
Task Force on the Role of the Chair

Final Report
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A. Executive Summary

The Task Force on the Role of the Chair was chartered in December 2007 to review the *Leading by Design Inc.* final report¹ and develop a 3-year work plan to address the most consequential issues for Chairs at Mount Royal. The task force has built on the consultation that occurred as part of the work by *Leading by Design, Inc.* Even though most of the *Leading by Design, Inc.* report's recommendations have been endorsed in principle by the task force, they have not necessarily been integrated into the proposed work plan exactly as they were proposed by the consultants. Through the development of the work plan, action items for the recommendations have been outlined and additional recommendations have been proposed. See "Section B" for a summary of the action items recommended by the task force.

The task force began by moving through a process to revise the current Department Chair and Program Chair job descriptions which resulted in a Chair job description that has been reviewed and endorsed by participants of the February 2008 Chairs' meeting. Changes to the guidelines for Chair release need further consideration in light of the revised Chair job description and the fact that the current guidelines are clearly outdated (they were last revised in 1999). With Chair duties, accountability and authority having been defined in that document, the task force was able to move its attention to recommendations related to Chair recruitment and preparation of incoming Chairs.

It was proposed that the length of Chair terms be extended from three to five years. Proposed amendments to policy 915-Chair Selection will facilitate earlier selection of Chairs to allow for job shadowing by incoming Chairs to better prepare them for the Chair role. Faculty will receive additional information about the Chair role to enhance Chair recruitment and faculty will be provided with additional opportunities to take on external and internal leadership functions as a way to enhance Chair preparation. Chairs will be provided with enhanced stipends in years of Chair service beyond their third year and will be able to access an improved sabbatical program at 100% of salary to recognize and reward them for their leadership and service contributions.

The task force has recommended that an ad hoc working group of Chairs, Deans and an HR representative develop a new Chair performance planning and evaluation process to replace the current evaluation process for Chairs. The new process will be formative in nature, require Chairs to outline their leadership and academic goals and be evaluated on their progress toward achieving those goals, updates the format for gathering feedback from department members, be collaboratively developed and implemented with the Dean and be manageable in terms of the time and energy required to implement the process.

A comprehensive professional development and preparation program for Chairs should be constructed and implemented. This program will be known as the *Chairs' Support Program (CSP)* and will focus solely on the professional development needs of Chairs. It will be a formal, intentional and responsive program that provides Chairs with social and networking opportunities, includes a mentorship component and provides Chairs with resources to inform their day-to-day work.

Further to the observations of the consultants, the task force recommends that a Chairs' Council be established as a venue for Chairs to deal with matters that impact operations of departments within Academic Affairs and liaise with Deans' Council and Deans' Advisory Groups on relevant issues.

A detailed work plan is included at the conclusion of the report to serve as the implementation guide for the recommendations put forward by the task force. Implementation will be at the direction of the Provost and V.P. Academic, who will establish a *Work Plan Implementation Committee for the Chair Role* (made up of Chairs and Deans/Associate Deans) to assist in this process.

¹ Mansell, A., Harris, G. (2007). *Review of the Roles and Responsibilities of Chairs at Mount Royal College*. Vancouver, BC: Leading by Design Inc.

B. Summary of Action Items Recommended by the Task Force

Recommendation #1: New Role Description for Chairs

- Revise current Chair job descriptions to focus on Chair leadership and management responsibilities. A draft revised job description is included in Appendix II.
- Conduct a formal orientation session(s) for all Chairs with respect to the revised job description.
- Each academic area needs to examine the revised Chair role and its effects on roles of the Dean, Associate Dean, faculty and administrative support staff (in particular, the administrative assistant to the Chair). An analysis of the position description for the administrative assistant to the Chair was completed by HR in winter 2008 and their assessment was that the revised Chair job description was in alignment with their administrative assistant's current job description. Appendix IV includes the generic position description for the administrative assistant to the Chair.
- After the effects on the role of the administrative support staff are determined, associated training and development for support staff should be identified.
- HR and the MRSSA should be engaged throughout this process to ensure existing support staff acquire sufficient skills to complete the responsibilities identified in their position descriptions. This will likely require mandatory training for some support staff.
- Complete a review of MRC policies and map to the revised job description to ensure the policies are current, relevant and appropriate. This work was started by the task force, but should now be taken on by the *Work Plan Implementation Committee for the Chair Role* (made up of Chairs and Deans/Associate Deans).

Recommendation #2: Length of Chair Term

- Extend the length of Chair term to five years.
- An incumbent or a department can choose to end the term at three years or proceed to completion. Such a provision enables flexibility for both parties.
- The last semester of a Chair's term would be one of mentoring the incoming Chair.
- To prevent attrition of Chairs after 3 years (they will have the option to leave their appointments at that time), a "commitment bonus" of \$2,500 per year will be paid to Chairs in the form of an addition to the Chair stipend, in years subsequent to the completion of three consecutive years of Chair service. See Appendix V for draft recommended revisions to the MRFA/Board of Governors Collective Agreement.
- A longer term does present major challenges for faculty returning to the classroom or to research. To mitigate the effects of a longer term, the Chair sabbatical program would be revised as per the following (see Appendix V and Appendix VI for details on the ongoing cost projections and recommendations for managing the transition from the current Chair sabbatical system to the proposed system):
 - Provide a one-term sabbatical after 5 years as Chair (100% of salary).
 - Provide a three-term (full year) sabbatical after 10 years as Chair (100% of salary).

Recommendation #3: Recruitment and Preparation of Chairs

- Begin recruitment and selection of Chairs a full year prior to the end of the incumbent's term (i.e., end of year 4 of the incumbent's 5 year term) and have the selected internal candidate shadow for at least 6 months prior to assuming the position. This will be particularly useful in circumstances where the incumbent is going on leave at the end of her/his term, and therefore not available to provide guidance to the incoming Chair.
- Update Policy 915 – Chair Selection – to reflect revised timing of selection, enhanced consultation through that process and to remove detailed process issues that are not appropriate to include in the policy. A draft of a revised Policy 915 has been included in Appendix VII.
- Annual sessions about role of the Chair at MRFA PD Days to build awareness of the job and promote its positive aspects (e.g. possibility for job shadowing, ability to make a difference and be involved in “bigger picture” service).
- Give faculty opportunities to participate in internal and external initiatives on behalf of the college.
- Deans support Chairs to fulfill their roles by providing Chairs with appropriate authority as outlined in the revised Chair job description.
- Deans and MRC executive publicly communicate accomplishments of the Chair/department by highlighting accomplishments in venues such as Faculty Councils, Faculty newsletters, Faculty annual reports, etc.
- Deans and MRC executive provide opportunities for Chairs to participate in professional development opportunities (see Chair professional development section of this document for further details).
- To ensure consistency across the institution and assist in the transition process, develop a *Chair Transition Checklist* of tasks to be completed and information to be exchanged for incoming and outgoing Chairs.
- Chairs-elect will shadow incumbent Chairs in the fall or winter semester preceding the commencement of the appointment of the incoming Chair. Incumbent Chairs will use their Chair reassignment time to allow for time spent with the incoming Chair. Chairs-elect will receive 48 SICH (or equivalent) reassignment in the semester preceding the commencement of their appointment. This reassignment will allow the Chair-elect to undertake the following activities during this shadowing period:
 - Chair-elect receives guidance from an academic administrator that serves as a mentor.
 - Observe at Dean's Advisory Group meeting.
 - Attend a Chairs' Meeting with incumbent Chair.
 - Assist where and if necessary with Chair responsibilities such as part-time hiring, scheduling and budgeting.

Recommendation #4: Performance Planning and Evaluation

- Revise “evaluation of Chair” section of Policy 915 to clarify and align with recommendations within the “Chair term” section of this report. A draft of a revised Policy 915 has been included in Appendix VII.
- Assign the following task to an ad hoc working group of stakeholders of no more than six members consisting of Chairs, Deans and an HR rep to serve as a resource to that group.
- Develop a new Chair performance planning and evaluation process that:
 - Is formative in nature.

- Requires Chairs to outline their leadership and academic goals and be evaluated on their progress toward achieving those goals.
- Updates the format for gathering feedback from department members (current questionnaires have not been revised for nine years and do not reflect the revised Chair job description).
- Is collaboratively developed and implemented with the Dean.
- Is manageable in terms of the time and energy required to implement the process.
- Includes provision for regular review and updated of the process itself.

Recommendation #5: Chair Professional Development

- Allocate appropriate funding to design and implement comprehensive professional development and preparation programs for Chairs at Mount Royal, i.e., a *Chairs' Support Program (CSP)*.

Recommendation #6: Chairs' Meetings

- At the end of December 2008, disband the Chairs' Agenda Committee and Chairs' meetings in their current formats.
- To share information and/or discuss certain issues previously addressed at Chairs' meetings, the Provost and V.P. Academic may wish to continue to hold meetings at various times throughout the year with those academic officers.
- The professional development activities of the Chairs' meetings will be addressed by the Chairs' Support Program that has been recommended in the professional development portion of this report (see recommendation #5).
- Establish a *Chairs' Council* as of January 2009 (see details of the Chairs' Council in Appendix XII).

Recommendation #7: Chair Release

Replace the current system used by Deans/Directors for determining Chair release with one that:

- Begins with a baseline of 50% reassignment (four 3 credit courses or 192 SICH or equivalent) to account for the standard leadership and management work required of all Chairs;
- Determines additional Chair release based on the following factors which may include, but are not limited to:
 - Number and appointment type of faculty (tenured, tenure-track, term-certain, part-time) in the area.
 - Number and type of support staff positions in the area.
 - Number of students registered in programs/courses/disciplines in the area.
 - Organizational structure of the area (e.g. Number of disciplines, programs, program coordinators, course coordinators, etc.).
 - New programs.
 - Community liaison.
 - Continuing education linkages.
 - Advisory committees.
 - Number and type of work experience programs.
 - Program evaluation and external accreditation.
 - Nature and size of budget.
 - Innovative teaching and learning initiatives such as international education and e-learning.
 - Mentoring of incoming Chair.

