UTC Department Heads Guide

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Introduction: Department Heads have one of the most challenging and rewarding jobs on a university campus. On any given day, a Department Head may expect to meet with and respond to the needs of a wide range of audiences—*e.g.,* students, faculty, staff, alumni, community leaders, academic Deans, the Provost and Senior Vice Chancellor for Academic Affairs, and more. And the roles and responsibilities of a Department Head are equally diverse. In a general sense, Department Heads are *managers* who ensure the daily operations of their respective departments, and they are *leaders* who provide a vision for the future of their respective departments. In doing so, Department Heads tend to be individuals who recognize immediate needs as well as future aims for curriculum/program development, staffing of courses, professional and faculty development, and the like. They are detail-oriented individuals who simultaneously recognize their work within the broader context of departmental history, the campus community, and institutional strategic planning.

In the following pages, Department Heads will find more specific descriptions of their roles and responsibilities, and they will find numerous resources that may facilitate productivity and efficiency in their departmental offices. For now, we begin with the *Faculty Handbook.* In Section 1, for example, we find the roles and responsibilities of all Department Heads. In its entirety, this section of the *Faculty Handbook* states:

> *The department head is the first level of administration and has been assigned the special duty of administering the academic department. The head's responsibility includes care of the departmental academic program in relation to the comprehensive academic program of the University through recruitment and development of the faculty, planning, execution and review of curriculum, encouragement and support of faculty teaching and research and public service efforts, counsel and advice to students majoring in the discipline, and representation of the department to the public, other faculty and administration, colleagues at other universities and institutions and the constituencies supporting the University. In addition, the head's responsibility entails care of the apparatus necessary for support of the academic programs through employment and supervision of clerical and support personnel, management of departmental physical facilities and planning for space and equipment needs, preparation and defense of the departmental budget, and authorization and monitoring of all expenditures from the departmental budget.*
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> *The department head's many tasks relating to these duties may be delegated to other members of the department or to specific clerical or support personnel. In almost all departments a number of standing faculty committees are responsible for collection of data and the formulation of policy recommendations concerning specific matters. In such instances the departmental faculty reviews recommendations made by committees. The active participation of departmental faculty in the planning, execution and review of its curriculum is vital to the well-being of the department.*
>
> *The head is the departmental officer specifically charged to make all official recommendations concerning faculty development appointments, reappointments, promotions, tenure, and salary adjustments, as well as those concerning the budget.*
>
> *The head is expected to consult with the faculty in an open and professional manner before undertaking a search for new faculty or authorizing such a search by a departmental*

committee, recommending the appointment of new faculty, or recommending the retention, termination, promotion, or tenure of faculty.

Departmental proposals for the curriculum are transmitted by the head or a departmental representative for review by the dean and in turn, the Provost. The proposal then goes to the faculty Curriculum Committee (for undergraduate programs) or to the Graduate Council (for graduate programs).

In many departments the head and the faculty have agreed on formal working arrangements to ensure an orderly and mutually understood conduct of departmental affairs. In all cases these arrangements require the general consent or approval of the dean and the Provost. And in no instance may such arrangements be taken to alter or diminish the head's authority as the administrative officer directly responsible for the unit.

The position of department head, like all other administrative offices, does not carry tenure. This individual serves at the pleasure of the dean, Provost, and Chancellor. An annual evaluation of the head is conducted by the dean.

In bullet form, this list of responsibilities is as follows.

1. be a steward of departmental academic program in relation to the comprehensive academic program of the University,
2. recruit and support/develop faculty who, in turn, support your academic program,
3. plan, execute and review the curriculum,
4. support faculty in teaching, research, and public service efforts,
5. counsel and advise students majoring in the discipline,
6. serve as liaison between the department and the public, other faculty and administration, colleagues at other universities and institutions and constituencies supporting the University,
7. care for and support academic programs through employment and supervision of clerical and support personnel,
8. management of departmental physical facilities and planning for space and equipment needs,
9. prepare, plan, and be a steward of the departmental budget by authorizing and monitoring all expenditures,
10. make all official recommendations concerning faculty development appointments, reappointments, promotions, tenure, and salary adjustments,
11. consult with the faculty in an open and professional manner before undertaking a search for new faculty or authorizing such a search by a departmental committee,
12. recommend the appointment of new faculty, and
13. recommend the retention, termination, promotion, and/or tenure of faculty.

If we consider other responsibilities of successful Department Heads—leading a department to determine appropriate departmental goals (*e.g*. program growth, improved faculty support and development, faculty mentors for junior faculty, better retention rates, establishing a department-level alumni association), maintaining accreditation and conducting 5-year reviews, reviewing program/s and curriculum changes from other departments that impact your course offerings and course demand, reviewing faculty members' teaching evaluations and assessing job performance (see Section 3, *Faculty Handbook*), assessing job performance of administrative assistant/s, reviewing annually the department profile (*e.g.,* retention rates, graduation rates, credit hour production, *etc.*), reviewing and maintaining Department Retention Plans, reviewing and maintaining good advisement practices (*e.g.*, updated "Clear Path" sheets, sophomore orientation and advisement, assigned advisors, *etc*.), and facilitating a collegial and professional work environment for your faculty, staff, and students—it is clear that Department Heads carry numerous and sometimes daunting responsibilities. Thankfully, Department Heads do not have to do it all! They may (and should) delegate in the spirit of shared governance and joint ownership.

Departmental Advisory Committee: An Advisory Committee is "a group of volunteers that meets regularly on a long-term basis to provide advice and/or support to an institution or one of its sub-units" (Teitel, 1995). Advisory committees help with many different functions: strengthening programs, improving management, reviewing and evaluating mission, programs, and services, recruiting personnel, raising funds, promoting public relations, and improving relationships with other organizations. They are, therefore, invaluable to department leaders.

When should an Advisory Committee be established? An advisory committee should be established when it is believed that input from a variety of perspectives will help improve your program. Advisory committees may be especially beneficial during the start-up of a new program or the improvement or expansion of an existing program. They can help revitalize a program and bring it up-to-date with changes that have occurred in the outside world.

Faculty Governance at the Departmental Level: While there are a variety of committees at UTC that serve many different functions, governance at the departmental level involves two important areas: 1) curriculum and 2) promotion, tenure and reappointment.

1. UTC has a strong tradition of considering curricular development a faculty prerogative. Depending on a department's size, a special committee may be formed to oversee curriculum, or the departmental faculty as a whole may do curricular review. In any event, it is useful to have at least one person responsible for coordinating curricular matters as part of one's service responsibilities to the department. Generally, all departments vote on curricular matters as a whole, and this vote is recorded on the cover sheet that must accompany curriculum proposals for university approval. The current chairperson of the university's Curriculum Committee can provide a Department Head (or her/his designee) with a list of matters that come under this committee's purview.

