



DEPARTMENT CHAIR HANDBOOK

*A guide for chairs
at Lamar University*



CENTER FOR TEACHING &
LEARNING ENHANCEMENT
LAMAR UNIVERSITY

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The purpose of this handbook is to help those without considerable previous experience in administrative roles to learn quickly some of the important concerns and strategies that will allow for effective leadership and management.

Your departmental colleagues, your dean, and your provost have recommended that you be the department chair. That is evidence of the respect with which they view you. The task will not be easy. In addition to the bureaucratic and routine elements of maintaining a functioning program, you are responsible for managing faculty and staff relationships, both inside and outside of the department. More importantly, you have a larger task of working with others to envision the department's future, facilitate faculty aspirations, and cultivate a vibrant and supportive environment for students, faculty, and staff. As the market forces, state funding, and population shifts put more pressure on public higher education, chairs are increasingly expected to "know the big picture" and ensure that their departments are contributing to the success of the institution. Department chairs must balance day-to-day and recurring tasks, their department's role within the institution, a larger department vision, and their own goals of continuing development as teachers and scholars.

The sections below offer general advice, Lamar-specific information about programs that may be helpful, and suggestions that apply to chair leadership.

LEADERSHIP

Knowing Your Vision

Your job as department chair is to help evoke a shared vision for the department. How can you effectively accomplish the task of building that vision?

- 1) Get copies of your college's strategic plan and the university strategic plan and use them to generate your own strategic plan, whether a 3-yr plan, a 5-yr plan, or some other vision, the important issue is to let your department know you are interested in organization and implementation.
- 2) Involve your faculty colleagues. Being chair is not a license to unilaterally impose your views.
- 3) Your plan should consider your department's position relative to other universities and other departments.
 - What your department's niche is among competitors
 - How it can be improved
 - What choices will move it towards that goal
 - How your choices can be assessed and evaluated
- 4) Use your dean as a source of advice and a partner in planning.

- 5) Make a timeline that includes updating your plan, noting progress in achieving the benchmarks, and making them public with the department faculty.

On a more general level, being a department chair is a challenging position. At Lamar it is often described as the most difficult position on campus. While the following may seem intuitive, you will often find yourself in situations where you may need to remind yourself of these useful character traits for an effective chair:

- 1) Be fair and unbiased.
- 2) Be a good listener.
- 3) Don't take things personally.

Programs of Support

- The Center for Teaching and Learning Enhancement, the Office of the Provost, Council of Instructional Departments, and other programs on campus offer discussions and workshops on being an effective department head and a leader within the Lamar Community.
- Chairs may request funding to attend leadership training programs and conferences outside Lamar.
- The Texas Council for Chief Academic Officers and Sam Houston State University host the Texas Academic Leadership Academy. Lamar may nominate campus leaders, including department chairs, for application to this program.

Print and Electronic Resources

The *Chronicle of Higher Education* is often seen as a multidisciplinary standard for keeping administrators and faculty on the cutting edge of issues in the academic field. *Higher Education*, also available online, is another leading publication in the field.

Books that have been used and recommended specifically by other administrators at Lamar include:

- *The College Administrator's Survival Guide* (2006) by CK Gunsalus
- *Working With Problem Faculty* (2012) by R Kent Crookston
- *A Field Guide to Academic Leadership* (2002) edited by Robert M. Diamond, San Francisco, Jossey-Bass
- *Leading Academic Change: Essential Roles for Department Chairs* (2000) by Ann Lucas
- *The Department Chair's Role in Developing New Faculty into Teachers and Scholars* (2000) by Estela Bensimon, Kelly Ward, and Karla Sanders

TEACHING

One of the main responsibilities of a department chair is to support, assess, and evaluate effective teaching and support of students within your department. You provide leadership to your colleagues, communicate the university's mission and commitment to student success, lead innovations in the curriculum, and balance faculty and student concerns.

- Make sure faculty members understand that positive relationships with students are essential, including mundane things such as setting up appointments and maintaining consistent office hours.
- The Center for Excellence in Teaching provides a variety of resources to help faculty become more effective teachers. These include face-to-face sessions and workshops throughout the year; an annual teaching and learning conference; online resources, both video and text, available through Blackboard; and one-on-one consultations and classroom observations.
- Help your faculty understand the helpful online resources for distance education at Lamar, including work with the Center for Distance Education.

Faculty Mentoring

Junior faculty (and some not so junior) benefit from having a mentor in the department. The culture and norms within your discipline and department will influence what kind of mentoring plan will work best within your department. When developing a mentoring program for your faculty, consider the following possibilities and arrangements.

- Assign a departmental mentor to new faculty.
- Encourage faculty to share resources related to teaching strategies.
- Develop a system for faculty colleagues to observe one another's teaching (perhaps reciprocally), with the goal of improvement rather than judgment. The CTLE staff is also available to observe and discuss teaching and teaching materials with faculty members.
- The CTLE offers mentoring for new faculty through the SMART program for new faculty.
- Have at least two department meetings each year to discuss an aspect of teaching that is urgent within your department. The CTLE director offers this service to departments.
- Meet with every faculty member every year to discuss teaching.
- Use student evaluations to initiate a discussion of how performance can be improved. This meeting can be separate from or combined with discussions with the faculty about their teaching/scholarship load, course assignments, or their Annual Performance Review.

Faculty Teaching Responsibilities

Make sure that all faculty understand their teaching responsibilities. Faculty should be instructed to familiarize themselves with the guidelines in the Faculty Handbook. To be effective teachers, faculty must:

- Meet classes
- Be accessible to students
- Grade work in a timely fashion
- Provide a syllabus that conforms to Texas House Bill 2504. Details can be found at <https://www.lamar.edu/planning-assessment/house-bill-2504/index.html>
- Teach classes assigned to them by their department chair.

Ensure that your faculty are aware of all university and department policies that relate to teaching

Planning the Curriculum

As the department chair, your task is to work with the Dean's Office to determine what classes are to be taught and when. This may involve coordinating with program or division heads within your department, with the Center for Distance Education, individual faculty, or others, depending on your particular discipline and its connections to local or global industries.

The University Curriculum Council manages changes to the curriculum. Information and forms can be found at <https://www.lamar.edu/faculty-staff/academic-affairs/curriculum-council/forms.html>.

Handling Student Complaints and Helping Students

Students in difficulty may come to you. Incidents may involve problems with specific classes, specific faculty members, program and degree plan concerns, or any number of other personal/professional issues.

Helpful resources may include your dean, the Dean of Students, the LU Care Team the Student Health Center, the Writing Center, and STAR Services. Familiarize yourself with these programs and seek out specific contact staff and faculty whom you can turn to for guidance - do this *before* problems arise, if possible.

Handling Student Complaints about Faculty

A chair's work will inevitably involve student complaints about faculty, with a wide range of potential problems, the most common being a complaint about an individual class.

Key issues to consider include:

- Follow university policy as outlined in Faculty and Student handbooks. There is a structure and timeline involved in student/faculty complaints that involve grade appeals. Students should be informed about those guidelines before any other action is taken.

