

The Departmental Chairperson

Effective Strategies for Success

Four Critical Concepts

- Integrity → Trust → Openness
- Believe in the university
- Create the environment
- Be knowledgeable

Integrity → Trust → Openness

- Be honest with your colleagues. (e.g., discuss problems in person and as soon as possible)
- Promote collegiality.
- Exercise **Restraint**.

- Make decisions in the open.
- Be **fair, firm, and friendly**.
- The budget should be transparent.

Believe in the University

- Education is central to a democracy.
- Education holds the intellectual and economic keys to a quality life.
- Education is transferred across generations.

- Education is a privilege for faculty and students earned by hard work and performance.
- Everything you do should promote teaching, research and service for our students and colleagues.

Create the Environment

- You are far more responsible for the environment than you would ever expect.
- Everything you do is public knowledge.

- Celebrate the success of your colleagues (and that includes students and staff).
- Behave in every way in the manner that you would like everyone else to behave. What you tolerate will set expectations.
- Have yourself evaluated.

Be Knowledgeable

- Know how to operate the copier and all other standard pieces of equipment in the office, including changing the paper in the printer and copier.
- Know your department and this means at least a five year history of enrollment by level, degrees, budgets, faculty ranks, etc.
- Know the national environment and reliable sources of information.

Basic Departmental Data: Faculty lines and ranks

	<u>2001</u>	<u>2002</u>	<u>2003</u>
Full Prof.	18	21	18
Assoc. Prof.	5	5	—
Asst. Prof.	3	—	8

Basic Departmental Data: Degrees and FTEs*

	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>
Baccalaureate	281	264	235	258
Masters	21	12	17	14
Doctorate	10	12	18	10
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Lower	791.0	836.2	832.9	894.8
Upper	486.9	455.8	447.1	458.8
Graduate	<u>83.9</u>	<u>89.1</u>	<u>89.1</u>	<u>92.4</u>
Total	1,361.8	1,381.1	1,369.1	1,446.0

Basic Departmental Data

Teaching Quantity: English

<u>2002-2003</u>						
<u>Course Level</u>	<u>Course Type</u>	<u>#Sec.</u>	<u>HC</u>	<u>Avg.</u>	<u>Credit Hrs.</u>	<u>Avg.</u>
UNDERGRADUATE	Class Lecture	139	50	2.78	13,959	279
	Discussion	45	50	0.90	2,447	49
	Laboratory	1	50	0.02	13	0
	DIS	22	50	0.44	92	2
	Internship	2	50	0.04	64	1
Total		209	50	4.18	16,575	332
GRADUATE	Class Lecture	27	50	0.54	1,020	20
	Discussion	19	50	0.38	545	11
	Supervised Teaching	1	50	0.02	9	0
	Graduate Thesis	39	50	0.78	181	4
	Graduate Dissertation	43	50	0.86	388	8
	DIS	68	50	1.36	283	6
Total		197	50	3.94	2,426	49
DEPT. TOTAL		406	50	8.12	19,001	380

Basic Departmental Data

E&G Expenditures: English

<u>SALARY</u>	Expenditure <u>Dollar Amount</u>	Filled <u>FTE</u>	<u>Avg. \$</u>	<u>Percent</u>
A&P	57,727	49.75	1,160	1.12
Faculty	2,628,435	49.75	52,833	50.93
Fringe Benefits	688,476	49.75	13,389	13.34
Other Salary	20,292	49.75	408	0.39
USPS	134,725	49.75	2,708	2.61
<u>OPS</u>				
Faculty Adjuncts	155,346	49.75	3,123	3.01
Fringe Benefits	14,238	49.75	286	0.28
Grad. Asst.	1,171,334	49.75	23,544	22.70
Student Asst.	8,909	49.75	179	0.17
<u>EXPENSE</u>				
Educ. Supplies	10,016	49.75	201	0.19
Office Supplies	10,246	49.75	206	0.20
Other Mat/Supplies	16,070	49.75	323	0.31
Postage	10,181	49.75	205	0.20
Telephone	39,811	49.75	800	0.77
Travel	45,752	49.75	920	0.89
<u>OCO</u>				
Data Proc. Equip.	63,788	49.75	1,282	1.24