2. The department's Promotion, Tenure, and Reappointment Committee functions according to the *Faculty Handbook*, and considers faculty candidates who are eligible for reappointment, promotion, or tenure. This committee makes recommendations to the Department Head and appropriate dean. For additional information, please refer to Section 3 of the *Faculty Handbook*.

Calendars: The Academic Affairs Calendar is produced by the Provost's office and begins in August of each new academic year. Some deans request that their department heads follow a particular set of deadlines, so communication between you and your dean is important. Similar calendars can also be found on the Records Office website, including academic calendars and final exam schedules.

Academic Affairs Calendar: http://www.utc.edu/academic-affairs/calendars-deadlines.php
Records Office Calendars & Schedules: http://www.utc.edu/records/calendars-and-schedules/

SECTION I: ACADEMIC PROGRAM MANAGEMENT AND CURRICULUM ISSUES

- Retention and Migration
- Student Credit Hours
- Leading Curriculum Change
- Scheduling Classes

As a Department Head, you have primary responsibility for managing academic program operations. Information related to the management of academic programs is readily available once you know where to look. There are four main reports available from the Office of Planning, Evaluation, and Institutional Research (OPEIR) that you should be concerned with:

1. The Department Profile includes data on enrollment and student credit hour production. It allows you to examine the changes in enrollment over the last eight years and provides the division of student credit hour production by lower, upper, and graduate level students as well as per FTE faculty. http://www.utc.edu/planning-evaluation-institutional-research/departmental-profiles.php

2. The student credit hour (SCH) report for each individual faculty member allows you to compare faculty in your department with regard to their overall contribution in terms of SCH production.

3. The diversity report shows gender and ethnic characteristics of all the students and faculty in your department.

4. Finally, the retention and migration report shows the movement of students in and out of your program.

Knowledge of this data can greatly help you manage and plan for your department. The following guidelines should help you use this information to your advantage.

Retention and Migration: The retention and migration reports are extremely beneficial in illustrating the movement of students in and out of your department. If there are more students migrating out of your department than there are moving in, then a problem may exist. Although many factors may lead to a student changing majors or leaving a department, it may be due to the student's dissatisfaction with the instruction he or she received. Therefore, it may be necessary to examine the student evaluations of faculty to see if dissatisfaction exists. Accrediting agencies consider retention and migration as a significant measure of a program's success.

Student Credit Hours: Student credit hour production is reported in a variety of formats. In the Departmental Profile it is reported by level of student (*i.e.*, lower, upper, or graduate) or per FTE faculty. When broken down by level of student, the report shows the number of student credit hours produced by students in the lower, upper, and graduate levels. The latter report shows the average number of student credit hours produced by all of the FTE faculty members in your department. It may be more helpful to view another report by the Office of Planning, Evaluation, and Institutional Research (OPEIR) that lists the student credit hours produced by each individual faculty member.

This will help you compare the teaching loads of the faculty in your department.

Department heads should become aware of the complexity of SCH production as it impacts overall enrollments as well as the profile of the department. Obviously, a healthy overall SCH count is important to the department's being seen as a strong program, and is important as other administrative levels consider such things as budgetary allocations, faculty lines, etc. However, a head must weigh her/his distribution of SCH among the faculty in the department as an indicator of normal variances within academic disciplines. Certain faculty members — those who teach large general education classes, for example — may easily accumulate an impressively high overall SCH count and far outdistance other faculty in the same discipline (or sub-discipline, concentration, *etc*.) who might be overseeing more upper-division courses, specialized seminars, internships, *etc*. The head, of course, is the person with the clearest understanding of this situation and can accurately gauge the appropriateness of SCH production to individual faculty's teaching loads. Judiciousness and equity, while very important, may appear skewed if one were to consider only SCH numbers in measuring effective faculty contributions to a department. As the most important evaluator of how much an individual contributes to the overall departmental mission, the head must consider all variables when assessing an individual overall achievement. Similarly, s/he should view SCH production in terms of an overall programmatic norms and expectations.

Leading Curriculum Change: Unless the department is new to the university, most heads will find that a curriculum is already in place. The responsibility of the head is to listen to the feedback that is received from students, faculty, community members (*e.g.* alumni), and/or leaders in the discipline and properly maintain and update the current curriculum. It is likely that much of the review of the curriculum will be done by faculty committees or a departmental coordinator of curriculum, as the case may be. The department head's responsibility is to test the relevancy of the curriculum. Heads also need to be in touch with recent developments in the field, as these may warrant changes in the curriculum. It may also be beneficial to assess the curriculum against information from external sources. The five-year program review is a good time to determine whether changes to the current curriculum should be made. (See Section V of this manual for details.)

Scheduling Classes: The head carries the final responsibility for the scheduling of classes at the departmental level. In some cases, usually in larger departments, the head may charge a committee or another individual with sharing that responsibility. The head, nevertheless, should plan to have the schedule of classes prepared according to a calendar established by the Records Office. This calendar normally calls for development of the spring class schedule by the end of September of the previous year, along with a preliminary copy of the summer school class schedule at this same time. (Later edits to the summer schedule are possible.) The schedule for the fall semester of classes is done very early in January of that year. Departments routinely send their class schedules to the appropriate dean for budgetary approval since the schedules call for a listing of expenditures to cover necessary adjunct faculty lines. Notes that the Records Office regularly provides instructions and guidelines for submitting class schedules.

Class scheduling, once established, becomes a fairly routine task since departments are sent copies of the previous year's class listings from which to plan. Exceptions occur, of course, after major curricular revisions are made either at the departmental level, or by the university (such as a major general education revision). Department Heads should not, however, rely solely on historical schedules in determining course offerings. Major and program requirements trump faculty teaching preferences. Department Heads must also be mindful of the need to schedule required and elective courses throughout the week – Monday through Friday – at different times/time slots that run from 8:00 a.m. until 8:00 p.m.

Section II: STUDENTS FIRST!

- Recruitment and Retention
- Diversity
- Advisement and Department Retention Plans
- Relationships with Students/Enrichment
- Managing Internships/Co-Op Educational Opportunities/Scholarships/Awards
- Supporting Student Research
- Responding to Student Grievances
- Administering Student Ratings of Faculty

Recruitment and Retention: The Department Head should participate in the recruitment and retention of qualified students into her/his programs and can do so in a number of ways. S/he should work with Admissions to help with recruitment fairs and work with faculty to retain qualified students in the program. In addition, encourage the faculty in your department to actively recruit and retain a diverse student body.