- Whenever possible, ask the student to try to resolve the issue with the faculty member as the first step, presenting that as the most immediate course of action.
- When appropriate, give students a hearing and listen to their story. Determine whether further information or action is needed. In some cases, a student may wish to inform you of an incident but will not want any other action to occur.
- Depending on your individual department organization or size, you may want to establish a committee or designate other appropriate faculty to monitor and evaluate student complaints.
- Do not necessarily take everything a student has said at face value. Students may be deliberately deceptive or may accidentally forget to relate key elements of the problem or incident that is the source of their complaint. Always seek out outside verification before making any judgment, either from the involved faculty member or other sources (online documentation, other witnesses to events, etc.) to verify student claims.
- Always maintain open and transparent communication between yourself and everyone involved. Eventually you may include upper-administration and/or arbitration committees, either internal to the department or beyond.
- Document every discussion with both students and faculty members related to incidents/complaints, including time, date, length of discussion and conclusions. Maintain a file with this information and any other relevant communication (including e-mail, phone call conversations, etc.)

Discussing Student Complaints with Faculty

If the student would like you to discuss the issue with the faculty member, and you think it is appropriate, you will want to consider the following issues:

- Maintain good communication with the student regarding the process and eventual results of the discussion. In other words, inform the student of a general timeline in which a discussion will take place and when you will respond to them about that discussion.
- When first discussing the issue with the faculty member, be sure to present the issue as the student's perception and encourage faculty members to explain their own understanding of events.

Other issues to consider:

- If the situation is particularly troubling, and you're not sure what to do, seek counsel from your dean.
- Your role as department chair is focused primarily on academic issues, such as student complaints about clarity, excessive late return of assignments, frequent faculty absence, or obvious bias or arbitrary treatment of the student or other students in the class. If other issues arise, you will be best served consulting other programs/organizations in order to help resolve them. For example, the LU CARE Team most typically gets involved when

there are student behavioral issues within the classroom (such as unacceptable language or actions, displays of rage, medical complications that affect classroom demeanor, and emotional breakdowns), or the Disability Resource Center if the complaint centers around an issue of accessibility.

- Student and academic issues can frequently overlap. It is important that you know that the academic Deans are always available to help and advise you.

RESEARCH

As Lamar changes and grows, the role of research, broadly defined to include creative activity, scholarship, and research that results in publication or public performance, becomes increasingly important. Supporting your faculty in producing consistent, quality publications is a primary concern, leading to improved teaching and improved morale. This involves setting clear expectations; providing specific feedback about progress; and mentoring faculty to balance their teaching responsibilities, service and leadership, and research agenda. Research is of paramount importance for faculty in terms of tenure and promotion.

Setting Research Expectations

New junior faculty are often anxious to know what it takes to "make it" in their field. You can help them by clarifying what the expectations are in your discipline regarding such things as:

- Striving to achieve impact through a focused research program
- The emphasis that should be placed on research proposals and grants
- The relative importance of books vs. articles, single vs. multiple authored publications, presentations, posters, and the many other possible research avenues in the changing landscape of higher education, particularly in relationship to your own department, and your own discipline.
- The expected quantity and rate of publication
- How important it is to present their research at other universities or national meetings
- The necessity that their body of research be regarded as high in quality, originality and impact.

Please make sure that faculty know they are expected to be familiar with the Faculty Handbook, which contains information on

- Appointments and their lengths
- Conditions of Tenure
- Evaluation, reappointment and promotion of tenured, tenure-track and non-tenure track faculty
- Advisory committees on appointments, promotion and tenure

Creating a Collegial Research Culture

You play an important role in setting the tone for research in your department. To create a culture of research, set targets for departmental and individual publications, proposal submissions, and presentations in premiere venues. Encourage faculty to become aware of the research interests and publication records of other members in the department, both to encourage collegiality and to help faculty establish expected benchmarks for themselves. If your department has the resources, you might consider inviting key research scholars to hold seminars. Do your best to encourage an atmosphere where faculty help each other's careers, e.g., nominating colleagues for fellowships and prestigious societies. Some departments host brown bag research lunches in which colleagues take turns presenting works in progress and receiving feedback from the department. In others, groups of faculty have created writing accountability groups. The CTLE sponsors such "writing circles," which have been shown to increase scholarly productivity and collegiality within and across departments.

Research Support

Make your faculty aware of the valuable resources on campus to facilitate research. One of the most important resources on campus to support sponsored research is the Office of Research and Sponsored Programs. Please make sure your faculty are aware of the rules and procedures associated with seeking external support for research, and that a conversation with the RSPA office needs to begin well in advance of the application due date. Make sure that your faculty are aware that they should never apply to external institutions or programs for funding or grants without first consulting Research and Sponsored Programs. Violation of various federal/state regulations for funding can have negative consequences not only for the individual faculty who have applied for a grant, but also the university as a whole.

- Make sure your faculty are aware of the research policies of the university, especially in relationship to:
 - Research Proposals
 - Classified and Proprietary Research
 - Research involving Human Subjects
 - Patent Policies
 - Conflict of interest and ethics
 - Intellectual property

ADMINISTRATIVE RESPONSIBILITIES

Faculty Search

As the department chair, you play a pivotal role in shaping your department through the faculty you hire. Hiring new faculty is likely the most significant and influential thing you will ever do as a department chair. Work with your faculty and dean to determine department needs and hiring possibilities. Strategies include:

- Use your own resources, such as colleagues in the field, conference connections, etc., as likely sources of good leads for finding quality applicants
- Use faculty resources such as asking other senior faculty to make recommendations or seek out appropriate faculty
- Make every effort to seek out a diverse pool of applicants. This aim can be supported at multiple points of the hiring process, including the wording of the advertisement, placement of the advertisement in diversity-related sources (HR handles this), directing search committees to be open to different types of qualifying experience and to be aware of implicit bias

University Service - Responsibilities and Assignments

The university system cannot function without a dedicated body of faculty and staff who work not just on individual instruction, but also to maintain support and oversight of that instruction. Many faculty members in your program may be required to perform a significant amount of university service. Your position will require taking an active role in understanding the requirements of your particular program, but also how faculty members need to fit into university service needs overall.

Service of faculty includes:

- Performance of assigned teaching, administrative and research assignments
- Enhancing the quality of Education at Lamar and in the community at large through research, publication, creativity activity and professional activity
- Performance of University service including student counseling, registration and commencement assistance, and service on University committees

The Faculty Handbook gives details on the faculty member's academic and professional responsibilities. Factors to consider should be the following.

- The specific nature of a faculty member's teaching, research, and/or clinical service to the University may be adapted in accordance with the demands of the specific department or the demands of a particular faculty member's negotiated activity profile.
- For all faculty, their service expectations should be established through consultation and discussion.
- Avoid giving the appearance that faculty service is a burden or an obstacle to teaching and research. Appropriate service obligations can encourage collaboration among faculty and result in improved performance and morale.