RECOMMENDATIONS

Each section of this part of the report is formatted as follows:

- “Current state of <*issue*> - describes the existing processes, policies and characteristics for that topic at Mount Royal.
- “Issue” – outlines the problems and limitations that result from the current state of the topic in question.
- “Related Recommendation from the Consultants’ Report” – relevant recommendation quoted directly from the *Leading by Design, Inc.* report on the Chair role at Mount Royal.
- “Implementation Considerations from the Consultants’ Report” – the consultants outlined concerns that should be reflected upon and dealt with as recommendations are implemented.
- **“Action Items Recommended by the Task Force” – the recommendations being proposed by the Task Force on the Role of the Chair, each of which is outlined in detail within the work plan at the end of this report.**

Recommendation 1: New Role Description for Chairs

Current state of Chair job descriptions at Mount Royal:

There are separate Program Chair and Department Chair position descriptions that were last revised in 2003.

Issues:

The current Chair job descriptions:

- Are not reflective of current Chair responsibilities and do not reflect future responsibilities in light of Mount Royal's transition.
- Do not clarify Chair authority or accountability.
- Impose too heavy an administrative burden on Chairs.
- Include duties that could be effectively delegated to administrative staff so that more Chairs' time could be directed towards management and leadership tasks.

Related Recommendation from the Consultants' Report:

Engage chairs in the preparation of a new set of role descriptions focusing on their leadership and management responsibilities for student learning, research and faculty development.

Implementation Considerations from the Consultants' Report:

- Engage Chairs, Deans, Associate Deans and senior leadership in this process.
- Confirm the accountabilities of the Chair position description in light of transition initiatives (FRR, research, new types of programs).
- Centralize some duties in the Dean's office.
- Reconsider teaching assessment processes required of Chairs.
- Address cumbersome administrative processes.
- Clarify Chair's role in workload planning and management in relation to the faculty collective agreement.

Action Items Recommended by the Task Force:

- Revise current Chair job descriptions to focus on Chair leadership and management responsibilities. A draft revised job description is included in Appendix II.
- Conduct a formal orientation session(s) for all Chairs with respect to the revised job description.
- Each academic area needs to examine the revised Chair role and its effects on roles of the Dean, Associate Dean, faculty and administrative support staff (in particular, the administrative assistant to the Chair). An analysis of the position description for the administrative assistant to the Chair was completed by HR in winter 2008 and their assessment was that the revised Chair job description was in alignment with their administrative assistant's current job description. Appendix IV includes the generic position description for the administrative assistant to the Chair.
- After the effects on the role of the administrative support staff are determined, associated training and development for support staff should be identified.
- HR and the MRSSA should be engaged throughout this process to ensure existing support staff acquire sufficient skills to complete the responsibilities identified in their position descriptions. This will likely require mandatory training for some support staff.
- Complete a review of MRC policies and map to the revised job description to ensure the policies are current, relevant and appropriate. This work was started by the task force, but should now be taken on by the *Work Plan Implementation Committee for the Chair Role* (made up of Chairs and Deans/Associate Deans).

Recommendation 2: Length of Chair Term

“For department chairs who have served long and well for the institution, a yearlong retooling sabbatical is highly recommended. Although this may be an expensive measure, the value to the institution is in recovering a productive member of the faculty who has already made significant contributions to the institution at some personal and professional sacrifice.”²

- N. Douglas Lees, Professor and Chair of the Department of Biology at Indiana University-Purdue University Indianapolis

Current state of Chair terms at Mount Royal:

POL 915(A) states that the “term of office for a Chair shall consist of an initial appointment of three years followed by a reappointment for an additional three years”.

Issue:

The *Leading by Design* report identified the length of term as a problem. In particular, some chairs felt that the term is too short to allow the person to learn the job and be effective in it.

Related Recommendation from the Consultants’ Report:

Length of Term:

Extend the initial term to 5 years (with the possibility of a 3 year renewal). Include in the performance plan a full review at the end of year 2, an arrangement that would permit either party to end the appointment after 3 years.

Advantages:

- Aligns more clearly with the planning and leadership tasks that have been identified as part of the revised Chair job description.
- Provides more time for new chairs to learn the job and acquire the necessary skills to be effective.
- A five-year term is actually one year less than the current six-year term that occurs when one renews for a second term

Initial Disadvantages:

- Five years is a significant amount of time to away from teaching and/or scholarly activity.
- Additional length of term may hinder Chair recruitment.
- Longer terms may take a higher toll on faculty who hold the job.
- Budget and collective agreement implications.

² Iannerelli, B. & Foote, C.J. (Spring 2007). Department chair evaluation: Challenges and recommendations. *The Department Chair: A Resource for Academic Administrators* (4)17, 5-7.

Action Items Recommended by the Task Force:

- Extend the length of Chair term to five years.
- An incumbent or a department can choose to end the term at three years or proceed to completion. Such a provision enables flexibility for both parties.
- The last semester of a Chair's term would be one of mentoring the incoming Chair.
- To prevent attrition of Chairs after 3 years (they will have the option to leave their appointments at that time), a "commitment bonus" of \$2,500 per year will be paid to Chairs in the form of an addition to the Chair stipend, in years subsequent to the completion of three consecutive years of Chair service. See Appendix V for draft recommended revisions to the MRFA/Board of Governors Collective Agreement.
- A longer term does present major challenges for faculty returning to the classroom or to research. To mitigate the effects of a longer term, the Chair sabbatical program would be revised as per the following (see Appendix V and Appendix VI for details on the ongoing cost projections and recommendations for managing the transition from the current Chair sabbatical system to the proposed system):
 - Provide a one-term sabbatical after 5 years as Chair (100% of salary).
 - Provide a three-term (full year) sabbatical after 10 years as Chair (100% of salary).

Recommendation 3: Recruitment and Preparation of Chairs

“Some faculty view the chair position as a ‘career killer’: The job takes time away from the research and course improvement needed for promotion, and it holds a low probability of ‘making friends and influencing people’. These concerns should be carefully considered, but their reality is less frightening. For every example of a career suffering even modestly because of service as chair, there are dozens of examples of people who are able to successfully balance administration, teaching and research and whose willingness to make difficult decisions gained them the respect of their peers.”³

-Jeffrey L. Buller, Dean of the Wilkes Honors College at Florida Atlantic University

Current state of recruitment and preparation of Chairs at Mount Royal:

There is no systematic effort to identify, encourage and prepare potential Chairs to take on the role.

Issues:

The *Leading by Design* report identified the following problems in relation to recruitment and preparation of Chairs:

- People are expected to assume the full set of responsibilities with virtually no preparation.
- Lack of competition also reinforces devaluation of the position. (p.5)
- Minimal incentives to take on the role. Incentives are needed to address concerns such as heavy workload, small or modest compensation, personal time lost, reduced classroom effectiveness, recognition and respect.

Related Recommendations from the Consultants' Report:

Recruitment and preparation of Chairs:

- Create opportunities for prospective Chairs to participate in activities that will develop their understanding of the potential rewards of academic administration and build confidence in their ability to be successful in that role.
- Begin recruitment and selection of Chairs a full year prior to the end of the incumbent's term (i.e., end of year 4 of the incumbent's 5 year term) and have the selected internal candidate shadow for at least 6 months prior to assuming the position.

³ Buller, J.L. (Spring, 2006). Advice for future department chairs. *The Department Chair: A Resource for Academic Administrators* (4)16, 1-3.

Action Items Recommended by the Task Force:

- Begin recruitment and selection of Chairs a full year prior to the end of the incumbent's term (i.e., end of year 4 of the incumbent's 5 year term) and have the selected internal candidate shadow for at least 6 months prior to assuming the position. This will be particularly useful in circumstances where the incumbent is going on leave at the end of her/his term, and therefore not available to provide guidance to the incoming Chair.
- Update Policy 915 – Chair Selection – to reflect revised timing of selection, enhanced consultation through that process and to remove detailed process issues that are not appropriate to include in the policy. A draft of a revised Policy 915 has been included in Appendix VII.
- Annual sessions about role of the Chair at MRFA PD Days to build awareness of the job and promote its positive aspects (e.g. possibility for job shadowing, ability to make a difference and be involved in “bigger picture” service).
- Give faculty opportunities to participate in internal and external initiatives on behalf of the college.
- Deans support Chairs to fulfill their roles by providing Chairs with appropriate authority as outlined in the revised Chair job description.
- Deans and MRC executive publicly communicate accomplishments of the Chair/department by highlighting accomplishments in venues such as Faculty Councils, Faculty newsletters, Faculty annual reports, etc.
- Deans and MRC executive provide opportunities for Chairs to participate in professional development opportunities (see Chair professional development section of this document for further details).
- To ensure consistency across the institution and assist in the transition process, develop a *Chair Transition Checklist* of tasks to be completed and information to be exchanged for incoming and outgoing Chairs.
- Chairs-elect will shadow incumbent Chairs in the fall or winter semester preceding the commencement of the appointment of the incoming Chair. Incumbent Chairs will use their Chair reassignment time to allow for time spent with the incoming Chair. Chairs-elect will receive 48 SICH (or equivalent) reassignment in the semester preceding the commencement of their appointment. This reassignment will allow the Chair-elect to undertake the following activities during this shadowing period:
 - Chair-elect receives guidance from an academic administrator that serves as a mentor.
 - Observe at Dean's Advisory Group meeting.
 - Attend a Chairs' Meeting with incumbent Chair.
 - Assist where and if necessary with Chair responsibilities such as part-time hiring, scheduling and budgeting.

Recommendation 4: Performance Planning and Evaluation

Current state of Chair performance planning and evaluation at Mount Royal:

Section J of Policy 915 – “Selection of Academic Chair” outlines the policy for Chair evaluation. Procedures related to the application of that policy vary somewhat across the institution; however the following activities regularly occur:

1. Year-end Chair evaluations which include:
 - a. Surveys completed by FT and PT faculty and support staff in the area (the questionnaires were last revised in March 1999). An example of the surveys is provided in Appendix VIII.
 - b. A memo from the Dean to the Chair to provide an annual evaluation of the Chair’s performance.
2. Chairs often use their faculty annual report to outline their upcoming goals and reflect on their recent activities.
3. The process for evaluation of Chairs’ teaching is outlined in Policy 930-4 – “Faculty Performance Appraisals” (see Appendix IX).