Diversity: A diverse student body can offer a number of opportunities for both faculty and other students. Diversity can be accomplished not only through gender and race, but also a mix of adult, traditional, and non-traditional students. Additional information about the current student mix may be obtained from the Office of Planning, Evaluation, and Institutional Research.

Advisement and Department Retention Plans: In the "Preamble" to the National Academic Advising Association (NACADA), we find the overall importance of good academic advising:

> Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own worldviews, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising).
> http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Concept-of-Academic-Advising-a598.aspx

Academic advising, then, is of vital importance to the success of our students as they work toward degree completion. Good advising helps our students value the learning process within our academic programs as it also helps them make strategic and thoughtful decisions, think about their college experience within the broader arc of their life experiences, set and evaluate priorities, and develop critical thinking and learning skills. Faculty members and Department Heads play a role in advisement, even when the bulk of advising is done by professional advisors within specific colleges. Good advisors know the curriculum and the students in their programs. Encourage your faculty to be good advisors by setting a good example for them. You may use your discretion in determining how faculty advisors are assigned to students, but you should ensure that all faculty in an advising role are knowledgeable and able to give sound advice. Students may be negatively affected by advice that is inaccurate or misleading. For example, a student who has been advised to take the wrong classes may be prevented from graduating on time. In the 2012-2013 academic year, all Department Heads, in collaboration with colleagues in their respective departments, submitted Departmental Retention Plans. Be familiar with and share those plans with your colleagues to ensure consistency and continuity in your home department, especially as these plans deal with advising and the necessity of good advisement.

As a "best practice" in leading your academic department and ensuring good advisement, make sure that all majors have an advisor. A list of majors and assigned advisors is available in Banner. Also, keep in mind that students should get their ALT PINs from their advisors (not administrative assistants) only AFTER being advised.

Relationships with Students/Enrichment: As Department Head, you should be sure that students have opportunities to interact with faculty and participate in the culture of your academic department or your discipline. For example, you may want to see if your student majors are interested in forming (or affiliating) with a professional association in the discipline. This group could then sponsor speakers and events for student enrichment.

A Department Head should be reasonably accessible to students. There are, of course, a number of ways to ensure accessibility: office hours, posting of the Department Head's calendar, “blocked” time for open student appointments, *etc*. Additionally, some department heads choose to set up a Student Advisory Committee (to the head). This group, usually elected by the faculty and/or student majors and usually representative primarily of the majors in a discipline, can act as an effective liaison between the office of the Department Head and student groups or alumni. As with all advisory groups, a clear understanding of scope, effective management of time, and a sense of some ownership in developing plans become important considerations.

Managing Internships, Co-Op Educational Opportunities, Scholarships and Awards: Be sure to investigate and explore internships, co-op educational opportunities, scholarships, and other awards for your student majors. Internships and co-op educational opportunities can be a valuable part of a student's education and may help her/him locate employment after graduation. This will obviously reflect favorably on your department. Scholarships and awards also help to facilitate a positive departmental image. These incentives may be used to help attract and retain quality students in your department. Financial Aid may be able to help you find scholarships and other award opportunities.

Supporting Student Research: The opportunity to participate in research activities is another component of the educational experience that may greatly benefit our students. This is especially true for students that may be interested in attending graduate school upon completion of their undergraduate studies. Students should have ample opportunity to participate in any faculty research projects in the department and should be properly informed when such opportunities exist. Similarly, faculty should be encouraged to participate in joint faculty/student research projects. Additionally, students should be encouraged to apply for the Provost Student Research Award offered by the UC Foundation.

Responding to Student Grievances: From time to time, students may come to you to complain about a faculty member, grades they believe to be unfair, and the like. Take all complaints seriously, especially those that involve sexual harassment. However, in order to support the chain of responsibility, find out if the student has discussed the problem with the faculty member.

If not, they should be referred back to the faculty member with the understanding that your role is to help with issues that cannot be resolved between the student and the faculty. Refer to Sections 4.2.2 and 4.2.3 of the *Faculty Handbook* for more information regarding the sexual harassment policy.

Administering Student Ratings of Faculty: Student evaluations are conducted regularly (administered by OPEIR) for each class a faculty member teaches in a given semester. It is important to read the Student Ratings of Faculty once they become available after each semester.

Section III: FACULTY AND STAFF

- Recruitment and Hiring
- Diversity
- Orientation and Mentoring Junior Faculty
- Faculty Development
- Retaining Quality Faculty and Staff
- Faculty and Staff Evaluation
- EDO Development and Documentation
- Linking Evaluation and Development in the EDO Process
- EDO Calendar
- Continuation, Promotion, and Tenure of Faculty
- Promotion and Tenure Candidates
- Reappointment of Probationary Faculty
- Reappointment Schedule: See *Faculty Handbook*, Section 3.3.1.1.
- Use of Student Ratings in Faculty Evaluation
- Conclusion: Reappointment, Promotion, and Tenure

Recruitment and Hiring: Certain procedures must be followed when appointing faculty to positions at UTC. (See the *Faculty Handbook*, Section 3.1.) Specifically, the head must collaborate with faculty to develop a plan for the search process. A thorough search and careful selection should precede any departmental recommendation for appointment. While the department should participate in every step of the search process, the final responsibility for the departmental recommendation rests with the Department Head.

For all recruitment and hiring purposes at the department level, these guidelines should be noted, as well as any and all instructions from the College and from Academic Affairs. College offices maintain useful resource information on minority recruitment. The Dean can provide pertinent information on search committee make-up and expectations, the procedures for determining short lists of candidates, and the Provost's instructions for seeking final interview approval. These can vary somewhat from year to year, and may vary somewhat across colleges/schools. Nevertheless, the Department Head's role in any recruitment/hiring activity is an essential one as it demands clear and careful communication among all constituencies involved in the process. The institution also requires very careful documentation of all candidates' files, including specific time frames for storage of applicants' dossiers. (See "Search Procedures" and "Recruiting Resources" on the website for the Office for Equity and Diversity; http://www.utc.edu/equity-diversity/.)

Diversity: All qualified applicants will receive equal consideration for employment and admissions without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or covered veteran status. Eligibility and other terms and conditions of employment benefits at The University of Tennessee Chattanooga are governed by laws and regulations of the State of Tennessee, and this non-discrimination statement is intended to be consistent with those laws and regulations. In accordance with the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, The University of Tennessee affirmatively states that it does not discriminate on the basis of race, sex, or disability in its education programs and activities, and this policy extends to employment by the University. Inquiries and charges of violation of Title VI (race, color, national origin), Title IX (sex), Section 504 (disability), ADA (disability), Age Discrimination in Employment Act (age), sexual orientation, or veteran status should be directed to the Office of Equity and Diversity (OED), 201 Human Resources Center, Dept. 5455, 615 McCallie Ave, Chattanooga, TN 37403-2598, telephone (423) 425-5468. Requests for accommodation of a disability should be directed to the ADA Coordinator at the Office of Equity and Diversity.

