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Academic department chairs hold mid-level administrative positions in the university. Appointed by the college deans and subject to the approval of the Provost, chairs represent their respective departments in college and university matters and act as liaisons between departmental faculty and the college dean.

Reason for Procedure
This procedure addresses the appointment, regulation, and evaluation of academic department chairs across the university.

Procedures and Responsibilities
1. GENERAL

With the active engagement of their faculties, academic department chairs oversee the curricular, personnel, financial, and functional aspects of the departments. They also keep their departmental faculties informed of issues facing the college and university. The academic department chairs work under the supervision of the dean and are responsible for such duties as assigned by the dean. They provide a major leadership role in the academic mission of the university.

2. APPOINTMENT

2.1 Chairs may be selected internally or through an external search. In all but exceptional cases, internal candidates must be tenured in the department for which they will chair. For external searches, candidates internal to the university as well as those outside the university may be considered.

2.2 The internal search process will follow accepted practice for academic positions within the institution. External searches will include advertising the position so a range of interested candidates may apply. In the event of an external search, search committees must contain at least three (3) members from the respective chair’s department, and entire departments may function as a search committee. Departmental faculties will be given the opportunity to provide feedback on all viable candidates. Faculty assessments will be used as a factor in the final selection. Normally, the dean
and the Provost will appoint the candidate whom a majority of the full-time faculty support.

2.3 There may be instances during which an interim chair must serve. If this occurs, the dean, with the approval of the Provost, will appoint the interim chair. In exceptional cases, the interim chair may be chosen from outside the department.

3. WORKLOAD AND LENGTH OF TERM

3.1 Department chairs will receive a 9- to 12-month appointment based upon departmental need and the discretion of the college dean. The nature of the appointment will be specified in the appointment letter and may change over time. In most cases, during fall and spring semesters, a department chair’s appointment is, at minimum, half-time administrative and the remainder academic. Department chairs currently serving appointments upon any revision of this procedure are grandfathered in under their current appointment specifications but reserve the option to continue their current appointment as defined under the revised procedure.

3.2 A chair has the prerogative of resigning the position at any time with reasonable notice to the dean. The dean has the prerogative to end the term of a chair at any time with reasonable notice and approval of the Provost. Normally, the dean and the provost should not reappoint a department chair deemed unacceptable by a majority of the departmental faculty and relevant staff.

4. PERFORMANCE EVALUATION

Academic department chairs will be evaluated annually by the dean. For department chairs who carry teaching loads, their student evaluations and other documentation of teaching effectiveness, scholarship/creative activity, and service will be considered as well. The dean will consider all appropriate input, including a formal annual feedback assessment from departmental faculty, when reappointment is being determined. The Office of the Provost is responsible for initiating the survey to collect feedback from faculty and relevant staff. Additional requirements for the performance review of academic administrators can be found in University Procedure 33.99.03.C0.02, Performance Reviews of Academic Administrators.

5. LEAVE

Department chairs, regardless of the length of appointment, are expected to maintain work schedules mutually agreed upon with the dean. Work schedules are assigned, and
vacation dates will be approved by the dean according to the needs of the college.

33.99.99.C0.03 Academic Department Chairs.

6. COMPENSATION

Department chairs will receive a monthly flat rate stipend over the fiscal year in addition to their regular pay. This stipend is clearly identified as compensation for the administrative duties they perform and is payable only for the period one serves as a department chair.

Related Statutes, Policies or Requirements

University Procedure 33.99.03.C0.02, Performance Reviews of Academic Administrators

This procedure supersedes:
• 31.99.99.C1.01, Academic Department Chairs

Contact Office

Contact for interpretation and clarification: Provost and Vice President for Academic Affairs
(361) 825-2722
Role of Chair

Please see University Procedure 31.99.99.C1.01 defining the Department Chair and any additional documentation provided by your college. Chairs serve as mid-level administrators, providing representation and communication between students, staff, and faculty in their programs and the upper-level administrative levels of Deans and Associate Deans, Provost, President, and other administrative offices. As such, chairs are frequently asked to implement and carry out campus policies and procedures, ensure their constituents are aware of changes, deadlines, and requirements. They also provide feedback on the concerns of faculty, staff, and students to the administration.

Department chairs provide a major leadership role in the academic mission of the university. Department faculty need an advocate, a consensus builder, a prudent and equitable budget manager (with limited resources), and an excellent communicator to lead their department. Increasingly, department chairs need to have or be able to collect, analyze, and use data effectively to make arguments to administration resources, students, curriculum, etc. All these roles can be even more complicated in a multi-disciplinary department.

Chairs often are chosen out of the departmental faculty and may return to the faculty after their appointment. This transition can be difficult because being chair will change your relationship with your colleagues in countless ways. You will become aware of and must respond to concerns, conflicts, and personal issues related to your colleagues. You will have to keep most information confidential. You will be expected to advocate for colleague's needs, research agendas, travel requests, etc., and all decisions will be scrutinized for fairness and/or bias. New faculty may be afraid to be open with you, due to annual evaluations and promotion/tenure. Other faculty may believe you are unavailable for social events due to your busy schedule. In this transition, it is important to remember that you now represent the collective, the whole of your department, and must set aside your own previously held priorities and agendas. You are also a representative of the institution to faculty, staff, and students, and must, therefore, be conscious of how you speak and act, but also may have to sacrifice a departmental or disciplinary preference for the institutions.