Issues:

The current performance planning and evaluation process for Chairs is:

- Varied across the institution in terms of the amount of attention devoted to it as well as the format in which it is delivered.
- Not directly reflective of the Chair job description.
- Not reflective of the priority areas of Chair job performance.
- Not flexible in terms of reflecting the work of individual Chairs in their unique areas.
- Not formative in an intentional or formal way. It consists of annual reviews of Chair performance by faculty/staff/Dean, but these reviews are only addressed at year-end.
- Not addressing performance planning in a formal way that guides Chair work or connects to the Chair’s professional development.

Related Recommendation from the Consultants’ Report:

Implement a comprehensive **performance planning** and development program for Chairs.

Implementation Considerations from the Consultants’ Report:

- Develop a process for Chair annual and term “performance plans”. These plans would identify leadership and academic goals as well as supports available to the Chair including professional development and mentorship.

Action Items Recommended by the Task Force:

- Revise “evaluation of Chair” section of Policy 915 to clarify and align with recommendations within the “Chair term” section of this report. A draft of a revised Policy 915 has been included in Appendix VII.
- Assign the following task to an ad hoc working group of stakeholders of no more than six members consisting of Chairs, Deans and an HR rep to serve as a resource to that group.
- Develop a new Chair performance planning and evaluation process that:
 - Is formative in nature.
 - Requires Chairs to outline their leadership and academic goals and be evaluated on their progress toward achieving those goals.
 - Updates the format for gathering feedback from department members (current questionnaires have not been revised for nine years and do not reflect the revised Chair job description).
 - Is collaboratively developed and implemented with the Dean.
 - Is manageable in terms of the time and energy required to implement the process.
 - Includes provision for regular review and updates of the process itself.

Recommendation 5: Professional Development

Current state of Chair professional development at Mount Royal:

1. New Chair orientation – one and a half days lead by the Provost and V.P. Academic with information provided by various Chairs, Deans and representatives from across the college (ADC, Enrolment Services, Office of Research Services, HR, Finance and Student Affairs and Campus Life). A binder of resources is provided to new Chairs. Topics include:
 - New chairs and new roles
 - Long-range planning
 - Workload allocation
 - Enrolment management
 - Communication
 - Major responsibilities (faculty hiring/evaluation/development, curriculum development, curriculum renewal, support teaching/learning process, research, student support, staff support)
 - Liaison
 - Internal – ADC, international, CE, Conservatory, Library, SACL, OIAP, Enrolment Services
 - External – Advisory Committees, Coordinating Committees
 - Budget (financial forms and procedures)
2. The Chair Academy (<http://www.mc.maricopa.edu/community/chair/>) and CHERD (<http://www.umanitoba.ca/cherd/>) – approximately 5 individuals per year are supported to attend programs of the:
 - The Chair Academy - Academy for Leadership & Development Foundation Program,
 - Centre for Higher Education Research and Development - New & Ongoing Challenges for Academic Leaders.
3. Professional Development in Chairs' meetings – often there have been professional development-related topics, workshops or meetings that were the focus of Chairs' meetings.
4. HR's Learning and Development program – a variety of workshops and programs are offered through HR, but may not be designed specifically for Chairs. There is often limited participation in these workshops by Chairs. Workshops include: building independent teams, chartering a committee, coaching, computer workshops, conflict resolution, leading high performing teams, MRC management toolkit, making meetings work better, meetings & shared decision making, patterns and skills of dialogue and facilitation skills, setting and maintaining healthy boundaries, establishing emotional control in the workplace, working with high conflict people.

Issues:

Similar to trends across higher education, most of those assuming the role of Chair at Mount Royal are typically unprepared for the administrative and leadership demands of the role. There is currently no formal, intentional, comprehensive, responsive, ongoing professional development program for Chairs or prospective Chairs.

Specific problems identified by the consultants included:

- Professional development for Chairs is limited.
- Chair orientation focuses on procedures, rather than leadership development.
- Unsure how CHERD and Chair Academy can best support Chair P.D.

Related Recommendation from the Consultants' report:

Implement a comprehensive performance planning and **development program** for Chairs.

Implementation Considerations from the Consultants' Report:

- Develop a professional development program for Chairs.
- New chairs would be expected to participate in a series of workshops over the first two years of their term.
- Dean and MRC executive would provide external professional development opportunities.

Action Items Recommended by the Task Force:

- Allocate appropriate funding to design and implement comprehensive professional development and preparation programs for Chairs at Mount Royal, i.e., a *Chairs' Support Program (CSP)*.

Recommendation 6: Chairs' Meetings

Current state of Chairs' meetings at Mount Royal:

Chairs' meetings are lead by the Provost and V.P. Academic. A Chairs' agenda committee meets to bring forward recommendations for agenda items.

Issues:

On page 16 of their report on the roles and responsibilities of Chairs at Mount Royal, *Leading by Design, Inc.* indicated that "Chairs would welcome the opportunity to deal collectively with substantive matters, as well as spend more time together without Deans and other senior administrators present. There is no independent, decision making role for Chairs, as a group, in the College's governance structure, but there are a number of important matters that would benefit from their attention..."

Chairs' meetings do not have a formal role in the governance of the institution.

- Even though these are called "Chairs' meetings", many of the participants are not Chairs. Participants include Deans, Directors and AVPs.
- The majority of agenda items are information-related. Since there is no governance role for this group, much of the information has been shared with participants in other venues such as DAG, APPC, AC, Deans' Council, etc. This is likely to occur with greater frequency with the establishment of Faculty Councils and General Faculties Council.
- Professional development activities for this group have proved to be valuable, but have not been able to focus specifically on Chair professional development needs because the group includes attendees other than Chairs.
- Chairs' meetings are valuable for networking and informally interacting with their colleagues.
- There are times when issues have arisen at Chairs' meetings that otherwise wouldn't have been addressed such as the recent changes to the tenure evaluation forms.

Action Items Recommended by the Task Force:

- At the end of December 2008, disband the Chairs' Agenda Committee and Chairs' meetings in their current formats.
- To share information and/or discuss certain issues previously addressed at Chairs' meetings, the Provost and V.P. Academic may wish to continue to hold meetings at various times throughout the year with those academic officers.
- The professional development activities of the Chairs' meetings will be addressed by the Chairs' Support Program that has been recommended in the professional development portion of this report (see recommendation #5).
- Establish a *Chairs' Council* as of January 2009 (see details of the Chairs' Council in Appendix XII).

Recommendation 7: Chair Release

Current criteria and weighting system for calculating Chair Release:

- See Appendix XI

Issues:

- Allows for only minimal flexibility in determining release.
- Includes separate criteria for calculating Program and Department Chair release, neither of which aligns with the revised Chair job description.
- Was last updated in 1997 and therefore no longer reflects the current contexts in which Chairs work (e.g. Enrolment growth has occurred, but the weighting ranges of student registrations has remained constant).
- Is inconsistently applied across the institution.
- Makes it difficult to accurately calculate the points assigned to the various criteria because the definition of the criteria are unclear.
- In the tally of full-time faculty, no differentiation is made between tenured and non-tenured faculty, even though the type of faculty appointment impacts Chair workload.

Related Recommendation from the Consultants' Report:

Implement a more flexible system of course remission for Chairs, particularly during the transition period. The revised system should also reflect appropriate consistency, accountability and transparency. It will likely not result in Chairs receiving less course release than currently.

Action Items Recommended by the Task Force:

Replace the current system used by Deans/Directors for determining Chair release with one that:

- Begins with a baseline of 50% reassignment (four 3 credit courses or 192 SICH or equivalent) to account for the standard leadership and management work required of all Chairs;
- Determines additional Chair release based on the following factors which may include, but are not limited to:
 - Number and appointment type of faculty (tenured, tenure-track, term-certain, part-time) in the area.
 - Number and type of support staff positions in the area.
 - Number of students registered in programs/courses/disciplines in the area.
 - Organizational structure of the area (e.g. Number of disciplines, programs, program coordinators, course coordinators, etc.).
 - New programs.
 - Community liaison.
 - Continuing education linkages.
 - Advisory committees.
 - Number and type of work experience programs.
 - Program evaluation and external accreditation.
 - Nature and size of budget.
 - Innovative teaching and learning initiatives such as international education and e-learning.
 - Mentoring of incoming Chair.

Appendix I: Work Plan for Implementation of Chair Task Force Recommendations

3-Year Work Plan Task Force on the Role of the Chair

Recommendation	Action Item	Key Action Steps	Anticipated Outcomes	Person(s) Responsible	Date of Completion	Resource Implications	Policy Changes Required	Evaluation of Outcomes
#1: New Role Descriptions for Chairs	Revise current Chair job descriptions to focus on their leadership and management responsibilities.	<p>Develop and receive approval for a revised Chair job description.</p> <p>Approval requires signing of the revised Chair job description by the Provost, Deans and incumbent Chairs.</p> <p>Incoming Chairs would review and sign the job description at the time of their appointment.</p> <p>Conduct a formal orientation session(s) for all Chairs with respect to the revised job description.</p>	<p>Chairs will have a better understanding of their duties</p> <p>Alignment of Chair responsibilities, authorities and accountabilities</p> <p>More extensive and well-designed use of administrative staff in academic units</p>	Task Force on the Role of the Chair	August 2008	None	None	<p>Chair duties in job description address priorities of institutional transition</p> <p>Chairs report a clear understanding of responsibilities and authority</p> <p>Review of Chair and administrative staff workload</p>
	Each academic area needs to examine the revised Chair role and its effects on roles of the Dean, Associate Dean, faculty and administrative support staff (in particular, the administrative assistant to the Chair).	Potential impacts include the need for additional training for administrative support staff and the need for coordinator positions.		<p>Each Dean will lead this process through their Deans' Advisory Group</p> <p>HR and the MRSSA should be engaged throughout this process to ensure existing support staff acquire sufficient skills to complete the responsibilities identified in their position descriptions. This will likely require mandatory</p>	August 2008- June 2009	TBD through each area as lead by the Dean	None	

Recommendation	Action Item	Key Action Steps	Anticipated Outcomes	Person(s) Responsible	Date of Completion	Resource Implications	Policy Changes Required	Evaluation of Outcomes
				training for some support staff.				
	Complete a review of MRC policies and map to the revised job description.		Will ensure that the policies and procedures are current, relevant and appropriate.	<i>Work Plan Implementation Committee for the Chair Role</i> at the direction of the Provost and V.P. Academic	August 2008 – June 2009	None	TBD through this process	
Chair involvement in Faculty Evaluation: It is the position of the task force that the Chair's role in full-time faculty evaluation is in "leading the process"; Chairs should be involved, but as a colleague rather than as a separate, or the sole evaluator. Current practice that the Dean be ultimately responsible for FT faculty evaluation is appropriate and should continue, regardless of a revised set of FRR.	When faculty roles and responsibilities have been adjusted and accepted through collective bargaining between the Board and MRFA, the Chairs' role in evaluation of faculty needs to be assessed.	Reconvene the Task Force on the Role of the Chair, post collective bargaining to undertake this task.	Chair involvement and workload for FT faculty evaluation will be manageable and appropriate within the context of the revised Chair job description.	Provost and V.P. Academic Task Force on the Role of the Chair	Immediately after the MRFA and Board have settled on a new collective agreement that includes revised FRR.	None	TBD	Appropriate allocation of Chair time and energy toward faculty evaluation processes.