Orientation and Mentoring Junior Faculty: New full-time faculty member should be assigned a mentor, most likely from the home department, who will help the junior faculty with orientation in the department. While the mentor will often be the first point of contact, new faculty should also feel free to solicit advice and help from any faculty in the department, from staff members, and/or from the Department Head.

Faculty Development: UTC offers a variety of resources and opportunities to stimulate and support faculty development, including Faculty Development Grants, Faculty Research Grants, Summer Fellowships, Sabbatical Leave, Instructional Excellence Retreat, Travel Funds, Speakers and Special Events Grants, and more. For a comprehensive list of these resources, please see the following web page: http://www.utc.edu/walker-center-teaching-learning/faculty-development-opportunities/

Retaining Quality Faculty and Staff: It is important to try to retain quality faculty and staff because of their impact on a department's profile as well as the difficulty and costs associated with replacing them. Try to incorporate rewards that may not necessitate a large budget, but that the faculty and staff member still values. Access to and funding of faculty development opportunities may help retain faculty members.

There are also certain professorships available that a Department Head might consider as a means to recognize faculty accomplishment. For example, the UC (University of Chattanooga) Foundation Professorships are normally awarded to faculty members holding the rank of assistant or associate professor. Occasionally, senior faculty holding the rank of professor may be selected for this award. UC Foundation Professors receive a monthly stipend for five years that is paid by the Foundation with an increasing portion of the Foundation stipend replaced by state funds over the five year period. Selection as a UC Foundation Professor is made by the Chancellor upon nomination by the Provost and approval of the UC Foundation. The Provost's nominations to the Chancellor are based on nominations from a committee comprised of the Deans Council. Calls from the deans to the Department Heads for nominations usually occur in the late spring for the coming academic year. Nominate your faculty!

Faculty and Staff Evaluation: The University maintains a procedure for annual review of all employees' progress, and for the establishment of goals and objectives set forth for each year. For faculty, this process is known as Evaluation and Development by Objectives (EDO), and for staff a similar Staff Development and Performance Review (SPDR) form has been devised. Both sets of forms should be available in each departmental unit; otherwise, they may be obtained from the office of the Dean and the Human Resources office.

The calendar for evaluation of faculty is established according to the *Faculty Handbook*. An initial conference with the Department Head takes place in late spring, followed by a review-conference in late August to allow any new or changed objectives to be included. New faculty, of course, set forth their objectives only once upon beginning their appointments. The Department Head plays an important role in orienting new faculty members to the EDO process and in assisting them to identify goals and objectives.

EDO Development and Documentation: As described above, the University's procedure for a formal, annual review of faculty performance is known as Evaluation by Development of Objectives (EDO). New department heads should familiarize themselves with this objectives-outcomes system of assessment, its documents/forms, and its deadlines immediately after their appointment begins. As stated in the *Faculty Handbook*, Department Heads are required to schedule regular conferences with all faculty. The goal of these conferences is to assist in making plans, to assist (when necessary) in setting goals and objectives, and to assess the results as part of a system of ensuring that faculty are actively engaged with the mission and objectives of individual departments, of Colleges and Schools, and of the University. (Note: Objectives related to UTC's strategic plan and mission are set forth from the levels of the Chancellor, the Provost, and then the Dean. It is expected that departments, in developing their own individual goals and objectives, seek some interface with the goals, mission, and strategic plan of the University. Department heads, along with the faculty, normally develop annual goals for the department at some time near the end of the Spring semester to allow individual faculty to be able to consider these as they develop their own individual goals as part of the EDO process. If department goals are not determined in late spring, they should be established and submitted to the Dean in August, *i.e.*, at the beginning of the new academic year.

In each instance, faculty and staff members begin by establishing an individual set of objectives for the year. These objectives, for faculty members, are allied to the three areas of the EDO document: Teaching, Research, and Service. While the intent of this concept is highly individual in nature, these objectives are mutually discussed between the head and the faculty at the beginning of each year. The Department Head should clearly understand the appropriateness of the objectives set forth. The Department Head's role in developing objectives is, of course, to support a faculty member's objectives.

Linking Evaluation and Development in the EDO Process: It is generally good practice to include professional development in the evaluation of both faculty and staff. That is, you may want to note support resources, such as the Walker Teaching Resource Center, that are available to help faculty and staff members improve in certain areas. Note that the responsibility for improvement rests squarely on the shoulders of the faculty or staff member, not the support service or yourself.

EDO Calendar (See *Faculty Handbook,* Section 3.2.2.2)

Date	**Description of EDO Activity**
April 1-15	Individual Objectives Conference
April 15-30	Faculty Member Submits Written Objectives to Head
September 15-October 15	New Faculty Conference and Objectives Submitted
September 15-October 15	Individual Objectives Reviewed and Amended as Necessary
March 1-16	Evaluation Conference (DH and individual faculty members)
March 30	EDO Objectives and Performance Report forwarded (Head to Dean)

In the case of staff evaluation, most academic departments are asked to follow a calendar that parallels that of the evaluation of faculty. For support staff, the SPDR form provided by personnel is used for this purpose.

For a description of the EDO Performance Ratings, see Section 3.2.2.3 in the *Faculty Handbook.*

Continuation, Promotion, and Tenure of Faculty: The continuation process for faculty appointments is a means to seek and recognize achievements and to indicate promise in the probationary years before tenure. Recommendations to the Department Head for a candidate's reappointment, promotion, and tenure come from a department's Rank, Tenure, and Reappointment (RTR) Committee, which is normally made up of all the tenured members of the department's faculty. Tenured faculty on leave may sit on the committee but are not required to do so. (Familiarize yourself with Section 3.3 in the *Faculty Handbook.*) This committee should be impaneled annually, and it is the responsibility of the Department Head to call an organizational meeting for this purpose no later than October 15. Thereafter, the Department Head should not participate in any meeting of the RTR Committee unless invited by a positive, majority vote of the committee.

During this initial meeting, a chair of the RTR Committee is elected. Thereafter, it is the responsibility of the Committee to follow the calendars for the reappointment, promotion, and tenure process as established in the *Faculty Handbook*, Section 3.