Institutional Support
Department chairs have the responsibility of promoting and advancing the welfare of the institution. In this role, chairs have an obligation to represent accurately denominational initiatives for higher education, the institutional mission, and mandates from accrediting bodies. Department chairs must represent and interpret campus policy accurately to department members and students. Chairs who attempt to befriend department members by bemoaning demands made by the administration shirk their responsibility to the institution. Chairs need very clear communication skills to fulfill their dual roles as primary spokesperson for the administration and chief advocate for the academic department.

Sources of Authority

Department chairs who are aware of the long list of responsibilities assigned to them sometimes lament the fact that they lack the power to accomplish many of these delegated or assumed duties. This perception may, in part, be attributable to the tension inherent in the role itself. Chairs may experience discomfort in a role that places them in a position that lies somewhere between the faculty and the central administration. Chairs often experience conflict over whether they are primarily a faculty person with some administrative responsibilities or an administrator with some faculty responsibilities. Nonetheless, chairs are not without power and it is valuable to understand the sources of power at their command.

The Authority of Leadership

Many department chairs remain uneasy about the issue of power. Few believe they carry much weight by virtue of authority, though the fact is that chairs probably possess more authority than they think they do. Chairs do not have difficulty understanding that a major source of their power is personal. Their personal credibility is the most potent coin they have to put on the power table. However, there is a facet of that personal power that remains to be explored. If one defines leadership as the power to focus the energy of a group of people, the ability to guide the process of decision making, and the presence to get others to act in concert with each other, then the chair has the potential of being one of the most powerful leaders in the institution.

That leadership capacity derives from a firm base of personal power, which makes it so important to cultivate that credibility that underlies personal power. That power can be exerted to great effect in three areas: the department dialog, the department culture, and the department’s actions. The content of the departmental dialog says a great deal about the effectiveness of the department. If department meetings are clogged with long
discussions of managerial matters or time is filled with hostile debate in which positions
and proposed decisions are fruitlessly recycled, you have a marginal or dysfunctional
department. The chair, without being an autocrat, can have a great influence on the
content of that dialog. It may take persistence and patience, but the chair can shift the
content of debate to issues that are truly important to the future health and prosperity
of the department.

The chair also has great potential power over the culture of the department. A
department driven with interpersonal rivalries and animosities has little hope of
becoming collectively effective. Changing the dialog between people does not come
easily. But if the chair is clear about what needs to change, he or she can transform
unproductive dialog by intervening with new ideas, identifying destructive
interchanges, and establishing standards of debate. The chair possesses considerable
personal power in guiding the department to take appropriate action. Academicians are
often well-practiced in debate. Depending on the discipline, some find it difficult to
move from debate to decision and from there to implementation. An important role for
you as a chair is as a monitor of action. The first step is to see that debate is brought to
closure and that decisions are made. Obviously, one does not want to truncate debate. If
one does that, expect the decision to be recycled. However, there is a propensity to let
debate take the place of decisions. A chair can fend off that outcome. Once decisions are
made, someone needs to follow up to see that action has been taken. If no one is
interested in whether a decision has been implemented, chances are the action will be
delayed, deferred, and, ultimately, forgotten.

**The Big Picture Person**

The chair needs 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 the needs of students. Of course,
it's good for all faculty to have such a perspective, but it's very 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:

- taking time for the department to consider what its goals are, and if those goals
  are being met (an ongoing concern, with some formal stock-taking perhaps every
  five or ten years)
- helping people get along with each other (sometimes personality issues within a
department are a major challenge)
- sharing the load of service tasks within the department
• finding ways to balance the wide variety of factors that go into what courses are taught when and by whom (see the section on "Course Scheduling" for a more detailed treatment of this issue), including
  ○ course offerings for majors with general education courses for non-majors
  ○ faculty's ability to teach from their strengths with the needs of the program
  ○ faculty ability to teach in the blocks they prefer while also sharing the burden of teaching in unpopular blocks
  ○ the teaching of both introductory courses and upper-level courses across the department

Most fundamental of all: establishing a collegial environment, one in which much of the above will take care of itself because all members feel valued, that they have a stake in the endeavor, that they are part of a team, that they have ownership in the program.

Another way of saying this: the chair has an important role in helping faculty in the department be realistic about how much of what they do can be chosen entirely individually and how much should be done in consultation with others, and with attention to the needs of others. How much latitude is available can also depend on the nature of one's department, particularly concerning curriculum. Some departments have standard introductory courses, but almost everything above that is flexible. A new person coming into such a department will have a wider choice of courses to develop than someone coming into a department where the curriculum is highly sequential, and one person's course depends heavily on another's. But even in this latter sort of department, it will help the morale of a new person (and others too) if the obligations of the required courses can be balanced with the occasional plum, the chance for a faculty member to teach something especially important to them.

Guide/Mentor for New Faculty

Another section of this guide goes into detail on the variety of specific things a chair should do to help a new faculty person. Over and above these details, and 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. We also suggest you 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 ensure their success by giving them, as much as possible, courses they'll feel comfortable with. Perhaps there's a popular introductory course that can be offered twice in the year, to cut back on new preparations. If there's
something they need to teach that will be a huge stretch for them, see if it can be held off until the second year.