Faculty Evaluations, Awards and Punitive Measures

The chair should be familiar with the grounds for dismissal as outlined in the Faculty Handbook, traditionally including:

- Neglect of duty

- o Violations of academic freedom
- o Dishonesty
- o Conflict of interest
- o Moral turpitude

If you believe faculty dismissal may be warranted for faculty with performance problems, immediately consult with your dean. It is essential to have consultation with the dean as early as possible when problems begin to arise with an eye to preventing problems before they occur, but also in order to ensure that all appropriate steps are taken in accordance with university policy and employment law.

Merit and Mid-Course Reviews

Merit Evaluations include the following provisions:

- o All faculty undergo an annual review which serves as the basis for merit increases. All faculty must submit annual F2.08 reports on their activity
- o The annual review is a particularly important opportunity for feedback for probationary faculty (tenure-track faculty who have not yet received tenure)
- o Merit evaluations influence the Dean's recommendations to the Provost on salary, as do considerations of equity, market, promotion and similar matters

New tenure-track Assistant Professors undergo a 2 and 4-yr reviews in preparation for eventual tenure evaluation. In all reviews, balance praise with constructive criticism, and avoid assurances to probationary faculty about what will be the ultimate evaluations by external reviewers and school and University tenure committees. If there are performance problems, and whenever you judge that a faculty member's work is unsatisfactory, consult with your dean so that a development plan can be worked on. For problems related to teaching, the CTLE offers private and confidential consultations, classroom observations, assessments of faculty teaching materials, and mentoring that can support problem-solving and faculty improvement in the classroom. The Faculty Handbook provides for the annual possibility of a notice of non-reappointment for any probationary faculty member as well as any non-tenure-track faculty member. Non-reappointment is to be distinguished from dismissal for cause. If you are a long-serving department chair, you are also subject to evaluation. It is useful to understand the differences between the faculty evaluation process (involving the F2.08) and chair evaluation (F2.08c).

Promotion/Tenure

The criteria and process for promotion and tenure are described in the Faculty Handbook. When new faculty members arrive on campus, make sure they have a copy of the Faculty Handbook and other departmental guides if available. Make sure promotion committees, and other faculty involved in the process also have the guidelines. Take some time to meet with new faculty to go over the guidelines for promotion and tenure and give them the opportunity to ask questions. Clarify expectations for promotion and tenure by on-going discussions. Remind faculty that departmental advice or evaluations are no guarantee of an eventual decision, and that faculty should be attentive to the fact that their tenure and promotion must also meet the requirements of

various committees and officials outside of the immediate department (e.g. college and university-level committees, officials in the TSUS system, and others). Be aware of deadlines for submission of tenure dossiers, and/or 2nd and 4th year review documents. Departments must submit dossiers to school-level committees far enough in advance to allow ample school-level consideration before these deadlines. There are provisions for "stopping the tenure clock" given reasonable faculty requests. As detailed in the Faculty Handbook, documentation should be submitted by the individual to the Provost's Office, through the chair and dean, as soon as possible.

Leaves and Retirement

Requests for leave or retirement should be submitted by the individual, through the chair and dean, for consideration by the office of the Provost. Requests for leave should include documentation sent through the same process. Colleagues contemplating retirement should discuss arrangements with their department chairs, their deans, and with the office of Human Resources in order to determine the best course of action for faculty and the university. It is possible to arrange phased retirement over a several year period, with pro rata compensation.

Hiring and Managing Staff

Part of your job as a department chair is to hire staff and facilitate staff development. Remember that staff are employed by the University, not any individual faculty member.

Issues involved in staffing include:

- Hiring
- Non-Discrimination Policies
- Obtaining and Providing Employment References
- Pre-Employment Screening
- Recruitment
- Terms and Conditions of Employment

Partner with Human Resources to learn Lamar policies and procedures. It is helpful to understand the different classifications for staff, including changes in benefits and responsibilities for full-time workers, part-time workers, student workers, graduate assistants, hourly workers, and others. When hiring staff, be aware of policies involving logging hours and maintaining sick leave documents and personal leave documents.

Managing Staff

It is your job to manage the staff who work for your department. Pay attention to the morale of your staff and make sure that all staff members feel respected and appreciated for the work they do. As department chair, pay attention to faculty members to ensure that they too understand that staff members should feel respected and appreciated for the work they do.

When managing staff, keep in mind the following issues:

- Appropriate Attire and Appearance

- o Causes for Discipline
- o Guidelines for Discipline
- o Performance Evaluations
- o Terminations

Make sure your staff understand their job duties. Regularly review their job descriptions to ensure they accurately reflect position requirements. Every staff member undergoes a written performance review. As a department head, you will be involved in the review process, particularly the review of your Departmental Administrative Associate. Make adequate time to have an in-depth discussion of the staff's strengths and challenges. If there is a need for performance improvements, follow-up several times throughout the year to see how the employee is doing. Staff review may identify specific areas in which improvement of a staff member is recommended. Staff members can often get better at their jobs by taking advantage of staff development programs offered through Human Resources.

Chairs should understand causes for disciplining staff, including:

- o Attendance
- o Breaches of Confidentiality
- o Conflicts of interest
- o Violations of computer policies
- o Harassment
- o Dishonesty
- o Substance Abuse
- o Misappropriation
- o Policy violations

You must follow university guidelines for discipline and dismissal of staff. Disciplinary actions should occur in a progressive sequence from:

- o Oral warnings
- o Written warnings
- o Disciplinary administrative leave

If discipline becomes necessary, work with the dean and a Human Resources specialist to create a plan of action. Keep written records of disciplinary problems (shared with the dean), noting the date of the infraction, what occurred, what you did and what happened as a result.

Mentoring Faculty and Staff

Faculty members need guidance, even (or especially) the ones who think they do not. Every faculty member can improve contributions to the department and university by listening to supervisors, peers, and colleagues, and it is your responsibility to facilitate that awareness, and make faculty members aware of the opportunities available to them. Here are some suggestions for maintaining a positive mentor relationship with members in the department.

- Confidentiality is key. Faculty members need to know that when they have discussions or mentoring sessions with you that they are as public or as private as the situation warrants. Some faculty members may not want their career or teaching aspirations and plans known to others, or they may have other private concerns for which they come to you for advice.
- Always be aware that faculty and staff needs can be individual, but there are often collective problems for specific categories of employment. That is, the concerns of adjunct faculty are not the same as those of tenure-track faculty, full tenured professors, and so on.
- You may want to keep written records, either personal or official departmental documents, of various mentoring sessions, both to remember individual faculty problems and to support tenure-track faculty or others who may need evidence or letters of support for their various tenure/promotion activities.
- Be aware that mentoring is not always a process of helping enthusiastic faculty who are seeking avenues and directions for success. Mentoring can also involve working with faculty who are burnt-out, disgruntled with their students or the university, or who are feeling ambivalent and apathetic about their position now that a significant goal (tenure, promotion, etc.) has been satisfied. Working with these faculty to redefine themselves and their careers is as essential for maintaining a viable department as any other activity.