Promotion and Tenure Candidates: As Department Head, you are responsible for calling for dossiers from those faculty members who wish to be considered for tenure or promotion by October 15. These are delivered directly to or are relayed to the Chair of the RTR Committee. For promotion decisions, only members of the RTR Committee who hold equal or higher rank than that sought by the candidate under consideration may serve as voting members. In cases where this might bring the membership to fewer than three, the same mechanism outlined above to elect substitute members is employed.

The RTR Committee coordinates the respective details of dossier examination, and may or may not request additional supporting materials from the candidate or from the head. By March 1, the RTR Committee must make a written recommendation to the Department Head for candidates under consideration for promotion or tenure. According to the *Faculty Handbook*, the committee's vote is expected to be “reported and explained” to the Department Head.

At this point the Department Head conducts a second level of review. With the recommendation of the RTR Committee in-hand, the Department Head makes a separate recommendation that is forwarded to the Dean of the College no later than March 7. The Department Head must also inform the candidate in writing of her/his decision and recommendation. It is understood that the head may or may not be in concurrence with the recommendation of the committee. Nevertheless, if there is disagreement, it falls on the Department Head to explain “the decision frankly and openly to the committee and must give the committee an opportunity to submit a dissenting report” (*Faculty Handbook*, Section 3.3.1.3). The recommendation of the RTR Committee goes forward along with that of the Department Head to the Dean of the College.

Reappointment of Probationary Faculty: Faculty members remain on “probationary” status until the end of their sixth year of service. Each year the Department Head should provide the RTR Committee with a list of faculty to be considered for reappointment. This must be done during the first organizational meeting of the RTR Committee, and no later than November 1. The RTR Committee, usually through its Chair, then informs the faculty of deadlines for submission of dossiers to the committee. The RTR Committee should follow the established calendar for faculty candidates in arranging formal meetings to review the dossiers at-hand. By the established deadlines (see Reappointment Schedule, *Faculty Handbook,* Section 3.3.1.1), the committee sends a written recommendation to the head and the dean. The Department Head makes a written recommendation to the dean in turn and informs the candidate of the decision.

Reappointment Schedule: See *Faculty Handbook*, Section 3.3.1.1.

Use of Student Ratings in Faculty Evaluation: In addition to student ratings of faculty, the Department Head has a variety of methods by which to evaluate faculty and teaching. Typically, the Department Head receives direct oral and/or written comments from students about faculty members' classroom performance. While most comments may be very positive and supportive, other comments may be negative and cause for concern. The Department Head, while taking all student concerns seriously, should find out if the student is communicating his or her concerns with the faculty member. In some departments, systems of peer review may be in place to help faculty members identify other colleagues who may assist with instructional development and performance. Other methods of documenting and evaluating teaching could include: video recording and review of that video with the faculty member, peer observations and consultation, review of classroom materials, exit interviews with students, alumni interviews, professor self-assessment and review, and more. In the role of Department Head, it becomes important to provide the faculty member with the most effective and useful feedback. Whenever possible, of course, issue commendations for positive student feedback. Frame negative comments in ways which seek resolution and which define methods of performance improvement.

Conclusion: Reappointment, Promotion, and Tenure: Faculty candidates frequently ask Department Heads about appropriate dossier preparation and other documentation expected in regular reviews by the RTR Committee and other administrative levels. Provide them with as much helpful information as possible, and encourage them to exercise care in compiling and organizing their dossier materials. It is important to note that the individual colleges may have dossier guidelines for candidates. Department Heads should be familiar with and share with candidates such promotion and/or tenure dossier guidelines.

Section IV: BUDGETING AND FINANCIAL MANAGEMENT

- UTC and the Academic Affairs Budgeting Process
- Seeking External Funds through Development and Grant Writing
- Tracking Expenditures
- Purchases and the UTC Procurement Card

UTC and the Academic Affairs Budgeting Process: The Chancellor and her/his staff conduct open hearings about budgetary matters each year, and all are invited to attend. Normally during these hearings, individual units (colleges/administrative and support units/Vice-Chancellor divisions, *etc*.) make presentations about financial priorities and plans. The Provost, for example, represents Academic Affairs in a presentation made after consultation with respective deans, who would normally have assimilated their information from individual departmental priorities and requests. It is important to work closely with the dean and the calendar established for preparation and submission of departmental budgets. Normally, the information is gathered at the department level around mid-year (December-January) and then prepared for later presentation during budget hearings that generally occur in February/March. However, individual colleges may have specific calendars, with which Department Heads should be familiar. All budget forms are available from Business and Financial Affairs.

For a full description of the budget process, visit the Business and Financial Affairs website at http://www.utc.edu/business-financial-affairs and click on "Budget Instructions Fiscal Year…." The budget schedule is likewise available on the Business and Financial Affairs website.

Seeking External Funds through Development and Grant Writing: You and your faculty/staff should pursue external grants to support research, education, professional development, or community service.

UTC's Office of Partnerships and Sponsored Programs

- identifies funding opportunities;
- disseminates grant-related information to faculty and administrators;
- organizes and supports the development of grant proposals and budgets;
- facilitates grant writing workshops to assist faculty in developing competitive proposals;
- reviews and approves proposals before submission to ensure compliance with both UTC standards and sponsor requirements;
- assists faculty in submission of timely, accurate, performance reports;
- assists with research and statistics needed for proposal development;
- obtains internal approvals for grant submissions; and
- reviews and processes contracts and sub-contracts awarded to the university.

Visit the Office of Partnerships and Sponsored Programs website at http://www.utc.edu/partnerships-sponsored-programs for more information.

As Department Head, your role in the grants process includes

1. Referring grantwriters to the Office of Partnerships and Sponsored Programs for assistance as early as possible.

2. Authorizing/approving participation of departmental personnel in grant proposals, including releasing faculty from teaching assignments.
3. Authorizing/approving the use of departmental resources (cash, equipment, supplies, laboratories, etc.) in grant proposal.
4. Ensuring that grant projects are conducted as planned and within budget (and assisting project directors to overcome obstacles and resolve difficulties that arise during the course of the grant project)

Tracking Expenditures: The Office of Business and Financial Affairs provides the department with transaction summary sheets of all accounts on a monthly basis. In addition, you may want to maintain your own budget tracking system to double check summary sheets and to maintain information on items in the purchasing process and not yet posted on the ledger account sheets. Obviously, an effective relationship between the Department Head and her/his administrative assistant is essential to facilitate smooth operation of fiscal matters. Most Department Heads rely heavily on support staff to track such matters, with administrative assistants providing monthly summaries of departmental accounts. Various "R" accounts (Restricted) are established, some of which are administered by the department (*e.g.* Departmental Gift Funds, various "named" or "endowed" accounts, etc.). Most of these financial affairs are coordinated either through the department, the college and/or through the Development Office.