**Mediator/Facilitator**

University faculty (including adjuncts, TAs, tenure/tenure-track, and professional track) are frequently characterized as independent actors. They are motivated by individual goals/obligations in research, teaching, and service. As chair, one of your roles is to listen to their complaints, help find solutions, direct to resources, and navigate HR rules and procedures. Chairs spend a great deal of emotional and actual time and energy dealing with interpersonal issues, personal issues (health, emotional, etc.), and practical concerns (technology, classroom/office spaces, money, etc.) that faculty bring to their attention. Managing these concerns effectively and maintaining personal wellness is perhaps the greatest challenge of being a Department Chair, and also the greatest opportunity for learning.

**Liaison between the Department and the Dean**

This is a key function of the chair. You are the person the Dean will turn to about 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, spokesperson, and advocate for the department. You are also the person who will be relating to the department the perspective and concerns of the Dean. There may be institutions where the department chair plays the role of a "manager," implementing policy made from above, but this is not the case at TAMU-CC. 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 (for more details, see sections on these issues):

- definition of positions in the department (when change is being considered)
- searches (various aspects, from approval of the search through to candidate choice)
- significant curriculum change
- course logistics (e.g., over- or under-enrollment, caps)
- departmental contribution to interdisciplinary programs, such as the First-Year Learning Communities Program

**Face of the Department**
There's a lot of unscheduled traffic that comes to the chair—from students, staff, and faculty—so one needs to be more accessible as a chair than one might have been previously. 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., before and after the semester, when students might need forms signed or complaints, or just before registration begins). Prompt answering of e-mails will also be appreciated by all the people turning to you with questions. Much of this communication stems from the chair's role as the 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 also at any departmental social functions.

Survival Strategies for Department Chair

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. See the section of this guide on "Delegating" for suggestions about which tasks are most appropriate for delegating.

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 experience as a chair as well as current experience as Dean)
- EEO or HR, particularly regarding sexual harassment, pregnancy, and other Title IX-related concerns.
- Disabilities Office and Dean of Students - any student-related issues on mental health, learning disabilities, service animals, etc.

Manage Time

Being a department chair varies between being a half-time to a full-time role. Set office hours accordingly, in consultation with the Dean. It can be very helpful to maintain regularly scheduled time (hours or a day/week) for scholarship/research/creative activity when you are unavailable as a chair. Keeping active in your field is personally regenerative, will maintain your record for post-tenure review, and will help you serve as a role model and mentor for faculty, who also may struggle with managing the multiple demands they face.

Work/Life Balance

Finding a balance between work and life in terms of email, texting, phone calls, and other disruptions is also ideal and good to model for your colleagues. While there may be times when you must call someone on the weekend (a sick colleague, course coverage, etc.), those interruptions should not be a regular occurrence. If you do frequently work late nights/weekends, perhaps communicating to the department what expectations you have for a reasonable response when you do.
Department Review

Consider the benefits to the department—and you as chair—of doing a departmental self-study, which can be very helpful for getting a larger perspective on the department. Such a review helps the department identify its strengths as well as challenges it may be facing (in the curriculum, staffing, facilities, alumni/ae success, etc.), and can help set an agenda for change. Examples of places where a chair can find self-studies are recent (and early for comparison) program reviews. These should be found within departmental files and often are in paper form for earlier reviews. Another strategy is to interview key faculty and staff members within the department. Devise an interview protocol where strengths, weaknesses, obstacles, challenges, and other important departmental characteristics can be explained on a face-to-face basis with faculty and staff. These personal interviews can provide important information for furthering the mission of the department, and moving it forward. Interview protocols can extend beyond the department and to other entities that have significant ties to the department. Key personnel from these entities should be identified through faculty, staff, and the Dean. A new chair might also consider discussing the interview protocol(s) with Dean prior to initiating this review. Finally, at the end of this review process, the chair could hold a meeting with the department, share the main items that resonated from the process, and discuss strategies and solutions. There might be some subcommittees set up within the department to delve into these issues, with a follow up meeting a later date. It is important that there is a perception of collaboration and progress coming from the Chair of the Department, and this can only be done when a good perspective of the department is being developed.

Why Become Chair?

Some faculty become department chair simply out of a sense of service to their colleagues and university. However, some consider taking a chair’s position because it is seen as the first step or “trial balloon” of an administrative career, teaching a faculty member about the big picture of the university and providing a taste of administration to see if it fits a person’s goals, strengths, and personality. Success in this position can demonstrate the capability to become a Dean or higher-level administrator.