Suggestions for mentoring faculty through their changing careers include:

- When an employee has achieved a significant milestone in their career, meet with them to discuss a 3-year plan for future teaching, research, and service.
- Offer to look at work-in-progress, new teaching techniques, and other faculty activity.
- Encourage them to make departmental or interdisciplinary connections with others in order to create new directions and ideas for scholarship.
- Publicize the accomplishments of faculty, both to reward them for their success and to encourage others in the department to produce similar activity.
- Remember that faculty themselves are the best resource for promoting faculty concerns. Others in your department likely have their own highly successful methods for dealing with career issues and problems, and they can be consulted or assigned as mentors as the situation warrants.

Assessment

Program Assessment is a university priority. The effectiveness of Lamar depends on valid and consistent evaluation of our programs and program goals. Departments should view assessment primarily as a tool for improvement at every level, and department chairs play a crucial role in ensuring there is good faculty support and participation in outcomes assessment. Assessment is a tool for program improvement and includes making sure program goals are clear for both students and faculty. Assessment is the primary means by which a department demonstrates accountability to the public at large and to any accreditation bodies overseeing both the particular discipline of the department and the university at large.

Assessment should not involve the evaluation of an individual course, instructor, or individual students. Good assessment involves multiple methods of measurement, including direct measures (such as samples of student work, pass rates on qualifying exams) and indirect measures (such as student self-assessment or retention rates). The assessment process should be faculty driven, with faculty determining key needs and requirements of the departmental programs, both in terms of what needs to be assessed and what methods should be used to obtain data.

Serving as a Liaison Between the Department and Upper Administration

An essential part of your job as chair will involve consulting with your dean on issues facing your department, not only to address specific problems and issues but also just to keep administration informed about the department's function, its accomplishments and achievements, and its current climate or culture. You are the primary representative of the department, placing you in a particularly difficult role in which you must promote not only departmental concerns as you see them but also inform faculty of the decisions and concerns of administration.

Part of your job will be, just as a faculty member solves classroom and student problems before they rise to the level of chair, solving interdepartmental problems before they become larger concerns. Examples of other issues that routinely call for dean consultation include the following:

- Changing assignments or responsibilities of positions within the department (new director or program appointments, etc.)
- Job searches
- Curriculum or degree plan change
- Course scheduling
- Departmental advising changes
- Faculty and staff evaluations
- Personnel conflict
- Multidisciplinary or multi-department collaborations
- Classroom, office space, and other resource needs

If a legislator, member of the board, or politician will be visiting your department, make sure to inform the Provost and President of the University.

Serving as the Face of the Department

The department chair has a unique role in representing the department not only to upper administration, but to the students and to the community at large, including the parents who will be deciding if their children should enroll at Lamar and participate in its programs. A chair must be one of the most, if not the most, accessible member of the department to faculty, staff, students and others.

Chairs will need to be in the office, with the door open, at consistent times. Certain times of the semester are especially important (e.g., at the start of each semester, during the add-drop period, advising and registration weeks each semester, during course withdrawal and other deadline

periods). Though individual chair responsibilities can be negotiated with the dean, typically a department chair's responsibilities will frequently extend beyond normal working hours and into the summer and winter sessions. All the people who come to you with questions will appreciate timely response in communication, whether it be phone calls, e-mail, or other methods.

Plagiarism and Academic Dishonesty are issues that have larger consequences than just the individual incidents in which they occur. It is important to maintain consistent public policies so that faculty and students are aware of the department's position and the consequences for inappropriate behavior.

You or other knowledgeable representatives from the department should be present on significant recruitment days, such as the various Welcome Days in the Spring and Summer semesters. Make sure that your department is visible among other university programs, and that relevant information about your department and its advantages is displayed or otherwise available for potential students.

You may consider promoting the department through any number of sources becoming increasingly available in social media. You may choose to create and monitor such avenues of promotion yourself or designate appropriate faculty or staff to the work involved, including use of Facebook, departmental biogs, department listservs, or other methods.

Advising

Advising is one of the most important activities a chair can oversee in terms of maintaining graduation and enrollment rates and creating a viable, thriving departmental culture among students and faculty alike. Individual departments have their own unique advising cultures and structures in place. You should work with the university advising center in creating the most viable advising structure for you own department.

Consider the following:

- How does departmental size or departmental program division affect advising? For example, is your department small enough that one central advisor can handle all assignments or are their individual programs which need special advising coordinators, etc.?
- The requirements of the core curriculum are new to most faculty and students. Advisors in your department should receive training, either from experienced departmental advisors or the university CTLE, in core requirements.
- Advisors should attune themselves not only to departmental needs and requirements but also to individual student problems or situations. Some students, for example, may intend to transfer to other institutions and will require advisement in classes that will have maximum transferability. Other students may not understand the intricacies of degree plan management (course rotations, pre-requisites, etc.), so quality advising requires being aware of everything that could affect a student's experience with the department.
- Remember that advising is not just a question of individual course or program requirements. Students often identify advisors as key individuals in helping them discover their educational and life goals. Make sure that you and your advisors

understand that students will often have questions and concerns that transcend the major or their professional aspirations.

Fundraising and Stewardship

Different departments have varying relationships to fundraising and building relationships with outside donors. A good department chair will need to be aware of these issues and maintain and develop positive relationships with both previous and future potential donors. Why should a department chair be involved in any of this when there's a whole office of University Advancement dedicated to this purpose? Very often it is personal connections or interaction that are necessary to encourage that university relationship, and very often a department can be best promoted only by key knowledgeable faculty members or leaders within a given program. The Office of University Advancement should be informed of all fundraising efforts *before* you commence to avoid conflicts or duplications of efforts.

- Gifts and outside support can be an enormous resource, increasing opportunities for faculty and students. Encourage your faculty to seek opportunities that may result from their research and teaching.
- Fundraising can be used in as many ways as you can invent, including support for faculty research, travel, outside speakers, departmental colloquia, and student prizes and scholarships.
- Contact University Advancement and the Office of Research and Sponsored Programs if you have questions about art or gifts as there are strict state and federal guidelines on acceptance and documentation.

Handling Day-to-Day Tasks

The department chair job will inevitably take you beyond a 40-hr work week if you allow it. To make your workload reasonable, consider the following:

- Delegate. While departments vary on assignments and responsibilities, department chairs should make a conscious effort to divide up tasks.
- Seek counsel. How have things been done in the past? When faced with a task that seems onerous or time-consuming, consult previous department chairs or current chairs and administrators in other departments. Don't forget that your staff is a valuable resource as well, not just for delegating workload but for suggestions and counsel in best practices.

Department Cultures

Departmental cultures can be perceived by department members as enriching and fulfilling, at one end, and dysfunctional and embittered, at the other. You might inherit a department with a rich and supportive culture or one that requires serious repair after decades of entrenched program and personnel difficulties. It is essential to inform yourself as much as possible about the existing departmental culture, keeping in mind that many aspects of your department and its history might have been previously unavailable or unknown to you prior to beginning your role

as department chair. The most important suggestion is to always maintain open communication with faculty and staff. Important considerations in understanding and cultivating your department's culture include the following:

- department size and nature (degree plans and programs, graduate and undergraduate community, number of majors, etc.)
- proportion of tenured to untenured faculty, junior to senior faculty, etc.
- Amount of junior-faculty, adjunct faculty, or non-tenured faculty in decision-making processes
- Amount of student involvement in department culture
- Departmental hierarchies, whether explicit or implicit
- Degree of administrative/chair authority or delegation

Department Chair Styles of Governance

Different department chairs have different leadership styles. Play to your strengths - your professionalism and personal style is what enabled you to be appointed chair in the first place and is what is expected of you by faculty and staff. You should actively consider how your personal leadership style relates to the following factors involved in effective chair leadership.