A cautionary word is issued on the matters of year-end carryovers. Depending on the fiscal situation university-wide, departments may or may not realize carryovers from a previous year. When carryovers are made possible, no information is confirmed on them until well into the next fiscal year. Heads, therefore, are advised to monitor this situation carefully, seeking the counsel of deans and other administrators about the situation year-to-year. "R" accounts currently are carried over routinely. These distinctions are important as heads plan fiscal matters in the future and as they may need money from one year to support a project for the next. But no guarantee exists that departmental account carryovers can be expected, with the normal exception of "R" accounts.

Purchases and the UTC Procurement Card: Get to know the Purchasing Office website: http://www.utc.edu/purchasing. Forms, policies, etc. galore! More specifically, The University's Procurement Card Program is established to provide a more efficient, cost-effective alternative for departments to make purchases costing less than $5,000 and to reduce or eliminate departmental petty cash accounts. The procurement card is a special VISA credit card that works similarly to a personal credit card, except the accumulative charges for all cards are billed directly to the University and payment is initiated by the Treasurer's Office. Any regular university employee who has the responsibility for making purchases on behalf of his/her department and has the approval of his/her Department Head is eligible for a procurement card. For additional information, visit the following websites.

Procurement Card Information: http://treasurer.tennessee.edu/Procurement/default.htm

Procurement Card Policy:
https://my.tennessee.edu/portal/page?_pageid=34,140536&_dad=portal&_schema=PORTAL&p_policy=FI0530

Section V: GENERAL MANAGEMENT/ADMINISTRATION

- Time Management
- Maintaining Department Records
- Department Meetings: Purpose, Participants, Plan, Process
- Managing Conflict
- A Word on Collegiality

Time Management: The role of the Department Head requires that your time be spread among many different parties and activities. Your primary concern should be with the students, faculty, and the overall functioning of the department. There are simply too many demands to accomplish in too little time, which can dramatically increase stress. Therefore, effective management of your time becomes extremely important. Whetten and Cameron (1991) found that, even though people are extremely busy, if they feel that their time is discretionary—that is, it is used in a way that they choose—it seems less stressful. Therefore, increasing discretionary time is the key to effective time management.

It is important to remember that although effective time management is important, it will not reduce the amount of work that needs to be done. Therefore, another important skill that you will need to master is the delegation of tasks. You should use the rest of the faculty and support staff to the best of your advantage. When you have an overload of tasks to complete, delegate those that could be performed effectively by someone else in the department. By doing this, you can more effectively manage your time and complete the tasks that are necessary for you to perform.

Maintaining Department Records: Maintaining department records is often a cumbersome task that most department leaders would rather not deal with. However, it is important that certain matters be well documented for future use and possible legal reasons. The method that you use to keep this information is up to you. For some matters, you may be able to store related information electronically; other matters may demand storage and filing of hard copy (paper) files.

There are several areas that require specific attention in maintaining departmental records:

1. Document all expenditures for the budgeting process. This is necessary for auditing purposes as well as for future budget requests.
2. Document all faculty activity, especially if the departmental faculty are working with state dollars or money from another granting agency.
3. Document the hiring process if a new faculty member is to be hired. This is of importance if a job applicant that was not hired files a lawsuit against the university for unfair hiring practices.
4. Document faculty performance evaluations for future reference.
5. Finally, document any data that will be needed for program and departmental review purposes.

Department Meetings: Managing productive department meetings is an important component of the Department Head function. If managed effectively, meetings may be extremely beneficial to the healthy functioning of your department; if not, they may simply be a waste of time. Managing effective meetings will help to ensure that the benefits from meetings are maximized. There are four steps that should be followed in managing an effective meeting (Whetten, 1991):

1. Specify the purpose
2. Invite the right number and mix of participants
3. Carefully plan the meeting's content and format
4. Effectively manage the process of the meeting

Purpose

Meetings can be invaluable when the purpose of the meeting is clear and the need is legitimate; however, they may be unproductive if held at inappropriate times or for inappropriate reasons. Therefore, it is important to carefully consider whether the meeting is indeed necessary. Ask yourself, "What information/action/other outcome should be the result of this meeting?" There are three reasons that determine when to hold a meeting: (1) to discuss complex problems that require extensive information sharing; (2) to build commitment among group members; and (3) to disseminate information and conduct training.

Participants

Once the purpose of the meeting is defined, you should carefully consider who should participate. A common error is to invite too many people to the meeting; however, it is possible to have too few. Participants should be invited based on the purpose or type of meeting.

Type of Meeting	*Whom to Include*
Decision making or problem solving	All faculty
Committee meetings	Select faculty
Problem identification or brainstorming	All faculty and/or staff
Training sessions	Select faculty and/or staff
Informational meetings	All faculty and/or staff
Semester planning meetings	All faculty

Meeting participants should also be chosen for their strengths and unique qualities, *e.g.*, their ability to think "outside the box" or their ability to bring diverse perspectives to the conversation.

Plan

Planning the meeting before it occurs is an important factor contributing to its effectiveness. At least 48 hours before a scheduled meeting, request agenda items from the faculty. This is a good way to find out what is important to your colleagues. Likewise, it is important to consider when the meeting should occur. Typically, it is best to hold a meeting when the most people can attend, at a time when the members are at their best, and when there is a low probability of being interrupted. The length of the meeting should also be set so that it is long enough to take care of the necessary objectives, but not so long that faculty participation may decrease. One of the most important tactics in planning an effective meeting is to prepare an agenda. Ideally, this agenda should be distributed to the participants prior to the meeting so that they have time to review the issues and prepare for discussion/decision-making. If attendees need to make specific preparation prior to the meeting (advance reading or reviewing materials), draw their attention to this fact in the meeting announcement. Just as students benefit more from lectures if they read the material first, participants benefit more from meetings if they come prepared. Send the agenda via e-mail or post it on your office door at least 24 hours before the meeting. Agendas also make clear the distinction between information items and items for discussion and group deliberation.

Process

The process component, which is often the most difficult, involves managing the real-time dynamics of the meeting. Whetten and Cameron (1991) outline seven steps in ensuring that the meeting process is effective:

1. At the beginning of the meeting, review the progress made to date and establish the task facing the group.
2. Help group members feel comfortable with one another; allow time for necessary introductions of new faculty and/or guests.
3. Establish ground rules governing group discussion, *e.g.*, Roberts Rules of Order.
4. As early as possible in a meeting, get a report from each member who has been pre-assigned a task.
5. Sustain the flow of the meeting by devoting set amounts of time to individual agenda items.
6. Manage the discussion to achieve equitable participation.
7. Close the meeting by summarizing what has been accomplished and reviewing assignments. Remind your faculty/colleagues of the "take away" for those who attended.