Chair Duties and Responsibilities

Teaching

Chair responsibilities fall into three general categories: instruction, research, and service. Responsibility for the instructional program includes such specific tasks as
scheduling classes and monitoring rotations, monitoring library acquisitions, initiating curricular reviews and program development, and managing the department assessment program. It is the chair’s responsibility to collect, interpret, and present to the department data relevant to discussions about curriculum and program effectiveness. It is also the chair’s task to prepare the department for accreditation and/or program review. These tasks require department chairs to be both coach and critic. He or she must both uphold the standard for quality instruction and inspire continual improvement. The chairs are responsible for making certain that faculty understand and adhere to federal guidelines and campus policy on best practices in research. Duties include but are not limited to:

- Oversee curricular design, rotations, scheduling, and planning
- Oversee curricular changes – submissions to curriculum committees, departmental approvals, record keeping
- Manage enrollments for student progression
- Approve substitutions and grade changes
- Ensure textbook ordering is complete by the deadline
- Ensure syllabi are collected by the deadline - check for accuracy
- Coordinate the Department’s catalog revision process and work with the Associate Dean to see that the catalog is submitted, and course inventory forms completed and appropriately filed;
- Oversee and update course rotation;
- Oversee annual and five-year program assessment and review efforts. Oversee all data entry efforts for assessment and faculty CVs/FARs (WEAVE Online and Digital Measures). See “Resources” at the end of this manual for more information.
- Identify small enrollment courses and either justify their need to be taught or have them canceled by the appropriate date determined by Associate Dean.

Research

Chairs may help faculty secure the necessary resources to conduct research, including additional space, research assistants, equipment, and clerical support. The search for resources may even require chairs to be entrepreneurial, both within the institution and in seeking external assistance. In pursuing a research mission, chairs need to demonstrate their understanding of, and interest in, the research programs of individual faculty. They should also see that the department has a collective understanding of these endeavors and that, where possible, linkages are made between research-projects that can multiply their results. Since TAMUCC has been designated an Emerging Research Institution, it is imperative that the department chair progress and maintain their research productivity. However, departmental and administrative
matters ALWAYS come first. That is, the duties of the chair, many of which are outlined in this document, are the priority during the business hours at the university. Personal and research matters take a back-seat to matters of the department. In cases where the chair may need guidance or advice in matters related to priority, a discussion with the Dean is generally the best source for advice.

Service

Departments have some service programs although the degree to which the service activity is centralized varies greatly from one department to another. Even when service commitments are left to individual faculty, department chairs should monitor outreach and service programs to see that they promote the goals of the department. Visible and effective service programs can net tangible benefits for both the department and the institution, including positive press, funding support, internship sites for students, job placements for graduates, and in-kind contributions. To carry out this responsibility chairs need to be well-versed in the activities of the department’s faculty.

Administration and Governance

Department chairs are responsible for supporting shared governance. This responsibility includes shaping the departmental mission and building consensus around goals for conducting meetings and implementing long-range programs, plans, goals, and policies. For shared governance to work effectively, chairs must encourage faculty to invest in departmental planning. Chairs improve the university climate when they successfully manage these governance tasks within their departments. These tasks require chairs to be strong communicators (including being excellent listeners), able managers of conflict, superb team builders, and sensitive facilitators of group discussion.

Here are some of the function’s chairs will perform:

- Liaise between administration (Deans, Provost, President) and Faculty and Staff in terms of providing timely communication of issues, procedures, deadlines, and policies.
- Plan and chair regular meetings of the department/discipline faculty to discuss department business.
- Ensure meeting agendas and minutes are kept, especially to record approval of action items (curricular changes).
● Develop annual department budget requests, in consultation with the Dean, and make recommendations to the Dean pertaining to all Department requests for expenditures;
● Oversee/authorize departmental travel and purchasing funds;
● Oversee department budget and approve requests;
● Serve as an active member of the College Chairs Council;
● Work with other Department Chairs and Dean’s office on space assignments;
● Listen to complaints and help find solutions from/about students, faculty, and staff;
● Meet annually with faculty and staff for performance reviews including a recommendation for promotion/tenure/merit where required by departmental policy and procedure. (see Appendix B and Appendix C for sample letters)
● Perform other tasks as assigned by the Dean

Faculty Matters and the Department Chair

As a department chair, you are ultimately responsible for the quality of faculty activity, even though most faculty work independently. Chairs shall recruit and select new faculty teaching loads and committee work and evaluate faculty performance. Chairs, therefore, are accountable for managing faculty work assignments in a way that draws on individual strengths and maximizes collective success.

Chairs make and initiate promotion and tenure recommendations. No administrator has more direct influence over the professional growth and development of individual faculty. Chairs are responsible for promoting professional development among both tenured and untenured faculty. On occasion, department chairs must deal with unsatisfactory faculty and staff performance and, when necessary, initiate termination of a faculty member. These tasks require sensitivity to individuals, support for university standards for excellence, and adherence to institutional procedures. At the same time, as a department chair, you must keep faculty members informed of the department, college, and institutional plans, activities, and expectations. Chairs need to encourage faculty participation in department matters but must also mediate conflict among faculty members. When done effectively, these tasks establish and maintain morale within the department. Items that will require your attention include:

● Assigning/creating a plan for new faculty mentors
● In consultation with faculty, assign faculty to departmental committees.
● File workload reports each semester.
● Conduct annual faculty reviews, including review of alternative workload assignments, with recommendations to the Dean pertaining to such personnel issues as salary, contract renewals, tenure, and promotion to all ranks, all as specified in University and College policies;
• Employ and supervise appropriate adjunct faculty for the Department as needed, with the approval of the Dean and Provost;
• Chair or delegate the chair role of all Department faculty search committees, which includes supervising the development and circulation of job descriptions; working with Human Resources on the review of applicants; calling references and organizing conference calls among members of the search committee and specific candidates, and organizing on-campus interview visits with candidates recommended by the search committee;
• Assist Department faculty in the development of any special University-related activities, such as training grants, professional meetings, colloquia, special classes, research grants, and the like;
• Know Title IX rules and other EEO regulations
• Access to LMS for online course observation (academic continuity, evaluation, emergencies)
• Recommend to the Dean (or Associate Dean) concerning Department faculty requests that pertain to travel; sick leave and other absences from campus; funds for special teaching materials; remunerated off-campus activities.