Recommendation	Action Item	Key Action Steps	Anticipated Outcomes	Person(s) Responsible	Date of Completion	Resource Implications	Policy Changes Required	Evaluation of Outcomes
#2: Length of Term	Make the term of a Chair 5 years with an option to opt out after three years. Incumbents are eligible to apply for another 5 year term.	Propose a revision to Policy 915 (A) to reflect the revision to Chair term.	New Chairs will have more time to learn the job and acquire the necessary skills to be effective. Improved continuity Higher job satisfaction	Provost/V.P. Academic	June 2009	No	Policy 915(A) (see proposed revisions in appendix VII)	Level of interest in Chair position vacancies Effective and efficient transition from incumbent to new Chair
	Propose a revision to clause 7.3.6 in the collective agreement to include "commitment bonus" to be paid to Chairs in the last 2 years of their 5 year terms. Since this revision will not likely be included in current BoG/MRFA negotiations, it could be incorporated into the collective agreement through an MOU signed by BoG/MRFA.	An additional \$2,500 per year will be added to the Chairs' stipend for Chairs in consecutive years of Chair service subsequent to having completed three consecutive years of Chair service.	Recognizes and rewards service provided by Chairs. Recognizes and rewards the commitment of Chairs to continue through to completion of their 5 year term. Improves retention rate of Chairs.	BoG/MRFA Negotiating Teams	Implementation at the time of signing of an MOU by the BoG/MRFA. Perhaps in fall 2008.	Using a conservative assumption that only 15% of Chairs leave their appointments after 3 years, in any given year there will be an average of 10 Chairs in years 4 and 5 of their five-year terms. 10 x \$2500 = \$25,000 per year	Collective agreement clause 7.3.6 (see proposed revisions in Appendix V)	Retention of Chairs through to completion of their 5 year appointments
	Propose a revision to clause 11.7 in the collective agreement to reflect revisions to Chair sabbaticals.	1-term sabbatical after 5 years of Chair service. 3-term sabbatical after 10 years of service. Both at 100% of salary.	Incentive to consider taking on the role and continuing in the role for the full term. Recognizes and rewards contribution. Provides Chairs with time to prepare for transition to teaching/scholarship role.	BoG/MRFA Negotiating Teams	Implementation in fall 2009	See attached cost projections	Collective agreement Clause 11.7 (see attached proposed revisions)	Level of interest in Chair position vacancies Effective and efficient transition from incumbent to new Chair Number of Chairs who resign after 3 years

Recommendation	Action Item	Key Action Steps	Anticipated Outcomes	Person(s) Responsible	Date of Completion	Resource Implications	Policy Changes Required	Evaluation of Outcomes
#3: Recruitment and Preparation of Chairs	Create opportunities for prospective Chairs to participate in activities that will develop their understanding of the potential rewards of academic administration and build confidence in their ability to be successful in that role.	Chairs' Support Program (CSP) will be developed (see details in the professional development section of this plan). The CSP will facilitate information sessions about the role of the Chair at MRFA PD Days and in other appropriate venues.	Incoming Chairs will have: -a better understanding of the role and its potential rewards -increased confidence in their ability to be successful	Provost/V.P. Academic to sponsor the development of the Chairs' Support Program	2009	Costs related to the Chairs' Support Program are discussed in the professional development section of this plan	None	Level of interest in Chair position vacancies Effective and efficient transition from incumbent to new Chair
	Begin recruitment and selection of Chairs a full year prior to the end of the incumbent's term (i.e., end of year 4 of the incumbent's 5 year term) and have the selected internal candidate shadow for at least 6 months prior to assuming the position.	Revise Policy 915 to reflect changes to the Chair selection process Chairs' Support Program (see Chair professional development section of this work plan for further details) will include a process whereby Chairs-elect receive guidance from an academic administrator that serve as a mentor. Develop a <i>Chair Transition Checklist of tasks to be completed and information to be exchanged for incoming and outgoing Chairs.</i>	Incoming chairs will be better-prepared to take on their duties. This will be particularly useful in circumstances where the incumbent is going on leave at the end of her/his term, and therefore not available to provide guidance to the incoming Chair.	Provost/VP Academic to propose revised Policy 915.	Revised Policy 915 to be implemented for 2009-10.	None.	Policy 915 (see draft revisions in Appendix VII) Resources for Chairs' Support Program are identified in the Chair professional development section. None	Level of interest in Chair position vacancies Effective and efficient transition from incumbent to new Chair Increased confidence and ability for Chair-Elect to be successful

Recommendation	Action Item	Key Action Steps	Anticipated Outcomes	Person(s) Responsible	Date of Completion	Resource Implications	Policy Changes Required	Evaluation of Outcomes
		Chair-elect to receive 48 SICH (or equivalent) reassignment in the semester preceding their Chair appointment. This reassignment supports their involvement in activities such as: observation at DAG and Chairs' Meetings; assisting the incumbent Chair with duties such as part-time hiring, scheduling, budgeting and planning.					Costs of reassignment for Chairs – elect Average of 6 incoming Chairs per year @ \$6,000 per 48 SICH = \$36,000 per year	

Recommendation	Action Item	Key Action Steps	Anticipated Outcomes	Person(s) Responsible	Date of Completion	Resource Implications	Policy Changes Required	Evaluation of Outcomes
#4: Performance Planning and Evaluation	Develop a performance planning and evaluation program for Chairs that enables and ultimately celebrates success in the role.	Revise "evaluation of Chair" section of policy 915 to clarify and align with chair term recommendations	<p>Policy on chair evaluation aligns with Chair term</p> <p>Changes to the policy will reflect appropriate, formative evaluation of Chairs</p>	Provost and V.P. Academic to submit a proposed Policy 915 for approval.	Fall 2008	None	Policy 915 – section J	Revised policy approved
		<p>Develop a new Chair performance planning and evaluation process that:</p> <ul style="list-style-type: none"> -is formative in nature. -requires Chairs to outline their leadership and academic goals and be evaluated on their progress toward achieving those goals. -updates the format for gathering feedback from department members (current questionnaires have not been revised for nine years and do not reflect the revised Chair job description). -is collaboratively developed and implemented with the Dean. 	<p>Chairs use annual leadership and academic goals to guide their performance</p> <p>Professional development for Chairs is aligned with their performance goals</p> <p>Chairs are evaluated on their performance in relation to their actual roles and responsibilities and their leadership and academic goals</p> <p>Chairs and Deans engage in regular conversation about Chair performance and progress</p>	Work Plan Implementation Committee for the Chair Role to take on this task	Spring 2009	There will be resource implications on administrative support required to support these activities. Amount TBD once revised performance planning and evaluation process is finalized by the working group.	The procedures that are developed will likely not be appropriate to outline in policy 915	Revised Chair performance planning and evaluation process in place for 2009-10

Recommendation	Action Item	Key Action Steps	Anticipated Outcomes	Person(s) Responsible	Date of Completion	Resource Implications	Policy Changes Required	Evaluation of Outcomes
		<p>-is manageable in terms of the time and energy required to implement the process.</p> <p>-includes provision for regular review and updates of the process itself.</p>						

Recommendation	Action Item	Key Action Steps	Anticipated Outcomes	Person(s) Responsible	Date of Completion	Resource Implications	Policy Changes Required	Evaluation of Outcomes
#5: Professional Development	<p>Design and implement comprehensive professional development and preparation programs for Chairs at Mount Royal – CSP – Chairs' Support Program.</p> <p>One of the contractor's tasks will be to assess the usefulness of continuing the New Chairs' Orientation program in its current format as well as Mount Royal's involvement in the Chair Academy and CHERD programs (for incoming and current Chairs). Those programs should be reviewed and information should be gathered and analyzed from Chairs that have participated in those programs. If MR will continue to use those programs, the contractor will ensure those programs are integrated with the full Chair professional development program.</p>	<p>An individual or group will be contracted to complete this work. See Appendix X for more information about the program's attributes and a listing of the areas to be addressed within the professional development program.</p> <p>Chair term appointment letters should indicate that Chairs will be required to participate in the Chairs' Support Program.</p>	<p>Chairs will be better-prepared to lead and manage their areas, which (on micro and macro levels) furthers Mount Royal's mission of <i>creating exceptional learning opportunities for a world of possibilities</i>.</p> <p>Chairs will have increased opportunity to network, share and get ideas from others in the same role.</p>	Provost and V.P. Academic	<p>Program development occurs in fall 2008.</p> <p>Implementation of the program commences in spring 2009.</p>	<p>Amount to cover contractor costs TBD</p> <p>Ongoing implementation costs TBD, including coordinator secondment</p>	None	<p>Chair performance</p> <p>Chair retention</p> <p>Effective and efficient department operations</p>