Managing Conflict

Faculty conflict in higher education is inevitable. Although you may have negative images of conflict, controversy among faculty is not necessarily undesirable. In fact, according to Gmelch (1995) emotional responses to conflict may be positive (excitement, enjoyment, stimulation, curiosity, creativity, commitment, involvement), negative (anger, distrust, resentment, fear, rejection), or even neutral. Conflict also elicits positive or negative results from those involved. Therefore, you should not try to stop conflict from occurring, but rather manage its occurrence by identifying and solving the problem that is causing the conflict. *Helpful Tip:* If you have an agenda, one produced with input from the faculty and posted at least 24 hours ahead of the meeting, and a faculty member attempts to derail the meeting with an unrelated issue, simply thank him/her for bringing that matter to the group's attention and explain that it will be added to the agenda for the next meeting.

Dealing with Inner Conflict

Inner conflict concerns a person's feelings. It does not consist of a set of observable behaviors but has to do with frustrations and anxieties that a person feels and that can affect his or her normal functioning (Tucker, 1984).

There are many occurrences in the university that may lead to faculty dissatisfaction and inner conflict. An example is with the salary and working conditions of the department members. If faculty are dissatisfied with their current salary or with the number of classes they have to teach, there is usually little that you can do to make drastic changes. However, you can try to lessen their dissatisfaction. You can do this by comparing their salary and working conditions to other departments within the university to show that they are not really much different from others. If there really are big differences, then you may show that you are actively lobbying for a fair share of funds available or to hire additional faculty to pick up some of the workload.

Another factor that may contribute to low faculty morale is the presence of meaningless rules and regulations and increasing outside pressure on the department. By openly showing that you oppose these things, you may help to increase solidarity within the department.

Another source of inner conflict may occur if faculty begin to feel that they do not have much control over decisions that affect them. This may easily be avoided by implementing a system that allows faculty to participate in the decision-making process. This may include a means for allowing debate over department policy and procedures or any other method that allows the minority voice to be heard.

Conflict may also result if the lines of authority and responsibility in the department are not clarified. Therefore, if you delegate authority to another faculty member you should ensure that the rest of the department is aware of it. This will prevent any unexpected surprises and the possibility of resentment.

Try not to separate responsibility from authority when delegating. Do not delegate a task to someone in the hope that they will come to the same conclusion you have already reached. If you will not or cannot accept the recommendation of the delegate, you should not have delegated the task or the decision.

It is important for you to identify and deal with conflict in its early stage, before it escalates. One method to foster this is allowing open confrontation over controversial issues in department meetings. This will also ensure a fair hearing for diverse viewpoints about significant issues. You should also try and maintain an approachable administrative style, so that faculty can feel comfortable coming to you with conflict, rather than finding out about it after it has escalated. If you find that this is not occurring, you may wish to ask some of the faculty members what it is about your administrative style that prevents them from approaching you with problems.

Managing Overt Conflict

You can manage overt conflict if you are perceptive to what is happening around you and use intelligent tactics to resolve conflict when it occurs. According to Tucker (1984), conflict management may be defined as the shaping of conflict in such a way that it is reduced to a process of problem solving. A problem exists when a set of expectations is not being fulfilled, whereas a conflict exists when one or more persons is intentionally or unintentionally thwarting the needs or wants of another person or persons. In many cases, transforming conflict into problem solving can be accomplished if you are able to develop a clear idea about the basic attitudes of the disputing parties toward, first, the conflict they are engaged in and, second, the stakes involved. Tucker (1994) provides a good example of how one department head was able to transform conflict into problem solving:

Several faculty members taught an introductory graduate seminar on a rotating basis. Students who took the course from a particular faculty member had great difficulty passing the department qualifying examination. This difficulty caused conflict between the students and the faculty members, as well as among the faculty members themselves. The chairperson arranged a meeting of all the teachers of the course. Instead of permitting them to dwell on their differences, he limited the agendum to a discussion of what the students were expected to know at the completion of the course and what the examination should cover. By concentrating on the problem rather than on the dispute and by reaching a mutually satisfactory solution, the chairperson defused the conflict.

As the department head you may also be required to clarify a conflict when it arises. Sometimes conflicts are caused by inaccurate information and may be reduced when corrected. In addition, when a conflict arises you must consider whether it is best to intervene immediately or to discreetly look into the situation before taking any overt action. When conflicts occur that you are not qualified to address, then you should use an outside authority on the matter.

A formal means to address conflict exists under the aegis of the Faculty Administrative Relations Committee (FARC). This is a committee appointed annually by the Faculty Senate. Its role is to oversee conflict that might occur among faculty and/or between individual faculty and any administrator, such as the head. The committee's process allows for an informal consultation with the committee (or its chair) by the person with a complaint. At that time the individual is given advice about the appropriateness of filing a formal request for a FARC hearing. This process, obviously one that takes considerable time, then begins a period of investigative information gathering among all parties concerned. It ends with the committee's formal recommendation, which goes to the Chancellor, as well as to all parties involved.

An appeal route to the FARC's recommendation is possible through the Chancellor (see the *Faculty Handbook*, Section 4.3.3).

For the department head at UTC (and, indeed, perhaps at many academic institutions), the system is such that individual faculty will occasionally feel a need or a right to challenge the authority of decisions made by the head, and may freely seek to circumvent such decisions and seek redress at some higher administrative level beyond the department. For this reason, and in most all matters involving conflict, it is important that a head keep an open line of communication among all the administrative levels, particularly with the dean, whenever a conflict exists that seems destined to move beyond the departmental level. Moreover, it is imperative that the head — at all times and at all levels — attempt to manage conflict fairly, equitably, and in a reasoned, rational way. At all costs, one should avoid having an internal conflict seem to emerge as a result of personal and/or philosophical disagreement(s). Similarly, the more that a Department Head focuses on internal consensus and on decisions supported by the majority of faculty, isolated incidents of conflict will generally be defused.

In conclusion, there is no sure way to effectively deal with every conflict-producing situation that may occur in your department. It is best to use your analytic ability, good judgment, and creativity in order to handle conflict effectively. It may also be helpful to discuss problems with a more experienced Department Head. Experienced department heads may be able to suggest strategies and tactics that have worked for them in the past. As a general rule, however, conflict that can be reduced to problem solving has the greatest chance of being settled.

