1st Management Development meeting

• The day ahead...
  ✓ Parsing the new department head job description
  ✓ Essentials of Leadership & The Catalyst Leader
  ✓ Strengths Finder

• Why are we here?
  ✓ For our faculty
    ➡ SACS professional development (because we have to)
    ➡ Consistency (one basic standard all faculty can count on)
    ➡ Administrative Depth (backup your hard disks)

• A Service Perspective
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• Single most important thing you can do?
  ✓ Read and understand the TAMUC Procedures and TAMUS Policies
     Bookmark it!
     If it isn’t there, STOP

• Second most important?
  ✓ Communicate

• Third most important?
  ✓ Remember who you’re working for
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• **If you follow that first rule...**
  - You’ll understand your job
  - You’ll understand what your people expect of you
  - You can become a catalyst leader (more later w/Heidi)

• **But first...**
  - Have you ever had a really great boss?
  - Why were they **great**?
  - What made them “click” with you?
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What my friends think I do

What my mom hopes I do

What my owner thinks I do

What dogs think I do

What I think I do

What I really do
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First among equals...

- Build a department YOU want to work in
- Advance the careers of your peers
- Be a SACS & Coordinating Board Champion
- Read *The Principles of Accreditation*
  - Absolute transparency*
- Read *Scholarship Reconsidered* by Ernest Boyer.
  - A team-based approach
  - No *free-agents*
Let’s parse this new job description

PURPOSE of POSITION:
Serves as the liaison between the college dean and the students, staff and faculty of the academic department. Provides leadership, management, support and oversight for the academic department.
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• 8 Main Points...
  ✓ Leadership
  ✓ Faculty Professional Development
  ✓ Annual Evaluations
  ✓ Budget and Scheduling Management
  ✓ Curriculum Development and Revisions
  ✓ Student Advising and Mentoring
  ✓ Communications and Logistics
  ✓ Terms & Conditions
Serve as the chief advocate for advancing the mission and goals of the department and ensuring that student learning outcomes (SLO'S) are vertically aligned within the mission of the college and the institution. Program assessment and documentation of departmental performance are critical requirements. Lead by example with best practices for recruitment and retention of students, faculty success, alumni relations, securing and managing extramural funding and other scholarly and fundraising initiatives.
Promote and mentor the professional development of faculty within the academic department. This includes encouraging and supporting attendance at professional conferences, grant writing, academic and research publications, professional consulting, mentoring and community engagement. The department head plays a critical role in mentoring their faculty to success in achieving tenure and advancing through ranks. The same level of commitment should be shown toward maintaining the professional development and ongoing success of seasoned faculty.
With direct individual input, develop annual performance plans outlining what each faculty or staff member will accomplish in the coming year. That plan will serve as the baseline for annual merit evaluations which are conducted by the department head. The department head will combine the results of these individual plans to produce an annual performance plan for their academic unit.
The department head has ultimate responsibility for ensuring that departmental course offerings optimize resources and are offered in a timely manner with adequate student input to ensure the smooth flow of student progress towards graduation. The department head exercises fiduciary responsibility all departmental operating, special, and endowment accounts as well as fixed and consumable assets assigned to their programs. Four year course schedules will be updated annually. Department heads will monitor their dedicated scholarships closely and ensure that awards are made in a timely fashion.
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Curriculum Development & Revisions

✓ A continuous departmental plan for curriculum development, review and revision will be maintained utilizing course student assessments, input from faculty, program graduates and external stakeholders/employers. In particular, results from these assessments will be used to identify and respond to areas of weakness and seek out new areas of strength.
In conjunction with program faculty and departmental staff, the department head will oversee an effective and continuous student academic advising program for each academic program of study in the department, monitor graduation rates, and ensure compliance with any relevant Texas Higher Education Coordinating Board requirements; particularly, where appropriate, state-mandated core curriculum learning goals. For departments including graduate programs, the department head will serve as a primary mentor for new graduate students and ensure that any graduate assistants employed by the department, including those supported by extramural funds, receive appropriate training and mentoring.
The academic department head will keep faculty informed of institutional issues in a timely and transparent fashion, manage departmental student issues, the graduation process, employment of adjunct faculty and GA’s, departmental and program marketing including the departmental website, student internships, alumni records, departmental fund raising initiatives, ordering of equipment and/or supplies, facility renovations, and the completion of various required reports. With assistance of other professional staff, the department head will serve as the primary contact for maintaining contact with program alumni; particularly with regard to using student success information to support assessment requirements.
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Terms & Conditions: The “normalies”

- Normally 50% reassignment.
- Normally 12 month.
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Your professional development

- Department heads are expected to expand their own professional development as managers, administrators, and mentors; particularly in the basic skills of assessment, evaluation, and personnel management. They are particularly encouraged to mentor their faculty peers by developing and maintaining an active succession plan and ensuring that administrative skills become pervasive components of their departmental culture. When unable to perform their duties they will assist in identifying and training a faculty peer to assume the duties of department head on an ad interim or other temporary basis.
Communication

The department head should always be prepared to be the first point of contact for questions about college, institutional, and system policy. As such, they should maintain an active familiarity with policies and procedures related to students, faculty, staff, and operations. In particular, the department head must scrupulously observe policy-driven calendar deadlines affecting the success of their faculty peers, and their program as a whole.
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I can walk!