Student Matters

Students are another important internal constituency that falls within the scope of the department chair’s responsibilities – the department chair is the students’ primary advocate. Chairs are ultimately responsible for the department’s efforts to recruit and retain students. They have the power to provide advocacy and make exceptions to department policy on students’ behalf. For example, chairs can recommend the approval of course substitutions, transfer credit, and waive program requirements for individual students. When departments have student organizations, the department chair must monitor the activities of these groups. The chair’s role as student advisor and counselor allows the chair to interact on an individual basis with numerous students. While these conversations may be the source of important anecdotal information about student learning and success, the department chair is also responsible for collecting aggregate data regarding student progress and success. Among the more frequently used measures of accountability are student learning outcomes assessment and graduation rates/program completion. It is the department chair who must know what data points are used by the central administration, the state board of higher education, and accrediting agencies to evaluate the productivity and effectiveness of the department. Sometimes chairs need to survey current students and alumni to gather information attesting to the quality of the department’s instructional program. Chairs must know what information to collect, how to interpret the data for program improvement, and how to use it for program advocacy. Currently, this information is being gathered and processed by PIR, and during this current edition (2019), Sr.
Associate Vice President Katie Bontrager is in charge of data gathering and processing. As administrators, Chairs, and Deans can make requests to PIR for specific data regarding student issues such as grades, retention, program admission/graduation rates, etc. When chairs are effective in performing these tasks, they help the department better serve students by doing the following (not an exhaustive list):

- Oversee all departmental recruitment efforts, including departmental participation at Island Days;
- Collaborate with Academic Advisors.
- Receive grade appeals
- As chair, you will be the intermediary for many issues that arise between faculty and students. It is always good to remind students that the first place they must go with their issues and concerns is the lead instructor/faculty member. If the issue is not resolved at that level, the chair may have to become involved in the discussion which should be transparent to both the student and faculty member.
- Personal issues that arise with students may require the experience of a trained and qualified professional is found in the following offices:
  - I-Care
  - Office of Disability Services
  - Equal Opportunity/Employee Relations office.

**Communication with External Stakeholders**

The central administration, alumni, governing boards of higher education, accrediting agencies, area businesses, granting agencies, and federal agencies are some of the external publics that department chairs may need to address. How the chair communicates with these external publics can improve and maintain the department’s image and reputation. The department chair is the primary spokesperson and advocate for the department with all external publics. It is the chair that completes forms and surveys received by the department, processes department correspondence and requests for information, and serves as liaison with external agencies and institutions. It is the department chair who communicates department needs to the dean and central administration and keeps the administration informed of department achievements and activities. It is also the department chair who coordinates activities with outside groups and represents the department at special events. Chairs need to be adept at recognizing the perspectives held by the various external publics and be able to structure the department communication with these groups in a way that enhances the department’s relationship with them.
The task of communicating with external publics is time-consuming but important to the long-term welfare of the department. Savvy department chairs go beyond responding to the requests of external publics to initiating communication with them. Department chairs may issue a department newsletter that keeps key external publics informed about departments’ accomplishments and activities. They may survey alumni to encourage more significant relationships with graduates who may be able to contribute money, time, and talent to the department or institution.

Staff

In their capacity as office managers, chairs shall supervise and evaluate the administrative staff of the department, doing annual reviews and approving time cards and leave time. Also, chairs maintain essential records, assign office space, and determine equipment needs, including submitting HEAF requests to the Deans/Provost. When necessary, chairs will liaise between faculty and support staff to ensure the goals of the department are being met and staff is being treated fairly.

Financial and Facilities Management

Department chairs prepare and propose department budgets, seek outside funding, and administer the department budget which is determined by the college Dean. They set priorities for the purchase of new equipment and the use of travel funds - and again, these expenditures are overseen by the Dean. The department’s expenditures for any fiscal year should correspond with the department’s annual and long-term priorities. It is easier to fulfill this responsibility if faculty understand and accept the department’s mission and priorities. For this reason, chairs must educate department members about the finances of the department. Department members will be less critical of the chair’s actions concerning spending department funds if they understand the context for budget decisions. As a campus administrator, chairs must adhere to the university guidelines for spending department monies.

Chairs also have responsibility for managing the department’s physical facilities. This responsibility encompasses the assignment of space and the maintenance of department equipment. Chairs have ultimate responsibility for the total department’s inventory and must know when equipment is loaned out or in need of repair. In many cases, staff personnel is put in charge of this responsibility. They also must monitor department security and maintenance. Issues involving who gets keys to what rooms and storage
closets become matters for the department chair to decide. Department chairs must inform the central administration of needed safety renovations or repairs. In this regard, chairs are custodians of department space and equipment.