College-Wide Statement on Collegiality: In addition to the three main criteria for tenure and promotion – teaching and advising; research, scholarship, and creative activity; and service – faculty should be mindful that collegiality in an integral part of the health and well-being of any department. Collegiality (or the lack thereof), therefore, tends to impact effectiveness in the three main criteria for tenure and promotion. It follows, then, that collegiality (or the lack thereof) impacts the assessment of performance. For that reason, faculty should be mindful of the College of Arts and Sciences' "Statement on Collegiality":

> *Collegiality requires the capacity to relate well and constructively with peers and members (faculty, staff, students and administrators) of our campus community. Collegial behavior and support for the common good, therefore, is highlighted by civility and respect for one another, particularly as we may disagree with one another from time to time. Even in our disagreement, we must work well with one another as we share in institutional and departmental goals and responsibilities.*

Department Heads should seek corrective action when destructive behavior interferes with departmental goals and functions. If a lack of civility is negatively affecting the health and function of the department, the Department Head will be able to link collegiality (or the lack thereof) to the criteria used in evaluating annual performance—*i.e.,* teaching, research/scholarship, and service. Examples cited in a workshop conducted at UTC on February 5, 2013, by Lela Young, Assistant General Counsel for the UT System, included the following, all which would require written documentation by the Department Head: "research may be hindered by lack of collaboration, refusal of colleagues to collaborate, dwindling grant support [as a result of poor behavior], and negative interaction with graduate students"; Young included in this discussion of collegiality another example in which a "faculty member's idea of service may be skewed and narrow compared to others in the department [and that this individual is therefore] ineffective in shared governance" (Slide 27 of *Collegiality, or the Lack Thereof: What Can Be Done About It?*)

Section VI: THE EXTERNAL ENVIRONMENT

- Linkages with Professional and Disciplinary Organizations
- Relationships with Local, Regional, and Other Communities
- Community Advisory Boards
- Alumni Associations

Linkages with Professional and Disciplinary Organizations: Most department leaders would agree that linkages with professional and disciplinary organizations can provide many potential benefits to their academic department. It is often acknowledged, however, that the measurement of these benefits is difficult, if not impossible. Generally, faculty membership in such organizations is considered to be a part of faculty life, and holding an office in the organization has traditionally been deemed worthwhile. In an attempt to gain more information about faculty activity and involvement, department heads may request a written report from their faculty about the benefits associated with membership in a professional organization, including offices held and conferences attended.

Relationships with Local, Regional, and Other Communities: It is important that the university promote positive events related to the university and its faculty. A good way to spread this information quickly is through the news media. Fortunately, the Office of University Relations exists for this very purpose. That is, University Relations acts as the liaison with the media, including the preparation of all news releases originating from the university and reviewing the production of all publications of the university. The *Faculty Handbook* states that, "For release of an important university story, or if faculty members desire publicity on any event, course, or achievement, contact shall be made with the Office of University Relations for implementation."

Community Advisory Boards: The effective use of community advisory boards may be extremely beneficial in renewing and revitalizing your department. Their benefit may be further realized if used in conjunction with your department's strategic plan that was discussed in Section II. However, advisory committees may cause extra work and are often difficult to manage. If not managed effectively they may become either over-involved or under-involved, resulting in even more problems for your department.

Alumni Associations: The Chattanooga area, our region, and our state are full of alumni who wish to stay connected—not just with the institution but with their home departments and programs of academic study. Make an attempt to keep your alumni engaged through mailings, annual newsletters, a Facebook group (or other social media), etc. Alumni who keep in contact with their home departments often support through their gifts student travel and scholarships, or they gladly participate in building a department gift fund. If you are interested in establishing a department alumni association, discuss the details with the Office of Development. Phone: (423) 425-4232
http://www.utc.edu/development/

Section VII. LEADERSHIP DEVELOPMENT OPPORTUNITIES

- UTC Leadership and Development Opportunities
- University of Tennessee Leadership Institute

UTC Leadership and Development Opportunities: A number of campus units provide leadership and development opportunities for department heads. See HR's Leadership Development Initiative information, for example, at the following URL:
http://www.utc.edu/human-resources/training/leadership-development-initiative.php

University of Tennessee Leadership Institute: The UT Leadership Institute is designed to help equip current and future UT leaders with tools to be successful managers in academic and administrative roles. Similar to the academic rigor that produces top-notch researchers at the University, the institute provides a research-based foundation for UT administrators to be experts in leadership. The Institute also gives participants the opportunity to practice these leadership skills in a hands-on, experiential learning setting. http://humanresources.tennessee.edu/leadership/

Section VIII: LEARNING OUTCOMES AND ASSESSMENT

The Office of Learning Outcomes, Assessment, and Accreditation (LOAA) is not yet fully in place. These statements are early definitions / concepts we are working from as we begin to identify learning outcomes across the campus. We are using the following as draft language for the Learning Outcome, Assessment, and Accreditation process as we continue to move forward:

Mission Statement for LOAA: The Office of Learning Outcomes, Assessment, and Accreditation will provide support and leadership for developing, implementing, and assessing student learning outcomes to foster academic excellence, advancing institutional effectiveness, and ensuring compliance with university and accreditation policies. Central to the mission of this office is a philosophical foundation built upon the student learning outcomes and student success.

Learning Outcomes: Learning Outcomes are identifiable, specific, measurable, and meaningful statements that articulate the result of a class, course, program, or degree. They should be clearly identified actions that a student will be to demonstrate in terms of knowledge, skills, and behaviors upon completion of a program/course. Learning Outcomes should be described in behaviorally measurable terms and should focus on changes demonstrated by the student rather than focusing on what the instructor does while teaching. Course student learning outcomes are specific to the course and aligned with course topics, assignments, exams, and other graded work, while program learning outcomes are overarching concepts that span several courses. When creating learning outcomes, focus on the measurable results of the class, course, program, or degree. How will you know that the students have learned the information needed to meet or exceed the course outcomes? Use specific action verbs to describe what students are expected to demonstrate upon completion.

Assessment: Assessment will be based on learning outcomes for a class, course, program or degree. Learning Outcomes based assessment measures the impact of effective instruction and student learning. Assessment of student learning may be direct or indirect. Direct measures may include national or local standardized tests, performance on national or state licensure, certification, or professional exams, or evaluation of work with a rubric, to include papers and presentations, theses, capstone experiences, and portfolios. Rubric elements are designed around specific student learning outcomes and describe characteristics of performance at different levels of skill on the target outcome. They provide diagnostic information about strengths and weaknesses in student learning. Indirect measures include student self-reports, alumni and employer surveys, and exit interviews or focus groups. Assessment results and data should not be merely collected and archived. Effective assessment practices use data collected to inform decision making, including improvements in instructional strategy, in course offering and sequencing, and in support services and advising offered to students.

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