Recommendation	Action Item	Key Action Steps	Anticipated Outcomes	Person(s) Responsible	Date of Completion	Resource Implications	Policy Changes Required	Evaluation of Outcomes
#6: Chairs' Meetings		<p>Disband the Chairs' Agenda Committee and Chairs' meetings in their current formats.</p> <p>Establish a <i>Chairs' Council</i>.</p> <p>Chair appointment letters should include a statement that the appointee becomes a member of Chairs' Council.</p>	<p>Chairs are provided the opportunity to spend more time together to address issues relevant to their work</p> <p>Chairs are provided with social and networking opportunities</p>	<p>Provost and V.P. Academic</p> <p>Chairs</p>	<p>December 31, 2008</p> <p>January 1, 2009</p>	<p>Resources in the Office of the Provost and V.P. Academic currently supporting Chairs' meetings could be used to support meetings of the Chairs' Council.</p>	<p>None</p>	<p>Review Chairs' Council agendas to ensure that relevant issues are discussed</p> <p>No later than December 2010, Chairs' Council will be reviewed to ensure its efficacy</p>

Recommendation	Action Item	Key Action Steps	Anticipated Outcomes	Person(s) Responsible	Date of Completion	Resource Implications	Policy Changes Required	Evaluation of Outcomes
#7: Chair Release	<p>Replace the current system used by Deans/Directors for determining Chair release with a revised system that will:</p> <ul style="list-style-type: none"> • Begin with a baseline of 50% reassignment (four 3 credit courses or 192 SICH or equivalent) to account for the standard leadership and management work required of all Chairs; • Determine additional Chair release based on the following factors which may include, but are not limited to: <ul style="list-style-type: none"> ○ Number and appointment type of faculty (tenured, tenure-track, term-certain, part-time) in the area. ○ Number and type of support staff positions in the area. ○ Number of students registered in programs/course s/disciplines in the area. ○ Organizational structure of the area (e.g. Number of disciplines, programs, program 	<p>Deans/Directors, in consultation with Chairs, to re-evaluate release time for each Chair in their area in light of the task force's recommended system for Chair release.</p> <p>Deans/Directors, in consultation with Chairs will continue to evaluate Chair release on an annual basis.</p> <p>Deans/Directors will share their decisions with their Dean/Director colleagues with a view to ensuring that the recommended Chair release system is being applied consistently.</p> <p>Deans/Directors will share their decisions with Chairs' Council</p>	Revised Chair release system is flexible, consistent and transparent.	Deans/Directors	<p>End of October 2008</p> <p>Revised Chair release to be implemented for 2009-10</p> <p>November 2008 and ongoing thereafter</p> <p>By April 30 annually</p>	Deans/Directors manage Chair release within their budgets. If additional funds are required to implement the revised system of Chair release, Deans/Directors will submit budget requests through the standard budgeting process.	The system for calculating Chair release is not included in the MRC Policies and Procedures, but there is a "guidelines document" related to Chair release within the Division of Academic Affairs (see Appendix XI). That "guidelines document" should be replaced with the information included in the "Action Item" of this work plan.	

Recommendation	Action Item	Key Action Steps	Anticipated Outcomes	Person(s) Responsible	Date of Completion	Resource Implications	Policy Changes Required	Evaluation of Outcomes
	coordinators, course coordinators, etc.). <ul style="list-style-type: none"> o New programs. o Community liaison. o Continuing education linkages. o Advisory committees. o Number and type of work experience programs. o Program evaluation and external accreditation. o Nature and size of budget. o Innovative teaching and learning initiatives such as international education and e-learning. o Mentoring of incoming Chair. 							

Appendix II: Revised Chair Job Description

DRAFT
Revised Job Description for Chairs
Mount Royal College
Division of Academic Affairs

Prepared by the Task Force on the Role of the Chair

This revised job description was developed after careful consideration of existing MRC Chair job descriptions, the *Leading by Design* consultants' report⁴ on the role of the chair at MRC, a review of selected literature and the input of Chairs' meeting participants, Human Resources, the MRFA and the MRSSA.

The draft revised job description provides Chairs with opportunities to be more productive in their leadership roles. In promoting these roles, the description has embraced the *Leading by Design* report which states,

It is critical that responsibility and authority be aligned, and that the mechanisms needed for an effective system of accountability are in place. This will require discussion of the dean's role, the role of an associate dean, as well as a review of the institutional policies and processes that specify roles for chairs (p. 11).

This draft provides greater clarity regarding roles, responsibilities, authority and accountabilities. It presupposes a more flexible approach to determining Chair workload and enhanced support structures for Chairs.

This document provides a set of guidelines that may vary for Chairs across the institution. Not only do academic units vary in size and complexity, some aspects of the Chair's work varies with the type of courses and programs. Levels of involvement with the external community and research and scholarship also vary across units. At any particular time, or in any particular academic unit, some tasks will assume greater performance and will be emphasized while others will not be seen as critical or urgent. This description provides sufficient flexibility so that tasks such as those related to budget and evaluation of support staff can be consolidated or delegated at the appropriate level in each organizational unit. It is, therefore, essential that the Chair's priorities be specified from one year to the next. Indeed, the Task Force foresees that this document will be revisited for potential adjustment on a regular basis, particularly over the next few years as faculty roles and responsibilities are altered and as the institution's transition continues.

Format of the Document:

The work of the Chair is such that Chairs fill *leadership* and *management* (see "Terms" section for definitions) roles while completing their functional responsibilities of *planning*, *implementing* and *evaluating*. Therefore, the document categorizes Chair tasks within those three areas of responsibility. To ensure that Chair *authority* is clear in relation to each responsibility, a column is included to outline Chair authority for each task. To assist Chairs' understanding of the individual or group that they are *accountable* to with regard to each task, a column is included to indicate such. Considering the significant amount and scope of leadership and management tasks within academic units, a final column was added in the job description to identify how tasks could be delegated, and to whom.

⁴ Mansell, A., Harris, G. (2007). *Review of the Roles and Responsibilities of Chairs at Mount Royal College*. Vancouver, BC: Leading by Design Inc.

Terms:

Academic Unit: areas where faculty are employed (e.g. academic departments, library, Counseling Services and the Academic Development Centre).

Accountability: the act of giving an account to someone or something (e.g. a code, bylaw, agreement).

Associations: Mount Royal Faculty Association and Mount Royal Support Staff Association

Authority: the right to command resources, enforce policies and make final decisions and commitments for the department without requiring additional approvals.⁵

Chairs: includes Chairs and the Head of Counseling.

Coordinators: faculty that are coordinating functional areas, programs, disciplines or courses.

Dean: the Chair's supervisor, which could be a Dean or Director.

Department Members: faculty and staff in the Chair's jurisdiction.

faculty: members of the MRFA.

Faculty: Faculty, Centre, School or Library.

Leadership: with appropriate departmental input, articulation of a clear vision and direction, establishment of priorities and provision of support to achieve the vision in relation to three primary areas (programs/scholarship, the student experience and faculty/staff).

Management: coordination, facilitation, supervision, direction and evaluation of activities within the unit.

Administrative Staff: support staff that reside in the department or Faculty.

Provost: Provost and Vice-President Academic.

Scholarship: as defined by the *Report on the Task Force of Research*⁶

⁵ (Hecht, I. W. D., Higginson, M. L., Gmelch, W. H., Tucker, A. (1999). Roles and responsibilities of department chairs. *The Department Chair as Academic Leader*. Retrieved from http://www.acenet.edu/resources/chairs/docs/HECHT_roles_respon.PDF).

⁶ http://www.mtroyal.ca/research_services/pdf/ReportoftheTaskForceonResearchRevisedFinalPDF.pdf (November 2006)

Chairs fill *leadership* and *management* roles while completing their functional responsibilities of *planning, implementing* and *evaluating*.

PLANNING - Lead the department in the development of a 3-year strategic plan, and facilitate a review on an annual basis.

<u>Tasks</u>	<u>Authority</u>	<u>Accountability</u>	<u>Tasks to be delegated</u>
<ul style="list-style-type: none"> In conjunction with the members of the department and the Dean, articulate a statement of vision, mission, values and beliefs that is aligned with the vision, mission, values and beliefs of the Faculty and the institution. 	Chair in the context of shared leadership in department	Dean, Provost, Faculty and institutional strategic plans	
<ul style="list-style-type: none"> In conjunction with the members of the department and the Dean, set measurable goals and objectives to further progress towards the department's vision and mission. 	Chair in the context of shared leadership in department	Dean	
<ul style="list-style-type: none"> In conjunction with the Dean and department members, translate the strategic plan into a financial budget and monitor the budget on an ongoing basis. 	Chair, Dean	Dean, Faculty and institutional strategic plans, financial policies	Administrative staff assist in the development of the budget and manage the day-to-day budgeting of departmental activities, e.g. the development and tracking of contracts.
<ul style="list-style-type: none"> Where appropriate, and in conjunction with the Dean, identify opportunities and/or assist in developing strategies to secure additional resources. 	Chair	Dean, institutional fund development priorities and policies	Implementation of the strategies will be undertaken by the Foundation and Dean.

IMPLEMENTATION - Direct the performance of the department through implementation of programs, policies and budgets as set by the department, within the authorized limits set by the Faculty and institution.

<u>Tasks</u>	<u>Authority</u>	<u>Accountability</u>	<u>Tasks to be delegated</u>
The Student Experience: Oversee the implementation of services that maximize the quality of the overall student experience at MRC.			
<ul style="list-style-type: none"> Develop and strengthen high quality educational courses and programs. 	Chair and department members	Students, Dean, advisory committees, policies, accrediting bodies	
<ul style="list-style-type: none"> Oversee the delivery of academic advising, where appropriate. Provide academic advice as necessary. 	Chair	Students, policies	On-going academic advising by faculty academic advisors. Supervision of embedded advisors.
<ul style="list-style-type: none"> Oversee department/program student orientation. 	Chair	Students	Planning, coordination and implementation of student orientation can be completed by Coordinators, faculty and administrative staff.
<ul style="list-style-type: none"> Coordinate department/program orientation for students with Faculty and institutional orientation programs for students. 	Chair	Students, Enrolment Services	Planning, coordination and implementation of student orientation can be completed by Coordinators, faculty and administrative staff.
<ul style="list-style-type: none"> Effective problem resolution such as student grade changes, appeals, conduct and grievances. 	Chair	Students, faculty, Dean, policies, codes of conduct	Administrative staff complete associated paperwork and, where appropriate, coordinate meetings of stakeholders.
<ul style="list-style-type: none"> Liaise with student groups as necessary (e.g. student societies) and support related activities (e.g. events). 	Chair	Dean	Coordinators or other faculty representatives may be assigned as liaisons to student groups.