**Assessment and Data Management**

Department chairs have the responsibility for managing the department’s record-keeping system. They decide what summaries to make of data received or collected by the department. They control what information is forward to the department faculty and staff. Furthermore, they have considerable control over the form and substance of information shared within and outside the department. (see Student Matters for more details on data collection)

**Planning and Institutional Research (PIR)**

The Office of Planning and Institutional Research is responsible for federal, state, and TAMU System reporting for the university. PIR supports many different data requests including federal requests, state requests, TAMU System requests, TAMU-CC Administration requests, national and programmatic accreditation surveys and requests, annual/semester university-wide surveys, academic program reviews, grant requests, data visualizations, ad-hoc requests, and analyses.

- **Data Request Form** - [http://pir.tamucc.edu/university_organization/Data_Request_Form.html](http://pir.tamucc.edu/university_organization/Data_Request_Form.html)
  This form is intended to help respond to requests while also providing clear guidance to data-seekers. PIR will work with you to determine a timeline for completion and will take an average of two weeks to complete.

- **Internal Resources (Data Center)** - The PIR Data Center can be found at [http://pir.tamucc.edu/Internal_Resources/Data_Center/data_center_index.html](http://pir.tamucc.edu/Internal_Resources/Data_Center/data_center_index.html). TAMU-CC PIR utilizes Tableau to create data visualizations. You can view in both graphical and table format data for university enrollment, semester credit hours, degrees awarded, faculty information, undergraduate admission. Additional content is added as data visualizations are developed.

- **Internal Resources (Survey Results)** - PIR administers university-wide surveys. Survey results for the Alumni, Beginning College Survey of Student Engagement (BCSSE), Graduating Student Survey (GSS), Undergraduate Student Survey (USS), and Student Satisfaction Inventory (SSI) can be found at [https://pir.tamucc.edu/survey_results/Survey_Index1.html](https://pir.tamucc.edu/survey_results/Survey_Index1.html). PIR can
assist and support faculty survey projects that involve many members of the TAMU-CC campus community. Faculty interested in collaborating with PIR on a survey can fill out the Data Request Form.

**Conclusion**

The complex role of department chair requires a skilled individual who can both serve and coordinate multiple constituencies. Institutional reliance upon department chairs as primary change agents and managers will continue to increase as institutions respond to external pressures for productivity and accountability. The central administration is powerless in preserving program quality. The very reputation of the institution depends on the success of its department chairs in bridging institutional and departmental needs. Despite the anomalous quality of the position, chairs have immense potential to affect the future of their institutions and higher education in general.

The roles and responsibilities of chairs have changed in two major regards. The fulcrum has tipped from concern for the individual welfare of faculty to creating a successful working synergy among department faculty, and from being an advocate for department desires to linking the work of the department to the broader institution, as well as to external audiences. This does not mean that the older interests of developing individual faculty and advancing the interests of the department are discarded. It does mean that those interests must now be combined with new needs and interests. Chairs may be short on formal authority or positional authority. However, for those interested in affecting the future of his or her colleagues, there may be no more important leadership position than that of a department chair.

**Campus Resources**

- **WEAVE Online** - Deadlines and assessment training and resources can be found at [http://assessment.tamucc.edu/](http://assessment.tamucc.edu/). Accounts for faculty and chairs can be set up by contacting Shay Lee in the CLA Dean’s office. Resources and training are available from Debbie Linares or Bryan Baker (see [http://assessment.tamucc.edu/consultation_training.html](http://assessment.tamucc.edu/consultation_training.html) or by calling x2846 (Debbie) or x2723 (Bryan).

- **Digital Measures** - The Digital Measures login can also be found at [http://assessment.tamucc.edu/index.html](http://assessment.tamucc.edu/index.html). Faculty credentialing (including graduate faculty status) is coordinated by Shay Lee in the CLA Dean’s office. Information from Digital Measures is used in this process and annual reviews
(FARs and CVs). Information should be entered completely and accurately by faculty. Digital Measures accounts.

- **Tableau SSO** – SSO login can be found at [https://sso.online.tableau.com/public/idp/SSO](https://sso.online.tableau.com/public/idp/SSO) to retrieve internal Tableau dashboards. Chairs have access to data visualizations at the college, department, and major levels. You can view in both graphical and table format data for university enrollment, semester credit hours, degrees awarded, faculty information. Additional content is added as data visualizations are developed.

- **Platinum Analytics** – Platinum Analytics login can be found at [https://app.adstra.live](https://app.adstra.live) (this will be your one-stop-shop for all things Ad Astra including schedule and monitor. Designed to help academic leadership align your course schedule with student demand base on their matriculation through programs and advising. Multiple data points are used to forecast this demand including data from Banner, 5 years of historical data and fill rates, and degree audit data.

- **Monitor** – Monitor login can be found at [https://app.adstra.live](https://app.adstra.live) (this will be your one-stop-shop for all things Ad Astra including Schedule and Platinum Analytics) Monitor not only gives you visibility to track course enrollment ratios, but it also allows you to be notified when courses are nearly full or still struggling to get enrollments.