- The amount of face-to-face versus e-mail or other impersonal communication
- The use of more democratic versus authoritative leadership
- Your approachability either for professional or personal problems
- Your perception in relation to upper administration, e.g. are you perceived as a department representative who legitimately passes on faculty concerns, or are you first and foremost considered an administrator?

Overall Governance - The Big Picture

Becoming a department chair means taking a larger view of the University and your role in it. Understand the government of the University as detailed in the Faculty Handbook. Take some time to understand the key people who serve the University, such as the Provost, Vice Provosts, and other key staff and administration. The Faculty Senate is the representative body of the faculty. Resolutions from the senate can be found on their posted minutes. You may also find it useful to be aware of and understand the function of the various university committees, which can be found on the university website.

Department chairs should work with their own faculty to create a shared understanding of the university at large. This process may involve faculty meetings to discuss larger university concerns, assigning individual faculty to projects/committees outside of the department, protecting probationary (tenure-track) faculty from too much committee work or other larger university service, and other measures to ensure awareness of shared governance in your department. It is the responsibility of the department chair to clarify that all full-time faculty are expected to be part of the governance of the University.

Be aware that you may still serve in some capacity as a teaching faculty member, but as a department chair you are no longer a member of the faculty in the way you once were. You will be perceived differently, both by individual faculty in your department and by the faculty members of the university at large.

NEEDED

INFORMATION

Weave Assessment Instruction/User Guide

Creating an Assessment Plan:

1. Click “Add Program Goals”
 - a. Name the goal and add a brief description of program goal
 - i. Goals are not part of the UIEC scoring rubric, but something must be entered, can be same as outcome in next step
2. Click “Student Learning Outcome” or “Outcome”
 - a. Name the outcome
 - i. For academic programs, at least 3 student learning outcomes must be used, program outcomes can be used IN ADDITION to the required SLOs.
 - ii. SLOs need to be at the program level, not course level (except for core course assessment).
 - iii. Administrative Units need three outcomes, non-student learning
 - iv. Student Services/Academic Support Units need a combination of SLO and non-SLO, at least 1 SLO
 - b. Provide a longer description of the outcome, including a rationale as to why it is being included as an outcome in the assessment
3. Click “Add Supported Initiative”
 - a. Under the “General Education” tab choose which general education objective best corresponds with your outcome
 - b. Click the “Strategic Initiatives” tab and here select which areas of Lamar University strategic plan best correspond with your objective
4. Click “Add a Measure”
 - a. Put a brief title for your measure
 - b. Select source of evidence from the drop-down menu
 - i. This is a searchable box and includes a variety of measures, both academic and administrative
 - c. Add a description of your measure and include a rationale as to why you chose this measure as opposed to another type of instrument or measure
 - d. In the methodology section indicate how the measure will be used, how it was developed/modified, will you use a committee of faculty members or will you select a random sampling of student work from various sections, etc?
5. Next click “Add Achievement Target”
 - a. In the “achievement target” textbox, put the target of success. Could be a percentage of students, a number, etc. (80% of students will score a 3.5 on the rubric)
 - b. In the smaller area “Add Achievement Target Description” I suggest entering the current academic year as its name (i.e., 2019-2020)

Repeat this process for all SLO non-SLO program outcomes. At this point you have completed a Weave Assessment Plan in Weave Education.

Creating Assessment Report/Entering Findings:

1. In the area under “Achievement Target,” called “Finding” you will enter your actual brief finding, about 1-2 sentences long.
 - a. “87% of students scored an average of 3.7 on the rubric, therefore the target was met”
2. In the “Analysis” area, you can provide more details, individual student scores, the sample size/how many students were used in the assessment, etc.
3. Improvement Type is drop-down box you can use to select what type of improvements, if any, have been made.
4. In the “Improvements Achieved” area, put a description of what types of improvements have you seen since the last report, or any improvements that have been trending over the last few assessment cycles. Also include what changes or program improvements have been made based on these Weave Assessments.
5. Above the “Achievement Target” area is a drop-down box defaulted to “Not Set,” click and chose if the target was “Met” “Not Met” or “Partially Met”
6. If any targets were “Partially Met” or “Not Met” an action plan needs to be created.
7. To create an action plan, scroll back up to the Outcome area and select “Add Action Plan” located just above “Add Measure”
 - a. Set the status of the action plan, such as “planned” or “in progress”
 - b. Add a description of the action plan a due date.
 - c. If the action plan has been started or implemented add an action item and description with a status and due date.

Moving Assessment Plan to Next Academic Year:

1. To move an assessment plan from one academic year to the next (i.e., 2019-2020 to 2020-2021) click “Create a New Project” on the main projects screen.
2. Select “New Version of an Existing Project”
3. Select the Project from the list (if you have more than one to select), then click next
4. Confirm project title and select the reporting year you are MOVING TO.
5. Select, “Yes, start-prefilled” that way the findings from previous years will move forward, so you can see previous findings as move forward in assessment.
6. Your assessment plan has now been moved to the new academic year, from here you can edit language, address action plans, set new targets, etc
7. If you would like, you can add new outcomes, change outcomes, etc. Its better to move the old one over and replace outcomes as needed than start from scratch every year.
8. If you are making new outcomes, follow the instructions on page 1.

Academic Vital Signs

Aligning Departmental Evaluation with Institutional Goals

The faculty leaders and department chairs in academic departments make many financially and strategically important decisions for institutions of higher education. Unfortunately, the data and goals used to make those decisions rarely align with institutional strategic goals, preventing progress on the critical priorities: cost efficiency, enrollment growth, student outcomes, scholarship, and faculty diversity and inclusion. This infographic provides a quick-reference guide for how to translate these institutional priorities into departmental performance indicators and goals. It also provides guiding principles for designing a new annual departmental evaluation and planning process that sustains momentum beyond the initial review of the departmental performance indicators.

