as long as they do not add to an already full work schedule. Be willing to re-evaluate priorities, if necessary.

- **Learn to juggle**: Much of the work day will involve putting out administrative fires while the to-do list lies neglected on the desk. Interruptions are part of the job description. To be effective and efficient, plan the flow of the work day. If it is not possible to be sequestered in the chair's office to concentrate on a large project, develop the ability to multi-task through smaller responsibilities and chip away at the more demanding projects in the quiet of early morning or the late, late afternoon.

- **Take breaks**: Administrators have vacation days. Use them. The same rule holds for sick days; ill or injured chairs are less effective. The best defense against burn-out is to avoid exhaustion. Schedule time during which you are away from your phone, your computer, and access to email. If you can't get away, learn relaxation techniques that you can do in the office.

Strategies for surviving multiple demands

Delegate. Departmental cultures vary on how much is done by the chair and how much is delegated to others. We recommend that departments make a conscious effort to divide up tasks. Even though this will mean more work for some faculty in departments where the chair currently does it all, the pay-off will come later, when that person in turn can rely on the help of others.

Seek Counsel. When faced with a difficult issue, don't hesitate to seek counsel. You have three natural resources:

- another person in your department who has previously been chair

- other chairs
- the Dean (who may be able to draw on past experience as a chair as well as current experience as Dean)

Appendix D: Forms: Where To Find Them

Catalog Forms	**Academic Affairs** http://www.uah.edu/academic-affairs/resources/forms
• New Course Form	
• Course Change Form	
• Program Approval Form	
• Jump Program Approval Form	
Faculty Recruiting Forms:	**Academic Affairs** http://www.uah.edu/academic-affairs/resources/forms
• Faculty Recruiting Procedures Checklist	
• Authorization to Recruit (Form A)	
• Recruitment Plan (Form B)	
• Advertisement Template	
• Preliminary Interview Request (Form C)	
• Request for Campus Interviews (Form D)	
• Applicant Worksheet (Form E)	
• Selection and Justification (Form F)	
Accounting Forms	**Accounting and Financial Reporting** http://www.uah.edu/finance/forms
• Travel Authorization	
• Travel Vouchers	
• Miscellaneous Voucher Reimbursement/Disbursement	
• Request for Bevill Center/UC Charger Cafe Services	
• Sponsored Student Group Travel Advance	
• Sponsored Student Group Travel Expense Voucher	
• Transfer Authorization	
UAH Foundation Forms	**Accounting and Financial Reporting** http://www.uah.edu/finance/forms
• Foundation Expense Voucher	
• UAH Foundation Sales Tax Exempt Form	
Academic Forms and Handbooks	**Faculty Senate** http://www.uah.edu/faculty-senate/resources
• Faculty Activity Report Form	
• Sabbatical Leave Application	
• Student Code of Conduct Complaint Form	
• Faculty Handbook	
• Advising Handbook	
• Instructor Information Booklet	
• Student Handbook	

HR forms	**Human Resources** http://www.uah.edu/hr/forms
• Employee Profile	
• Separation Checklist	
• I-9	
• PARF	
• Leave of Absence	
• Tuition Assistance	
Payroll Forms	**Payroll** http://www.uah.edu/payroll/forms
• Web Time	
• Entry correction	
• Bi-Weekly Retro reports	
Payroll Calendars	**Payroll** http://www.uah.edu/payroll/bi-weekly-payroll-calendars
Budget Forms	**Office of Budgets and Management Information** http://www.uah.edu/budget/forms
• Banner Self Service Access	
• Budget Change	
• Internet Native Banner	
• PARF	
Facilities and Operations Forms	**Facilities and Operations** http://www.uah.edu/facilities-and-operations/facilities/forms
• work order	
• nameplates	
• keys	
• move request	
• surplus request	
Central Receiving Forms	**Central Receiving** http://www.uah.edu/business-services/faculty-staff/central-receiving/forms
• facilities move	
• shipping order	
• surplus pickup	

Appendix E: Who You Gonna Call? Or, Who Knows What

The people listed below can answer many questions you may have about UAH. For ease of reference, they're listed under the topics that faculty ask about most frequently, followed by contact information.

Academic Assistance, University Advising: Senior Academic Advisor, Vickie Moorehead, (824-2125)
Academic dishonesty: Director of Judicial Affairs, Toni Morgan (824-6701)
Advising of students: AHS Advisors, Frank Bell and Amy Smeal (824-2867)
Alumni data requests: Development Office, Marcie Eppling (824-6443)
Background checks for student and employee hiring: Human Resources, Kathy Mullins (824-6381)
Benefits (employee): Director of Benefits and Training, Sandra Parton (824-6641)
Budget change, request, move funds in college: Tessa Brown, CAHS Dean's Office (824-6201)
Catalog or curriculum change: Provosts Office, Brent Wren (824-6338)
Classroom changes: AHS Dean's Office, Katherine MacGilvray (824-6200)
Computers: OIT Help Desk (824-3333)
Contracts: Business Services, Nancy Snowden (824-6485)
Counseling of students (personal): Counseling Center (824-6203)
Course scheduling: AHS Dean's Office, Katherine MacGilvray (824-6200)
Disability Coordinator (students): Disability Support Services, Rebecca Matter (824-1997)
Discrimination (faculty): VP for Diversity, Delois Smith (824-4600)
Diversity (faculty): VP for Diversity, Delois Smith (824-4600)
Facilities requests or work orders (repair): AHS Dean's Office, Katherine MacGilvray (824-6200)
Grades or Grade changes: Registrar's Office, Janet Waller (824-6282)
Graduation requirements: Registrar's Office, Janet Waller (824-6282)
Grant and research support for CAHS: Contracts & Grants Coordinator, Erika San Soucie (824-2702)
Harassment (student): Dean of Students, T.J. Brecciaroli (824-6700)
Harrassment (faculty): VP for Diversity, Delois Smith (824-4600)
Information technology: VP for Information Technology, Dee Childs (824-
Library computer lab use: Library Computer Systems, Jack Drost (824-7407)
Other Alumni issues: Director, Alumni Relations, Rachel Osby (824-6549)
OURS student data requests: Enrollment Services, Linda Stanley (824-6752)
Payroll issues or web-time entry timesheet reporting: Payroll Services, Diane Gibbs (824-2254)
Public Relations: Office of Marketing and Communications, Diana Lachance (824-6878) Also Joyce Maples (824-2101)
Public Safety, EMERGENCY line only: (824-6911)
Public Safety, standard line (locked out of office, parking, etc.): (824-6596)
Recycling: Physical Plant Administration, Haley Hix (824-2545)

Registration: Registrar’s Office, Janet Waller (824-6282)
Room reservations: AHS Dean’s Office, Katherine MacGilvray (824-6200)
Social media support: Office of Marketing and Communication, Andrea Thompson (824-2176)
Special printing: UAH Copy Center (824-6383)
Staff issues: Director of Benefits and Training, Sandra Parton (824-6641)
Student Employment and Hiring, Work-Study: Career Programs Manager, Kellee Crawford (824-6938)
Student records: Registrar’s Office, Janet Waller (824-6282)
Students in academic trouble: Student Success Center (824-2478)
Study Abroad: Yejing Bao, Associate Dean of Graduate Studies (824-2843)
Test processing: Testing Services (824-6725)
Textbook adoption issues: UAH Bookstore Textbook Manager, Beth Esser (824-6604)
Website issues: Office of Marketing and Communication, Jim Fisher (824-6458)