- **Data Warehouse** – The Data Warehouse login can be found at [https://it.tamucc.edu/applicationscatalog/datawarehouse.html](https://it.tamucc.edu/applicationscatalog/datawarehouse.html). Data Warehouse is comprised of sources of data you already work with but put together and made accessible in a way that allows you to get a cohesive picture. This tool can help you better understand the health of the organization, collaborate on a shared view of business drivers, and reduce decision-making time. The Data Warehouse is designed to give greater insight into the data of various systems and assist with strategic and operational processes. Training is offered, weekly, on how to use Pyramid reporting. Just contact datawarehouse@tamucc.edu for assistance.

### Additional Resources

- Chronicle of Higher Education (library)
  - 10 Suggestions for a New Department Chair, by Michael C. Munger, APRIL 08, 2010 (https://www.chronicle.com/article/10-Suggestions-for-a-New/64963)

- Conferences
  - Academic Chairperson’s Conference [https://conferences.k-state.edu/academicchairpersons/](https://conferences.k-state.edu/academicchairpersons/)
Leadership in Higher Education Conference
Council of Colleges of Arts & Sciences (CCAS)
https://www.ccas.net/i4a/pages/index.cfm?pageid=3668
American Conference of Academic Deans (ACAD) https://acad.org/

The core and significant portions of this Manual are from excerpts from a publication by Irene W. D. Hecht, Mary Lou Higgerson, Walter H. Gmelch, Allan Tucker. “Roles and Responsibilities of Department Chairs.” The Department Chair as Academic Leader (Phoenix, AZ: ACE Oryx Press, 1999).
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Appendix B
Sample Non-Renewal Letter

February 25, 2016

Dean
College
R2 State University

RE: Contract Renewal for Spiral Notebook

Dear Dean,

This letter serves as an evaluation of Dr. Spiral Notebook’s performance during the 2015-16 year. In her previous annual review, I gave Dr. Notebook explicit feedback about the professional achievement activities that she had to accomplish during the 2015-2016 year. Dr. Notebook failed to accomplish specified professional achievement activities. Furthermore, because she has failed to engage in any scholarship for the past two years, this is the second year that she has not met department expectations in the area of professional achievement. Therefore, I recommend that Dr. Spiral Notebook’s contract not be renewed.

Teaching

During the review period, Dr. Notebook taught five different courses and a total of eight classes. She taught PEN 101 (General Writing), PEN 210 (More Writing), PEN 203 (Contemporary Writing), PEN 399 (Fountain Fundamentals), and PEN 450 (Research Methodology). Except for PEN 450, Dr. Notebook had taught all of these courses previously. Dr. Notebook’s IDEA score ratings for instructor excellence range from 2.3 (PEN 203) to 3.6 (PEN 399) on a five-point scale. Two of her three course ratings indicate that she is in the lowest 10 percent of all classes in the IDEA database. While low ratings might be expected in PEN 450 (3.1) because this was the first time she taught this required course, her ratings in the other two courses should be significantly higher since she has taught them several times. As my classroom observation letter indicates, Dr. Notebook uses PowerPoint and poses good discussion questions. However, students reported that she does not return papers in a timely manner, and she does not update her syllabus on Blackboard, which confuses students. While Dr. Notebook has
made some adjustments in her teaching (e.g., giving a formal lecture, using PowerPoint), her course ratings are still unsatisfactory. In her third year of teaching at Best Place in the World, Dr. Notebook has not met department expectations in the area of teaching.

**Professional Achievement**

Dr. Notebook successfully defended her dissertation in June 2014 but did not complete the necessary revisions to earn her Ph.D. until the summer of 2015. In the department chair’s annual feedback letter last review period, Dr. Notebook was told that “she must present a paper at a regional, state, or national conference and submit a manuscript for publication” in addition to depositing her dissertation. Although Dr. Notebook cites chronic health problems, no evidence exists that she even attempted to present a paper or submit a manuscript for publication. As such, she has not met department expectations in the area of professional achievement.

**Professional Service**

Dr. Notebook has been engaged in service to the department, college, university, and community during the review period. She has volunteered to assist Dr. Journal (editor) with the department newsletter. Within the college, Dr. Notebook serves on the Undergraduate Curriculum Committee. At the University level, she serves on the Honors Program Committee. She has also become involved in the “Second Chance” project within the community, which seeks to reintegrate sex offenders back into the community through a restorative justice framework. She has met department expectations in the area of service.

In sum, Dr. Notebook has not met department expectations in the areas of teaching and professional achievement. While the Departmental Faculty Review Committee voted 7 to 6 in favor of renewing her contract, I must recommend that Dr. Notebook’s contract not be renewed for the 2016-2017 academic year.

Sincerely

Cursive Calligraphy, PhD
Professor and Chair
Department of Pens and Pencils
Appendix C
Sample Renewal Letter

March 14, 2017
Dean
College of
R2 State University

RE: Contract Renewal for Suzy Q

Dear Dean,

This letter serves as an evaluation and recommendation for contract renewal for Dr. Suzy Q. Dr. Q was hired as a tenure-track Assistant Professor of Hospitality in August 2015. She is in her second year of tenure-track teaching at R2 State University.