IMPLEMENTATION continued

<u>Tasks</u>	<u>Authority</u>	<u>Accountability</u>	<u>Tasks to be delegated</u>
Curriculum:			
<ul style="list-style-type: none"> Coordinate departmental review and approval of curriculum submissions and ensure proper procedure is followed for submissions. 	Chair, faculty	Faculty Council, policies, accrediting bodies	Coordinators and faculty are responsible for developing curriculum submissions. Administrative staff may assist with the processing of submissions.
<ul style="list-style-type: none"> Facilitate course evaluation and curriculum renewal. 	Chair, faculty	Policies, accrediting bodies	Some aspects of the evaluation process are conducted by OIAP and ADC.
<ul style="list-style-type: none"> Coordinate and facilitate program reviews. 	Chair, faculty	Policies, accrediting bodies	Some aspects of the evaluation process are conducted by OIAP and ADC.
<ul style="list-style-type: none"> Provide leadership, support and direction for innovative learning opportunities and pedagogical strategies that are appropriate for the discipline/courses/programs (e.g. international education initiatives, e-learning, etc.) 	Chair, faculty	Dean, Curriculum, policies	The appropriate units are responsible for the administration of projects that fall within their mandate.
Enrolment Planning, Student Recruitment and Retention:			
<ul style="list-style-type: none"> Develop departmental strategic enrolment plans that provide input to enrolment targets and improve process, policy and service for students. 	Chair, department members	Dean, students	Enrolment Services and OIAP provide support and guidance.
<ul style="list-style-type: none"> Oversee the department's participation in marketing and promotion activities (e.g. Open House, Faculty Ambassador Program, information sessions, etc.) 	Chair	Dean, External Relations, Enrolment Services	Coordinators, administrative staff and faculty plan and coordinate departmental and student participation in promotion. External Relations provides leadership and support for these activities.

IMPLEMENTATION continued

<u>Tasks</u>	<u>Authority</u>	<u>Accountability</u>	<u>Tasks to be delegated</u>
<ul style="list-style-type: none"> Oversee the preparation and submission of the timetable, and non-academic changes to the Calendar. 	Chair	Dean, policies and procedures of Enrolment Services	Coordinators and administrative staff assist in the preparation of the timetable.
<ul style="list-style-type: none"> Where required, oversee the adjudication of student awards. 	Chair	Dean, policies and procedures of Enrolment Services	Faculty, Coordinators, Student Awards & Financial Aid.
<ul style="list-style-type: none"> Recommend and/or approve admissions standards, graduation applications and requirements. Where appropriate, conduct admissions assessments in conjunction with faculty. Work with enrolment services and/or appropriate institutional committees to establish processes to conduct these activities. 	Chair, Coordinators, faculty	Dean, Faculty Council, policies	Delegate day-to-day monitoring of these processes to administrative staff and Coordinators.
Faculty/Staff Engagement and Development:			
<ul style="list-style-type: none"> Model high ethical standards, mutual trust, respect, fairness and high personal integrity and encourage others to do likewise. 	Chair and department members in context of shared leadership in department	Dean, Associations, human rights codes, policies	
<ul style="list-style-type: none"> Maintain and build positive working relationships with faculty and staff by providing support, advocacy, mentorship and modeling ethical and respectful behaviour. 	Chair and department members in context of shared leadership in department	Dean, Associations, human rights codes, policies	
<ul style="list-style-type: none"> Effective problem resolution through identification of issues and seeking effective and timely solutions. 	Chair	Dean, Associations, department members	

IMPLEMENTATION continued

<u>Tasks</u>	<u>Authority</u>	<u>Accountability</u>	<u>Tasks to be delegated</u>
<ul style="list-style-type: none"> Encourage faculty and staff to participate in improvement of the academic unit. 	Chair and department members in context of shared leadership in department	Students, Dean	
<ul style="list-style-type: none"> Develop strategies for, and lead (where appropriate), faculty and staff recruitment. 	Chair	Dean, policies, collective agreements	Implementation will be supported by Human Resources and administrative staff.
<ul style="list-style-type: none"> Coordinate and facilitate hiring of faculty and staff. 	Chair	Dean, policies, collective agreements	Implementation will be supported by Human Resources and administrative staff.
<ul style="list-style-type: none"> Coordinate and facilitate new faculty and staff orientation regarding department and institution operations. Lead the orientation program: determine expectations, content and personnel involved. 	Chair	Department members	Administrative staff, faculty and Coordinators participate in the orientation. Other units provide orientation for the activities they are responsible for.
<ul style="list-style-type: none"> Foster effective teaching and service. 	Chair and department members	Students, Dean	ADC provides faculty development opportunities.
<ul style="list-style-type: none"> Facilitate the planning of faculty workload with the department. 	Chair, faculty, Dean	Collective agreement	
<ul style="list-style-type: none"> Liaise with Human Resources to administer employment issues such as general illness, long term disability, maternity leaves, etc. 	Chair, Human Resources	Dean, Department members, policies	

IMPLEMENTATION continued

<u>Tasks</u>	<u>Authority</u>	<u>Accountability</u>	<u>Tasks to be delegated</u>
<ul style="list-style-type: none"> Lead the process of part-time and full-time faculty (pre and post tenure) and staff evaluation. 	Chair and department members	Dean, collective agreements	Delegate where appropriate.
<ul style="list-style-type: none"> Encourage and recommend appropriate professional development for department members. 	Chair	Dean	Department members identify appropriate professional development opportunities with assistance from areas such as HR/ADC/Associations.
<ul style="list-style-type: none"> Administer the appropriate provisions of the collective agreements. 	Chair, Dean, department members	Collective agreements	
Scholarship:			
<ul style="list-style-type: none"> Provide support for and guidance in promoting scholarship in the department. 	Chair	Dean, policies, collective agreement	
<ul style="list-style-type: none"> Facilitate and encourage individual faculty scholarship. 	Chair	Dean, policies	Financial administration of research grants and contracts will be completed by the Office of Research Services.
<ul style="list-style-type: none"> In conjunction with the Dean, assist faculty with proposals and applications such as leave requests and professional development opportunities. Review in light of the impact on the department. 	Chair, Dean	Department members, policies	
<ul style="list-style-type: none"> Assess the departmental impacts (such as space needs, etc.) from proposed research projects and, where appropriate, agree to departmental commitments to address those impacts. 	Chair	Dean, policies, budget	

IMPLEMENTATION continued

<u>Tasks</u>	<u>Authority</u>	<u>Accountability</u>	<u>Tasks to be delegated</u>
Governance:			
<ul style="list-style-type: none"> Communicate relevant and accurate information to faculty, staff, the Dean and other institutional officers. 	Chair	Dean, department members	
<ul style="list-style-type: none"> Foster and lead collegial governance within the academic unit. Call meetings, set agendas and ensure recording of departmental decisions. 	Chair in context of shared leadership in department, and in consultation with Dean, within the scope of department and Faculty objectives	Dean, Provost, Faculty Council, policies, collective agreements	Administrative staff provide support for these activities, where appropriate.
<ul style="list-style-type: none"> Facilitate consultation, communication and decision-making processes to ensure department members are involved and timely outcomes are achieved. 	Chair, department members	Department members, Dean, Faculty Council, collective agreements, policies	
<ul style="list-style-type: none"> Serve on internal and/or external committees, representing the department. 	Chair	Institutional governance policies	Delegate where appropriate.
<ul style="list-style-type: none"> Establish appropriate work groups or committees where appropriate. 	Chair	Department members, Dean, Faculty Council	
<ul style="list-style-type: none"> Support the transitional activities associated with leadership succession within the unit: encourage, promote, identify, support and mentor leaders. 	Chair in context of shared leadership in department, and in consultation with the Dean	Dean, policies, collective agreement	