PRIORITY

KEY DEPARTMENTAL ANALYSES

Cost Efficiency

As traditional funding sources become less reliable, institutions must identify opportunities to maximize their existing instructional capacity without overburdening faculty or sacrificing academic rigor

- Instructional capacity gap**
Use the difference between the number of sections a department could teach compared to the number they do teach to inform faculty line and adjunct allocation as well as course offerings
- Student credit hours per faculty FTE**
Compare the average faculty workload metrics with an analysis of student credit hours taught per full-time-equivalent faculty member to more closely align instructional resources with student demand
- Course release targets**
Set a budget for course releases as a percentage of faculty workload to help manage instructional costs while providing faculty with needed time to conduct research and administrative responsibilities

Enrollment Growth

As institutions become more tuition-dependent, department leaders and faculty must ensure that their programs attract students and maintain demand in the workforce

- Major migration**
Conduct an analysis of student flows in and out of each major to identify potential opportunities for collaboration or a need for additional student engagement
- Off-peak enrollment**
Measure the number of credit hours generated in summer and winter sessions and provide incentives to increase these numbers, reduce time to degree, and generate revenue
- External demand**
Evaluate the external market demand for each program and the skills it teaches to ensure curricula are up to date and degrees remain in high demand

Student Outcomes

Departments and their faculty must support student success before and after graduation by removing curricular barriers to completion and engaging students in high-impact practices

- D, F, withdrawal rates**
Identify success rates in critical 1st-year or introductory courses, especially those with multiple sections, to identify opportunities for course redesigns that can improve student success
- Junior graduation rate**
Replace unit and improve departmental four- or six-year graduation rates with a calculation of time to degree and graduation rate for students after they have earned 60 credits
- Experiential learning**
Calculate the percentage of students in each major who participate in high-quality experiential learning to help departments understand how to contribute to postgraduate success

Scholarship

To advance institutional and disciplinary scholarly and research goals, academic departments must provide faculty guidance on valued outputs as well as progress toward tenure and promotion

- Holistic outputs**
Track a wider array of scholarly and research activities beyond grants and publications to recognize disciplinary differences
- Merit metrics**
Use leading indicators of research outputs, such as publication acceptance rate, to help identify challenges to increasing research activity and opportunities to invest in research support
- Post-tenure promotion**
Provide clear incentives for outstanding performance beyond tenure to prevent associate-level faculty from stalling before promotion and to motivate engagement in scholarly activity throughout their careers

Faculty Diversity & Inclusion

To make progress on faculty diversity and inclusion, departments must analyze problems within specific stages of the hiring pipeline as well as disparities in career advancement for historically underrepresented faculty

- Pipeline stage conversion rates**
To help guide search and interview process improvement, identify the specific stage of the hiring pipeline at which diverse candidates typically fall out
- Retention and advancement disparities**
Track time to tenure and promotion rates by race, ethnicity, and gender to identify possible disparities throughout the faculty lifecycle

Six Principles of Departmental Evaluation

- 1 Conduct annual strategic reviews for each department to encourage continuous improvement
- 2 Reduce the self-reporting burden on departments by redirecting institutional research time to curate a standard set of departmental data
- 3 Make departmental performance data transparent and available to all faculty leaders
- 4 Allocate discretionary resources based on performance against departmental goals
- 5 Use departmental performance indicators when making long-term resource decisions such as space allocation or faculty line allocation
- 6 Select two to four key goals and corresponding action steps for each department during the annual strategic review

ITEMS FOR THE BOARD OF REGENTS MEETINGS

ARE DUE TO THE PROVOST OFFICE BY:

September 12, 2019 for **November 2019** Meeting

December 5, 2019 for **February 2020** Meeting

March 19, 2020 for **May 2020** Meeting

June 11, 2020 for **August 2020** Meeting

These dates are subject to change and I will notify you if this is necessary. If you are submitting an agenda item and need a sample template, please let me know and I will send you one.

****Note to Executive Assistants:** Carol will send an email notice regarding when the Personnel Report is due to her.

Board of Regents Academic Year Schedule

November
February
May
August

Board items are due to the Provost Office 12-weeks prior to the Board of Regents meetings, look for emails that will include needed information, instructions and due dates.

Format Requirements

LU: Title of Motion (Arial 11 pt Bold Font, All Margins Set at 1")

Upon motion of Regent _____, seconded by Regent _____, it was ordered that:

Text of Motion – indented at .5" and 6"

Text

Text

Explanation

Explanation of Motion (Arial 10 pt font)

Example:

LU: Name Change for the Department of Communication

Upon motion of Regent _____, seconded by Regent _____, it was ordered that:

The Department of Communication, an academic unity within the College of Fine Arts and Communication, be permitted to rename the department as the Department of Communication and Media. This will be effective Fall 2018.

Explanation

On Friday, November 3, 2017, the majority of the faculty voted to change the name of the department from the Department of Communication to the Department of Communication and Media. The vote was 5 in favor of this title, 3 in support of Department of Media and Communication, and 1 in favor of Department of Communication.

The reasons for the name change are listed below:

- a) Range: Currently, the Department of Communication has 11 full-time faculty members and 315 students across ten tracks: Online Corporate Communication (ACOM); Advertising (COMA); Broadcasting (COMB); Corporate Communication (COMC); Film and Theatre Studies (COFT); Film Studies (COMS); Journalism (COMJ); Journalism Teaching Certification (COJT); Mass Communication (MCOM); Speech Teaching Certification (COST). The department serves the university with three core courses (Public Speaking, Business and Professional Speech, and Film Appreciation), and the department offers two certificate programs to on-campus students: Certificate in Sports Journalism and Media and the Certificate in Public Relations.
- b) The Department has multiple tracks that cover many facets of communication. Also, all of the tracks are professional media-focused academic areas. The new name reflects that the department embraces the media practice and studies side of communication.
- c) Uniqueness: As noted in the National Communication Association's C-Briefs' analysis of communication department names, there are multiple configurations of communication unit names. However, only seven units in 2011 used both "Communication" and "Media" in the department name.
- d) Differentiation: The title will further distinguish the department from the Department of Speech and Hearing.
- e) Domain: By claiming an emphasis in communication and media, this will allow the department to build a robust media studies platform and resist encroachment from other academic units who desire to add media studies to their curriculum.
- f) Relevancy: Many students do not understand what communication is or is involved in this field. This name change along with the upcoming curriculum revisions will help to funnel students in the appropriate major or departments.

At this time, no degree plans or programs will be changed as a result of this departmental name change. Also, the name change would not have any implications on the department's Classification of Instructional Programs (CIP) codes. The expense for this change would be minimal. Most costs will be in the replacement of letterhead and other printed materials. The current Department Chair will remain the same. The new designation would recognize the size, diversity, and complexity of the department, its majors, and its faculty.

Example:

LU: New Degree – Master of Art in Teaching

Upon motion of Regent _____, seconded by Regent _____, it was ordered that:

Lamar University be authorized to offer a hybrid Master of Art degree in Teaching (MAT) with an emphasis on preparing teachers to work in Title I schools in the state of Texas and beyond. This program would begin effective Summer 2020, following notification to the Texas Higher Education Coordinating Board and the Commission on Colleges of the Southern Association of Colleges and Schools.

Explanation

Demographic data from K-12 population in Texas shows that a disparity gap between high and low socio-economic populations exists in our schools and has not been adequately addressed for decades. The Master of Art in Teaching (MAT) degree is a 30- hour program that integrates pedagogies with a critical lens to address previously ignored social issues in schools and other educational environments populated largely by underserved and unserved student populations. This degree also leads to initial teaching certification. Through coursework, fieldwork, collaborative experiences, immersion experiences, research, and professional development activities, candidates become highly skilled and reflective social advocates equipped to provide effective educational instruction to a culturally and linguistically diverse population of students in urban and rural settings. Although a new degree program, all of the courses currently exist in our inventory. Courses will be revised and redesigned to meet student needs and program outcomes.