Summary of Student Evaluation of Teaching

Spring 2003 SUSSAI Mean for all courses

	Excellent (1)	Very Good (2)	Good (3)	Fair (4)	Poor (5)
Description of course objectives and assignments	48.5%	29.6%	16.2%	4.4%	1.3%
Communication of ideas and information	46.7%	27.1%	17.1%	6.6%	2.5%
Expression of expectations for performance in class	46.4%	28.3%	18.1%	5.7%	1.6%
Availability to assist students in or out of class	48.9%	25.6%	18.1%	5.7%	1.7%
Respect and concern for students	55.5%	24.1%	13.8%	4.7%	1.9%
Stimulation of interest in the course	47.7%	24.2%	17.1%	7.2%	3.7%
Facilitation of learning	45.7%	27.0%	18.5%	6.3%	2.5%
Overall assessment of instructor	49.8%	26.7%	15.8%	5.8%	1.9%

Monitor Teaching: It's Important

- Read the student evaluations very carefully as research indicates that they are valid and highly correlated with peer assessment and other objective measures.

See: Kulik, J. 2001. Student Ratings: Validity, Utility and Controversy. P.9-25 In: Theall, M., Abrami, P.C., and Mets, L.A. (eds.). The Student Ratings Debate: Are they valid? How can we best use them? Jossey-Bass, San Francisco.

- Send a “Thank you and congratulations” note to anyone who receives 90% or better in Excellent for “overall assessment.”
- Look into anyone who receives 30% or more “Fair+Poor” to the same question.
- Improvement plans are almost always successful.

Critical Points to Remember

- Never forget that the dollars supporting the department come from hard working people making considerably less than you and your faculty colleagues.
- Make every dollar count and count every dollar.
- Constantly watch the budget paying attention to both total dollars and percentages, e.g. postage should not exceed 0.2% and telephones 0.3% of the total.

Reliable Sources of Information

- Nsf.gov is a good site for obtaining information on science and technology.
- Web of Science includes journals from the humanities, social sciences and sciences. Available online from libraries.
- OSU is the Oklahoma Salary Survey and provides good information on starting and average salaries by rank by disciplines and by university type. Subscription is \$60.00.

Reliable Sources of Information

- National Research Council “Report on Doctoral Programs” - text only and provides good data on average numbers of publications, citations, grants and degrees for many disciplines.
- Delaware Study of Faculty Productivity.
(<http://kudzu.ipr.sc.edu/dela1.htm>)

More Reliable Sources of Information

- For cost of living and other comparisons:

Homefair.com

Bestplaces.com

- The Chronicle of Higher Education online.

Comments

- Never be surprised by anything.
- Memorize the definition of “responsive.”
Saying “**No**” is being responsive.
- Be part of your academic community.

MORE COMMENTS

- **Never underestimate the difficulty of changing false beliefs by facts.**
- Learn to think big.
- Exercise skepticism.

A few suggestions

- Have a real idea of what you would like the department to be (and work with your colleagues on agreement) – goals.
- Goals require a plan with concrete steps. A clean campus can begin with picking up trash as you walk around the building.
- Part of everyday should be spent implementing the plan. Small steps count.

A few more suggestions

- You don't have to make a decision at the time of the request. Ask for the request to be made in writing and give yourself time to consult and think.

Still more suggestions

- Problematic hires, faculty or staff, almost never get better—when in doubt terminate.
- Pay attention to student evaluations of teaching—research supports their validity and students are enormously forgiving.
- The department is a “family” and you should be prepared to behave as a senior member of the family in times of crisis, including the death of a colleague.

Know when to leave

- When you dread showing up—for more than three consecutive weeks.
- When you think that invitations and honors are meant for you personally rather than whoever happens to be chair.
- When you confuse yourself with the department.

When you forget that
“administrator” is
derived from the Latin
“to serve [others].”