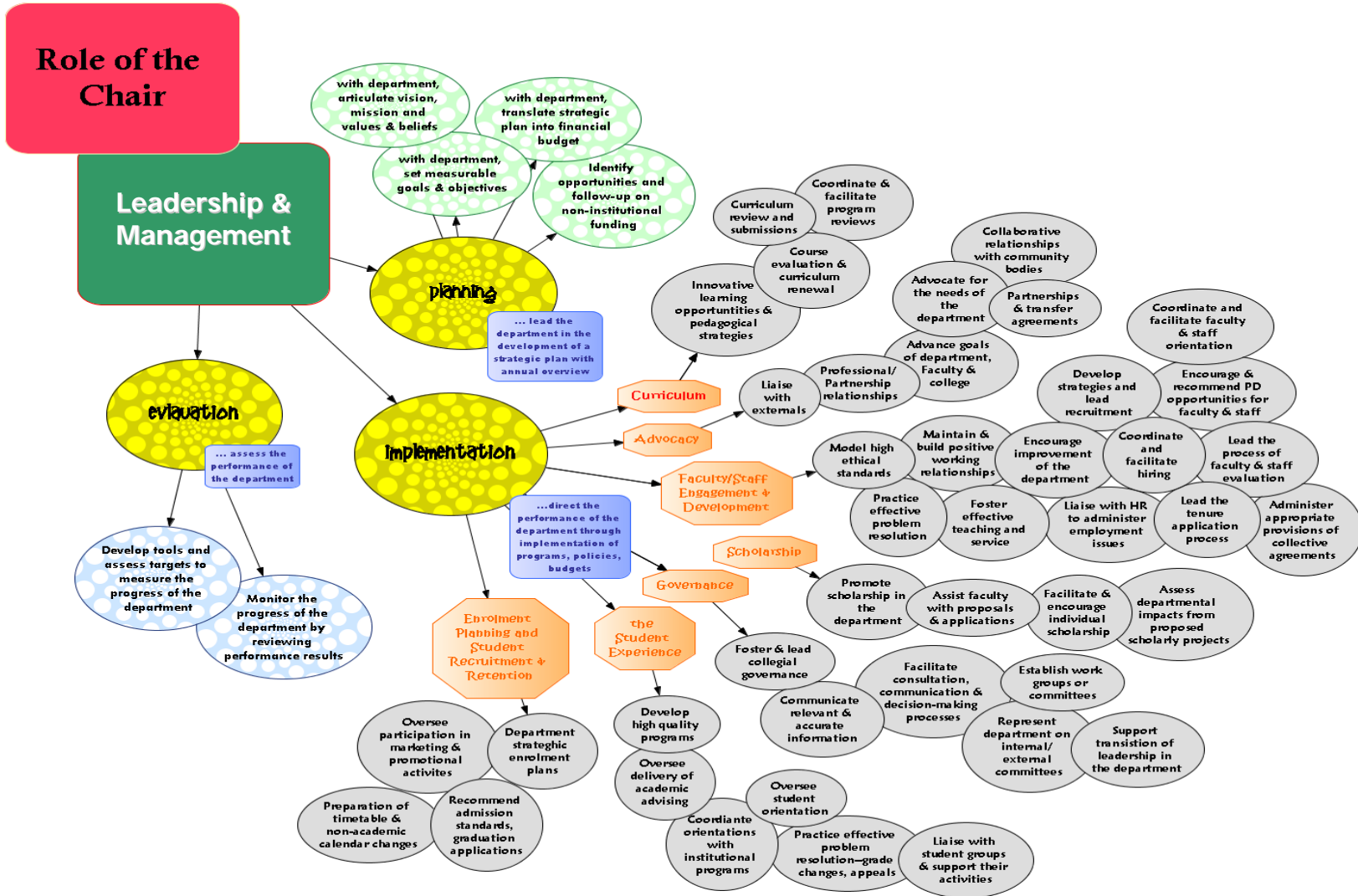
IMPLEMENTATION continued

<u>Tasks</u>	<u>Authority</u>	<u>Accountability</u>	<u>Tasks to be delegated</u>
Advocacy:			
<ul style="list-style-type: none"> Establish and maintain professional relationships/partnerships with appropriate stakeholders within the institution (e.g. External Relations, Faculty of Teaching and Learning, Faculty of Continuing Education and Extension). 	Chair, stakeholders within the institution	Department, Faculty, institution	
<ul style="list-style-type: none"> Promote and model a shared commitment to the advancement of the goals of the department, the Faculty and the institution. 	Chair, department members	Department, Faculty, institution	
<ul style="list-style-type: none"> Advocate for the needs of the department in the context of wider institutional planning. 	Chair	Department, Faculty, institution	
<ul style="list-style-type: none"> In conjunction with the Dean, liaise with advisory committees, external agencies, bodies and institutions and advocate for the department with external publics. 	Chair	Dean, department, internal community, external community	Coordinators, faculty.
<ul style="list-style-type: none"> Maintain collaborative relationships with appropriate community bodies and associations, including sitting on committees. 	Chair, community bodies and associations	Department, internal community, external community	
<ul style="list-style-type: none"> Develop partnerships and transfer agreements. 	Chair	Department, Faculty and institution, policies	Office of the Registrar processes transfer arrangements.

EVALUATION - Assess the performance of the department.

<u>Tasks</u>	<u>Authority</u>	<u>Accountability</u>	<u>Tasks to be delegated</u>
<ul style="list-style-type: none">• In conjunction with the Dean and department members, implement and sustain a process to establish and assess targets and develop tools to measure the progress of the department in meeting goals and objectives.	Chair, department members, Dean	MRC vision, goals, objectives, policies, Dean, collective agreements	OIAP provides support by gathering data and providing analysis.
<ul style="list-style-type: none">• In conjunction with the Dean and department members, monitor the progress of the department in attaining its stated goals and objectives through frequent reviews of performance results, including comparison of actual to budget.	Chair	Dean, Provost, policies	Day-to-day monitoring of the budget is completed by administrative staff.

Appendix III: Representation of Chair Duties



Appendix IV: Existing Generic Position Description for the Assistant to the Chair



ASSISTANT TO THE CHAIR SUPPORT STAFF POSITION DESCRIPTION

Position Number: _____ **Incumbent:** _____
Department: _____ **Division:** Academic Affairs
Current Classification: Administrative Support _____
Working Title: Administrative Assistant to the Chair **Date:** _____
Reason for Submission: ___ New Position ___ Significant Changes ___ Update Only

POSITION SUMMARY

A capsule overview (1 paragraph) of the position and its purpose.

Reporting to the Department Chair, the administrative assistant performs a range of complex administrative duties to support the effective day-to-day operation within the Department of (*department name*). Working with a high degree of independence, the Administrative Assistant to the Chair provides administrative support to the department Chair in order to relieve that position of the more routine administrative aspects. This position is an integral member of the department team and is accountable for ensuring effective administrative support is provided to support ongoing department operations. Key responsibilities include acting as a communications link between the faculty and staff of the department, scheduling and organizing the Chair's calendar, administering and monitoring the department budget, providing required financial reporting, and assisting the Chair with the scheduling of classes and workload reporting. The Administrative Assistant to the Chair is the principle point of contact in the department during the chairs' attendance at classes and meetings.

POSITION DUTIES AND RESPONSIBILITIES

List the major duties or responsibilities of the job (do not list every task associated with the position, only the major duties) in order of importance (usually 3 to 6 of them). Then for each major duty, describe what is done, how it is done and why. Indicate the approximate percentage of time spent over the course of the year on each major duty.

Duty A: (15%)

Act as central point of communications for department chair and screen all telephone calls/visitors by providing information directly or referring queries as appropriate.

- Act as primary contact for faculty, students and others wishing to see the chair, ascertain priority/need and make appointments as appropriate.
- Deal with a range of inquiries (phone/in-person/e-mail) by responding directly or referring as appropriate.
- Organize and maintain calendar/daily schedule for chair by booking all appointments/meetings.
- Write and circulate routine inter-department communications including notices of meetings, reminders of appointment and forthcoming deadlines.
- Monitor and communicate college and department policies and procedures to faculty and students.
- Communicate and problem solve with other departments, in particular the Registrar's Office, Scheduling, Maintenance, and all academic departments.
- Provide information on behalf of Chair to Office of the Dean as well as to College executive as required.

Duty B: (20%)

Provide administrative assistance to the Chair and ensure that the Chairs' office operates effectively by performing a range of secretarial and administrative support duties.

- Produce reports and documents for the chair, particularly related to budgets, timetabling and personnel matters.
- Format, produce and distribute a variety of written correspondence and documents from rough drafts and verbal directions.
- Coordinate logistics for meetings and/or special events including booking of facilities and any required audiovisual equipment, arranging hospitality, distributing agenda and associated reference materials.
- Take and compile minutes and agendas as well as prepare meeting background documents.
- Research and respond to a wide variety of inquiries and issues for the Chair.
- Arrange travel, transportation and accommodations as required.

Duty C: (20%)

Assist Chair with the administration and monitoring of the department budget through performing a range of financial processing, reporting and tracking activities.

- Track budget expenses and advise chair of irregularities and unfavorable accounts.
- Prepare detailed budget reports for the chair along with Banner financial reports and documentation.
- Respond to inquiries regarding budgets and budget numbers.
- Process and code invoices for payment.
- Coordinate budget transfers between departments by fiscal year end.
- Prepare journal entries for internal charge backs, re-assignment, etc.
- Initiate and prepare cheque requisitions (travel expenses, etc.)
- Ensure all budget expenditures are completed before the end of the fiscal year.

Duty D (20%)

Provide assistance to the Chair in terms of class scheduling as well as faculty workload planning and re-assignment to ensure effective academic program delivery.

- Assist the Chair in checking, correcting and completing the various drafts of the schedule of classes for the department.
- Assist with the development and review of the examination schedule for the department.
- Assist with calculation of faculty workload and preparation of related workload reports for OIAP.
- Assist with hiring as required: posting positions, interview schedules, packages, letters of confirmation, etc.
- Prepare and administer part-time contracts including assigning correct hours to appropriate budgets.
- Track and organize faculty evaluation procedures and forms related to faculty tenure.
- Maintain full-time and part-time faculty files and update with proper documentation.

Duty E (10%)

Provide administrative support to the Faculty by performing a range of administrative duties to ensure effective academic program delivery.

- Communicate with faculty to ensure that all college deadlines such as scheduled classes, final exam scheduled and peer evaluations are met.
- Act as liaison for part-time faculty between department and registrar's office, payroll, finance, and other departments regarding schedules, contracts, college services manual, etc.
- Organize and arrange office set-up for new instructors as well as maintain and distribute the department's orientation handbook.
- Coordinate textbook orders and provide required information to Bookstore.

Duty F (10%)

Perform a range of general administrative duties to ensure effective administrative support is provided to the department.

- Act as a resource and back up for other administrative staff in the department (if applicable).
- Orient and train new or casual staff as required (if applicable).
- Establish and maintain a comprehensive filing system, in line with College Records system, in order to allow for compliance with FOIP.
- Keep accurate records of inventory items.
- Organize and coordinate mail out of program related information.
- Obtain quotations for departmental purchases and prepare required purchase requisition forms.
- Monitor and maintain adequate level of office supplies.
- Advise faculty and staff on FOIP issues.

Duty G (5%)

Provide basic technical support to ensure effective operation of department photocopier, fax, printers and telephones as well as liaise with ITS regarding repairs or requirements for computer equipment within department.

- Ensure that photocopier, fax, printers and telephones are maintained and in proper operating condition.
- Provide routine trouble shooting and instruction regarding operation of photocopier, fax, and printers.
- Investigate and order items from the Operating Assets budget.
- Arrange with Maintenance and Engineering departments for repairs to department equipment/facilities.
- Arrange for movement and installations of computer equipment/telephone equipment.
- Coordinate with ITS regarding repairs or additional computer equipment needs.

1. COMPLEXITY and CREATIVITY

(a) Fully describe the tasks that require the greatest amount of analysis, problem solving and/or reasoning.

- Ability to manage time and workload while coordinating assignments and ensuring all deadlines are met.
- Budget monitoring, tracking and reconciliation.
- Responding/resolving student and prospective student inquiries.
- Assisting Chair with timetabling/scheduling of classes.

(b) Explain why.