Courses in the Master of Art in Teaching

PEDG 5330 Effective Teaching and Learning in Multicultural Schools (12-week course)

This course establishes the current context and need for cultural diversity competence, communication, and building effective relationships for student success and school/community change. Students recognize various aspects of effective teaching that is culturally responsive, including classroom environment, curriculum development, assessment, and skills for linguistic diversity.

PEDG 5375 Reading and Other Essential Classroom Skills (8-week course)

This course provides the essential core foundations for PK-12 learner success including the teaching and learning of reading; dyslexia training, mental health and emotional health initiatives; substance abuse, and youth suicide training.

OR

PEDG 5387 Teaching Reading in the Elementary School (8-week course)

For students seeking initial certification in grades EC-6 or 4-8. Includes a survey of key components of effective literacy instruction in the areas of oral language, phonemic awareness, word study and decoding, fluency, written communication, comprehension, research and inquiry, viewing and representing: processes of literacy development from PK-8; practice-based activities.

PEDG 5345 Instructional Design and Assessment in Underserved Populations (8-week course)

This course trains preservice teachers to integrate classroom assessment into instructional planning to address multiple perspectives of learning. This course includes methods for planning assessments integrated with culturally competent instruction; and promoting higher-order thinking skills for college-career readiness.

PEDG 5350 The Learning Process and Differentiated Instruction (15-week course)

This course provides instructional approaches needed by multicultural educators including the purpose of education, models of teaching, differentiated instruction, and research-based instructional strategies to enhance student achievement.

PEDG 5333 Applied Learning and Advocacy in the Community (8-week course)

This course offers students an opportunity for leadership through service learning to provide and promote inter-disciplinary and research strategies to educational experiences, enrichment, and/or remediation to PK-12 learners in a school setting.

PEDG 5344 School Law for Teachers (8-week course)

This course provides students a foundation to understand the legal, ethical, and policy dimensions of education, with emphasis on federal and state statutes, special education law, and Texas Education Code as well as the political climate that impacts educational policy.

PEDG 5310 Research for Teachers (15-week course)

This course introduces teachers to the design, methodologies and techniques necessary to understand educational research and to use scientifically based research and a critical lens in making informed decisions that can positively impact student achievement. An emphasis is placed on action research.

PEDG 5383 Internship (15-week course, 1 week residential required)

A semester of teaching under the guidance of a university professor. The professor will provide mentoring and supervision during the semester. This course is a repeatable course for a total of 6-hours credit.

PEDG 5388 Selected Instructional Topics (8-week course)

Significant topics in Elementary, Secondary and Special Education. The description of the particular area of study will appear on the printed semester schedule. A student may repeat for a maximum of six semester hours when the area of study is different.

Course Schedule of the Master of Art in Teaching

Summer Course Schedule (12 hours)

PEDG 5330 Effective Teaching and Learning in Multicultural Schools (12-week course)
PEDG 5344 School Law for Teachers (8-week course)
PEDG 5375 Reading and Other Essential Classroom Skills (8-week course) or PEDG 5387 Teaching Reading in the Elementary School
PEDG 5388 Selected Instructional Topics

Fall Course Schedule (9 hours)

PEDG 5383 Internship (15-week course)
PEDG 5310 Research for Teachers (15-week course)
PEDG 5345 Instructional Design and Assessment in Underserved Populations (8-week course)

Spring Course Schedule (9 hours)

PEDG 5383 Internship (15-week course)
PEDG 5350 The Learning Process and Differentiated Instruction (15-week course)
PEDG 5333 Applied Learning and Advocacy in the Community (8-week course)

Example:

LU: Revision of B.S. in Biology with Teacher Certification Degree Plan

Upon motion of Regent _____, seconded by Regent _____, it was ordered that:

Lamar University be authorized to revise its current B.S. in Biology with Teacher Certification degree. This change will be effective spring 2020.

Explanation

Proposed changes to the B.S. in Biology with Teacher Certification degree are:

1. replace the following courses: PEDG 3310 – Child and Adolescent Development, PEDG 3320 – Human Learning: Educational Applications and Assessment, and PEDG 4920 – Student Teaching
2. include the following courses: PEDG 3300 – Human Development and Learning, and PEDG 4620 – Clinical Teaching
3. designate BIOL 1406 (General Biology I) and BIOL 1407 (General Biology II) as minimum prerequisites to the remaining biology curriculum.

This degree plan had not been reviewed since at least 2014, and thus did not reflect adoption of new university core standards. The proposed changes reduce the number of pedagogy credits from 27 to 21, increase the number of biology elective credits from 15 or 16 to 22, and reflect changes in the BS in Biology necessitated by adoption of the new university core curriculum. The total credits for the degree with certification change from 144 to 141.

Bachelor of Biology with Teaching Certificate Degree Plan

Core Curriculum (42** hours)

Communication Requirement - 3
Communication Requirement - 3
Mathematics Requirement - 3
Life/Physical Sciences Requirement - 3
Life/Physical Sciences Requirement - 3
Language, Philosophy, & Culture - 3
Creative Arts - 3
American History - 3
American History - 3
Political Science - 3
Political Science - 3
Social and Behavioral Science - 3
Component Area Option - 3
Component Area Option - 3

Supporting Courses (24 hours)

CHEM 1311, 1111, General Chemistry I - 4
CHEM 1312, 1112, General Chemistry II - 4
CHEM 3311, 3111, Organic Chemistry I - 4
CHEM 3312, 3112, Organic Chemistry II - 4
PHYS 1401, College Physics I - 4
PHYS 1402, College Physics II - 4

University Free Elective (3 hours)

3000-4000 level course

Biology Core Course (27 hours)

BIOL 2420, Microbiology - 4
BIOL 3450, General Botany - 4
BIOL 3470, Genetics - 4
BIOL 3460 or 4410, Invertebrate Course - 4
BIOL 3428 or 4408 or 4409 or 4431 or 4440 or 4445, Vertebrate Course - 4
BIOL 4470 or 4404, Cell or Molecular Biology - 4
BIOL 4344, Development of Biological Thought - 3

Biology Electives (22 hours)

3000-4000 level course

Teaching Certification (21 hours)

PEDG 2310, Introduction to Teaching - 3
PEDG 3300, Human and Development and Learning - 3
PEDG 3380, Secondary Curriculum & Methodology - 3
PEDG 4380, Secondary Methodology & Classroom - 3
PEDG 4620, Clinical Teaching - 6
READ 3326, Reading/Literacy Strategies - 3

Total Hours (141 hours)

Core Curriculum** - 44
Supporting Course - 24
University Free Elective - 3
Biology Core - 27
Biology Electives - 22
Teaching Certification - 21
Total for Degree - 141

** - The universal core curriculum (42 hours.) becomes 44 credits when BIOL 1406 and BIOL 1407 fulfill the life-physical science requirement.