Teaching

During the review period, Dr. Q taught five different courses and a total of eight classes. She taught HOP 210 (Orientation to Hospitality), three sections of HOP 320 (Human Behavior and Hospitality), HOP 324 (Hospitality Research Methods), two sections of HOP 451 (Social Science Data Analysis), and HOP 497 (Practicum in Hospitality). Importantly, Dr. Q was supposed to receive a course reduction in the spring semester to support her scholarship; however, she agreed to teach three courses to support the Hospitality program. Dr. Q’s adjusted IDEA scores ratings for excellent instructor were 4.8 and 4.9 on a five-point scale for both HOP 320 and HOP 451 respectively during the Spring 2011 semester. Given how much students dislike statistics (HOP 451), that score is impressive and reflects the amount of time Dr. Q dedicates to preparing her course. One suggestion I have for Dr. Q is that she review her grade distributions, especially for 300- and 400-level courses.

When I observed her in the classroom, Dr. Q was well-prepared and energetic. She maintained a conversational tone and solicited student participation. As my classroom observation letter indicates, she utilizes PowerPoint for lecture and clarifies important points by writing on the whiteboard. Students reported that Dr. Q is thorough, is considerate of her student population, and conveys her passion about research. Furthermore, they had no suggestions for improvement. In her second year of tenure-
track teaching at R2 State University, Dr. Q has demonstrated that she has the knowledge, skills, and commitment to be an outstanding classroom teacher. As a result, Dr. Q has exceeded the department expectations in the area of teaching.

**Professional Achievement**

In the area of professional achievement, Dr. Q is the principle investigator on 15 extramurally-funded evaluation projects. She is the co-author of a journal article published in *The American Journal of Hospitality* and the co-author of a journal article under review at *Hospitality and Health*. Dr. Q also has submitted a co-authored entry to *The Encyclopedia of Hospitality* and has a co-authored submission under review to *Public Health*. Dr. Q presented two papers and three posters at national conferences. Dr. Q has a productive and coherent research agenda and exceeds department expectations in the area of professional achievement.

**Professional Service**

Although employed by the University for less than two years, Dr. Q is actively engaged in service to the department, university, and community. At the university level, she serves as the Unit Development Officer for Hospitality. Within the department, she is a member of the Hospitality Recruitment Committee and a member of the Junior Faculty Mentoring Plan Committee. Importantly, Dr. Q is a consultant for the state hospitality network, a member of the Human Trafficking Task Force, and a reviewer for five journals. In the area of professional service, Dr. Q exceeds department expectations.

In sum, Dr. Q has demonstrated that she is a valued asset to the department and university. I concur with the unanimous opinion of the Department Faculty Review Committee and strongly recommend Dr. Q’s contract be renewed for 2018-2019.

Sincerely,

Twinkie Baker, PhD
Professor and Chair
Department of Hospitality
## Appendix D

### Department Chairs

#### College of Business

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<td>Accounting, Finance, and Business Law</td>
<td>Dr. Alexandra Theodossiou</td>
<td><a href="mailto:alexandra.theodossiou@tamucc.edu">alexandra.theodossiou@tamucc.edu</a></td>
<td>361-825-2769</td>
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<tr>
<td>Decision Sciences and Economics</td>
<td>Dr. David Hudgins</td>
<td><a href="mailto:david.hudgins@tamucc.edu">david.hudgins@tamucc.edu</a></td>
<td>361-825-5574</td>
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<tr>
<td>Marketing &amp; Entrepreneurship</td>
<td>Dr. Randall Harris</td>
<td><a href="mailto:randall.harris@tamucc.edu">randall.harris@tamucc.edu</a></td>
<td>361-825-5533</td>
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<tr>
<td>Admin</td>
<td>Ms. Angelina Dick</td>
<td><a href="mailto:angelina.dick@tamucc.edu">angelina.dick@tamucc.edu</a></td>
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<td>Art</td>
<td>Mr. Louis Katz (Interim)</td>
<td><a href="mailto:louis.katz@tamucc.edu">louis.katz@tamucc.edu</a></td>
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<td>Admin</td>
<td>Ms. Mandy Syamken</td>
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<td>Communication &amp; Media</td>
<td>Dr. David Gurney</td>
<td><a href="mailto:david.gurney@tamucc.edu">david.gurney@tamucc.edu</a></td>
<td>361-825-2316</td>
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<td>Admin</td>
<td>Ms. Courtney Noe</td>
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<td>English</td>
<td>Dr. Kevin Concannon</td>
<td><a href="mailto:kevin.concannon@tamucc.edu">kevin.concannon@tamucc.edu</a></td>
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<td>Ms. Christina Maher</td>
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<td>Humanities</td>
<td>Dr. Peter Moore</td>
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<td>Music</td>
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<td>Psychology &amp; Sociology</td>
<td>Dr. Pamela Brouillard</td>
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<td>Dr. Daniel Jorgensen</td>
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<td>Theater</td>
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<td>Dr. Joshua Watson (Interim)</td>
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<td>Kinesiology</td>
<td>Dr. Don Melrose</td>
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<td>Ms. Elizabeth Perez</td>
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<td>Curriculum &amp; Instruction and Learning Sciences</td>
<td>Dr. Kathleen Lynch-Davis</td>
<td><a href="mailto:kathleen.lynch-davis@tamucc.edu">kathleen.lynch-davis@tamucc.edu</a></td>
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<td>Biobehavioral Health Science</td>
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**Science and Engineering**

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**University College**

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