2019 - 20 SCHEDULE

Faculty Promotion and Tenure (F2.11)

2019-20	
Oct 7 (M)	F2.11 Documentation for Faculty Promotion and for Tenure due to Department Personnel Committee (thru Chair)
2 weeks	
Oct 21 (M)	F2.11 Recommendation for Faculty Promotion and for Tenure due to Department Chair from Department Personnel Committee
2 weeks	
Nov 4 (M)	F2.11 Recommendation for Faculty Promotion and for Tenure due to College Personnel Committee (thru Dean) from Department Chairs
2 weeks	
Nov 18 (M)	F2.11 Recommendation for Faculty Promotion and for Tenure due to Dean from College Personnel Committee
3 weeks Last Class Day is Dec. 2, 2019	
Dec 9 (M)	F2.11 Recommendation for Faculty Promotion and for Tenure due to Provost (from Deans) Provost forwards to University Personnel Committee
8 weeks University Personnel Committee receives charge from Provost on Dec 11 @ 2:00	
Feb 3 (M)	F2.11 Recommendation for Faculty Promotion and for Tenure due to Provost from University Personnel Committee
3 weeks	
Feb 24 (M)	F2.11 Recommendation for Faculty Promotion and for Tenure due to President from Provost

Approved at Dean Council May 7, 2019

CALENDAR OF BOARD ITEMS

	6/12/2018	FEB	MAY	AUG	NOV		APPROVAL FROM
CURRICULUM							
Enrollment Report: Certified Fall		X				Action	John Hayek
Enrollment Report: Preliminary Spring		X				Inform	
Enrollment Report: Certified Spring			X			Action	
Enrollment Report: Preliminary Summer				X		Inform	
Enrollment Report: Certified Summer					X	Action	
Enrollment Report: Preliminary Fall					X	Inform	
Curriculum Changes		X	X	X	X	Consent	
Out-of-Country Study Programs		X	X	X	X	Consent	
Out-of-Country Study Programs Annual Report					X	Consent	
Admissions Data		X			X	Consent	
PLANNING & CONSTRUCTION							
Approval of Capital Projects over \$4MM		X	X	X	X	Action	Rob Roy Parnell
CIP			X			Action	
Construction Summaries		X	X	X	X	Consent	
Final Reports		X	X	X	X	Consent	
Campus Conditions Index Report					X	Action	
FINANCE & AUDIT							
TSUS Quarterly Investment Report		X	X	X	X	email	Daniel Harper Laura to Regents
Status of Implementation of Audit Recommendations		X	X	X	X	Informational	Carole Fox
Operating Budget Adjustments		X	X	X	X	Consent	
Quasi Endowment Report		X	X	X	X	Consent	
Final Budget Adjustments				X		Action	
Operating Budgets (for upcoming Fiscal Year)				X		Action	
Internal Audit Plans (for upcoming Fiscal Year)				X		Action	Carole Fox
Tuition Increases (odd year)					X	Action	
Room & Board Rates		X				Action	
Foundation Annual Report					X	Informational	
Delegation of Authority - Insurance		X				Action	
Supplemental Resolution		X				Action	
RULES & REGULATIONS							
Regents' Rules			X			Action	Fernando Gomez
PERSONNEL							
Faculty		X	X	X	X	Consent	
Personnel		X	X	X	X	Consent	
Personnel Administrative Reappointments			X			Consent	
MISCELLANEOUS							
Acknowledge of Gifts over \$5,000		X	X	X	X	Consent	
Holiday Schedule			X			Consent	
						Consent	
CONTRACTS							
		X	X	X	x		Fernando Gomez
OTHER COMMITTEES							
Governmental Relations							Sean Cunningham
OTHER							
Set upcoming board meetings			X				Brian McCall
Election of Board Chair and Vice Chair					x		
Regents' Awards							
Call for Nominations (All)		X					Mike Wintemuta
Regents' Professor Announcement				X			
Regents' Scholar Announcement				X			
Regents' Staff Member and Regents' Teacher Announcement				X			
Regents' Professor and Regents' Scholar Presentation				X			
Regents' Staff Member and Regents' Teacher Presentation		x					

Lamar University Enrollment Management

Questions for Department Chairs and Faculty

1. Please list the steps you will take to increase undergraduate enrollment (freshman as well as transfer) in your department? List high schools and community colleges that your department faculty will engage with and provide approximate visit dates.
2. Please list the steps you will take to engage with current freshman undergraduate students in your department to ensure that they stay on your department's degree plan.
3. Please list the steps you will take to engage with students in your department who are taking sophomore-level classes to ensure that they are successful in these classes and are on track to transition to the junior year.
4. Please list the steps you will take to engage with students in your department who are taking junior and senior level classes to ensure that they are on track to graduate on time (2 years for juniors, 1 year for seniors)
5. Please list the steps you will take to ensure that the curriculum at the undergraduate level in your department is in line with the current job market. Describe how you plan on changing your curriculum so that it matches the current market demand.
6. Please predict the undergraduate student enrollment that you expect every year for the next three years (Fall 2018, Fall 2019, Fall 2020).
7. Please list the steps you will take to increase master's student enrollment in your department. Describe your strategies for increasing domestic student enrollment and foreign student enrollment.
8. Please list the steps you will take to ensure that the curriculum at the masters level in your department is in line with the current job market. Describe how you plan on changing your curriculum so that it matches the current market demand.
9. Please list the steps you will take to engage with masters students in your department to ensure that they are successful.
10. Please list the steps you will take to ensure that faculty members in your department increase their level of external funding.
11. Please list the steps you will take to ensure that the graduate students in your department are conducting high quality research and are on track to finish their thesis, projects, or dissertations on time.
12. Please predict the masters student enrollment that you expect every year for the next three years (Fall 2020, Fall 2021, Fall 2022).
13. For Undergrad/Graduate identify a best practice for each strategy selected for #1 to 4; then specify steps to be taken to accomplish/implement the best practice. I.E. Immersive Experience via Cardinal Community.

Holidays

Holiday Schedule for 2019-2020

The holiday schedule listed below allows Lamar University to be closed for two energy conservation days during FY 2020; one in December and one in March. Employees will be required to use vacation or compensatory time for the Energy Conservation Days on December 20, 2019 and March 20, 2020. Since compensatory time cannot be advanced to employees, those without sufficient vacation time available will need to acquire the necessary comp time for the energy conservation days prior to those days. Where vacation or comp time is not currently available, supervisors are encouraged to provide ample opportunities for employees required to be off on the energy conservation days to earn the comp time prior to those days.

HOLIDAY SCHEDULE FOR 2019-2020

Labor Day	September 2, 2019
Thanksgiving	November 28-29, 2019
Christmas Break	December 20, 2019*
	December 23-27 & 30-31, 2019
	January 1, 2020
MLK Birthday	January 20, 2020
Spring Break	March 20, 2020*
Memorial Day	May 25, 2020
Independence Day	July 3, 2020

A state employee is entitled to observe Rosh Hashanah, Yom Kippur, Good Friday, and Cesar Chavez Day in lieu of any state holiday where a skeleton crew is required.

*Energy Conservation Days – Skeleton crews for essential offices required. Accrued compensatory time/vacation will be used to observe energy conservation days.

Questions concerning the scheduled holidays and energy conservation days, as well as timekeeping procedures for these days, should be addressed to the Leave Coordinator in Human Resources at 409.880.7373.