- Ability to manage time and workload while coordinating assignments and ensuring all deadlines are met. The position works independently under general direction/priorities provided by the Chair as well as within established College policies and procedures. The Administrative Assistant must set her own priorities for the completion of required tasks and ensure that all deadlines are met while keeping in mind the Chair's schedule, department priorities and administrative needs together with College deadlines and processes.
- Budget monitoring, tracking and reconciliation. The Chair relies on this position to track and monitor budget expenditures, follow-up with Finance/Program Coordinators regarding any discrepancies and then bring to the Chair's attention variances which need to be addressed. The Chair makes key management decisions based on accurate financial reporting and inaccurate monitoring/tracking could result in budget over/under expenditures.
- Responding/resolving student and prospective student inquiries. The Administrative Assistant must apply knowledge of the MRC organization, policies and procedures as well as department programs to respond to a range of student inquiries/concerns. Student issues are often not clear and the incumbent must use independent judgment to determine what the appropriate response to the specific issue is and where to refer the inquiry if the information required is beyond the

scope of this position to provide. Inquiries may range from students needing assistance to completing various forms, questions about eligibility for exam deferrals, general academic program information, adding/dropping classes and withdrawals, advising requests, requests for appointments with faculty, etc.

- Assist Chair with review of timetables/scheduling of classes. The scheduling process is complex and involves a number of drafts, ongoing requests for modification as well as sensitivity to student and faculty concerns. This position must be familiar with the curriculum and curriculum changes, cross stream requirements, lab availability, and special room requests to assist the Chair with the review of the proposed timetable and suggest changes.

2. PHYSICAL AND VISUAL DEMANDS

(a) Indicate the nature, intensity, and frequency of any physically or visually demanding job duties.

Physical/Visual Demand	Intensity (minor/moderate/high)	% of time
Computer work	Moderate	65%

(b) What machines and equipment are used to perform the job and what is the percentage of total work time spent on each?

Machine and/or Equipment	% of time
PC/ Printer	65%
Phone	30%
FAX/ Photocopier	5%

3. ACCOUNTABILITY (scope for independent action)

(a) What decisions can be made by the incumbent on his/her own initiative without having to receive prior approval by the supervisor?

- Prioritize assigned work within established guidelines to organize daily activities to meet established priorities and deadlines.
- Schedule and organize Chair's calendar to make most effective use of his/her time.
- Respond to telephone inquiries and information requests independently. Use judgment to determine which inquiries can be responded to directly and which need to be referred to others in the department or the College.
- Monitor budget expenditures, follow-up on discrepancies and advise the Chair of budget variances.
- Code budget related charges or credits and sign for budget expenditures under \$500.

(b) What matters must the incumbent refer to his immediate supervisor?

- Department policy, budget and human resource issues.
- Authorization of expenditures over \$500.
- Student/faculty/staff concerns or complaints.

(c) Describe the nature of any recommendations made by the incumbent to the supervisor.

- Provide recommendations that would improve administrative efficiency of the department i.e. work flow, administrative procedures, administrative forms, etc.
- Assist Chair in checking, correcting and completing the various drafts of the schedule of classes for the department by providing recommendations that would assist with most effective use of

space and address faculty/student needs.

(d) Explain what responsibility the incumbent has for developing policy or new work procedures or for developing solutions to problems arising in the work.

Recommend revisions to administrative procedures related to the organization and operation of the office i.e. identifying improved methods for office efficiency and work flow.

4. DECISION MAKING IMPACT

(a) What type of impact is made by the decisions that the incumbent is responsible to make?

(Note:

this factor does not examine the impact of errors made).

Decision	Impact of Decision
<p>Prioritization of workload based on Chair/department priorities as well as deadlines from Faculty Office and other College departments. Organization of workload must be flexible due to changing priorities and emergencies.</p> <p>Determine which issues must be brought to the attention of the Chair and which can be dealt with directly or referred to another level in the department.</p> <p>Respond to a range of inquiries from students, faculty and the public. Must determine what the issue is, is the question within the scope of responsibility and then provide the correct response by referring to appropriate guidelines, college calendar, policy, etc.</p> <p>Monitor budget, identify variances and advise Chair of over/under expenditures.</p> <p>Prepare and administer contracts for part-time faculty.</p>	<p>Effective workload planning directly impacts on the support that the Administrative Assistant provides the Chair and in turn, impacts the effective operation of the department and the delivery of academic programs.</p> <p>Increases effective use of Chair's time.</p> <p>Impacts the professional image of the department. As well the accuracy of the information provided is used for decision making by those requesting it.</p> <p>The chair's decision making relies on accurate financial reporting of actual budget expenditures compared to the projected budget. This job is accountable for reviewing and tracking the budget on behalf of the Chair.</p> <p>Different programs and budget codes, schedules, varying lengths of course, etc. need to be considered to create accurate part-time contracts. Impact of incorrect contracts is directly on instructor pay/satisfaction.</p>

5. SUPERVISORY RESPONSIBILITY

Full supervision means conducting performance appraisals, hiring, terminating, discipline etc. An individual must supervise more than one person to be a supervisor. Delegation, assigning work and/or training only does not equal full supervision.

(a) Indicate the approved level of supervisory responsibility:

No Supervision Partial Supervision Full Supervision

(b) Indicate and describe the nature of the supervisory responsibilities assigned to the incumbent of this position:

(c) Provide information regarding the positions supervised by the incumbent of this position on an ongoing basis. Use the following to identify the position category.

A 1 - Regular 2 - Continuing Term 3 - Term Certain 4 - Casual 5 - Other (please specify next to title)		B F - Full Time P - Part Time C D - Directly Supervised I - Indirectly Supervised			
Title	Posn #	Incumbent	Category		
			A	B	C

(d) Please indicate how many individuals the incumbent supervises at any given time.

(e) Supervision of this position is provided by:

Position Number:

Title:

(f) Describe the nature of supervision or direction received by the incumbent of this position as to how the work is to be done.

The Administrative Assistant works under the general direction of the Chair who establishes work priorities and outlines expected work outcomes. Regular meetings and daily interactions allow this position to update the Chair of progress and discuss changing priorities/issues. Because of the considerable demands on the Chair's time, this position works with a high degree of independence and is the principle point of contact in the department during the chair's attendance at classes and meetings. In the case of special or unusual projects, more specific instructions are provided by the Chair or the Dean's assistant.

6. CONTACT WITH OTHERS

Describe the purpose and nature of contacts and amount of influence on others inherent in this position (both within and outside the college).

Contact	Reason for Contacting/Influencing	Frequency (daily/weekly/monthly/annually)
Faculty and Support Staff	Act as resource, advise on deadlines	Daily
Students, community groups, general public	Provide information, set up meetings, respond to inquiries, provide FOIP information	Daily
Dean's administrative assistant	Schedule meetings, problem solving, information, liaison	Weekly
Service Departments	Coordinate repairs, moves,	Monthly

Human Resources, Payroll	maintenance Provide information, resolve issues related to payroll/contracts	Monthly
Finance	Follow-up on financial reporting, coding issues and resolve discrepancies	Weekly
Scheduling, Registrar's Office	Deal with registration and timetabling issues, scheduling exams	Weekly
Bookstore/Printing Services	Coordinate textbook orders, organize printing requests	Monthly

7. ENVIRONMENTAL WORKING CONDITIONS

(a) Describe the likelihood, frequency and severity of exposure to undesirable environmental working conditions inherent to the job (e.g. chemicals, dirt, fumes, loud noise, extreme weather conditions)

Standard office environment.

(b) Identify any potential hazards or health and safety risks which are normally inherent to the job.

None.

8. WORK PRESSURE AND STRESS

(a) Identify the sources of work related stress (i.e. environmental working conditions, interpersonal conflict, urgent duties) inherent in the position and indicate the frequency of these stressors. (Note: this factor does not measure the incumbent's ability to tolerate pressure and stress.

Source of Stress	Frequency (daily/weekly/monthly/annually)
Shifting priorities and changing deadlines while managing a demanding workload within tight timeframes	Daily
Constant interruptions and need to re-focus	Daily
Dealing with conflict/difficult inquiries from students/staff/faculty	Daily

9. EDUCATION AND TRAINING REQUIRED

(a) Specify only the minimum qualifications for the position. Do not indicate the educational background of the current incumbent.

Check appropriate box	SCALE
	Some high school
	High school diploma or equivalent
	High school plus additional course work
	One-year post secondary certificate/program completion
x	Two-year diploma from a community college or equivalent or journeyman ticket
	Three or four year bachelors or equivalent

	Masters degree or equivalent post graduate studies i.e. B.E.D
	Additional training and/or specialized doctoral degree

(b) Please briefly explain why this amount of education is the minimum amount required.

(c) Describe additional specific skills or special requirements essential in performing the job.

- Excellent word processing skills
- Well developed verbal and written communication skills
- Excellent customer service/public relations skills
- Well developed budgetary and accounting skills
- Ability to prioritize work
- Ability to make effective decisions
- Ability to multi-task and manage time effectively
- Ability to deal with a range of different personalities

10. EXPERIENCE

(a) Indicate the sum total of the minimum amount of previous related experience combined with the minimum amount of on the job training required for an individual with the specified educational qualifications, to perform the job functions in a fully competent manner.

Check appropriate box	
	less than 1 month
	1 to 6 months
	6 to 12 months
	12 to 18 months
	18 to 24 months
x	2 to 3 years
	3 to 5 years

(b) Please briefly explain why this amount of experience is the minimum amount required.

Two to three years of administrative secretarial experience is required to provide this level of independent support to the Department Chair.

(c) Indicate the type of experience required in order to work effectively in this position.

Administrative secretarial experience preferably in a post secondary environment.

11. GENERAL

Add any additional information which you feel is relevant to the evaluation of this position, but which has not previously been considered.

NOTE: THE NEXT TWO SECTIONS MUST BE COMPLETED IF REQUESTING A RECLASSIFICATION

**

1. CHANGES SINCE LAST REVIEW

(a) What duties have been added since the last review? What position(s) did they come from? Use position numbers if possible.

(b) What duties have been taken away since the last review? What position(s) did they go to? Use position number if possible.

Employee's Signature

Date

2. MANAGEMENT COMMENTS

** Changes to the position description for job evaluation purposes should only occur after consultation between the employee, the supervisor and the HR Consultant for the area **

Immediate Supervisor's Signature

Date

Manager's Signature

Date

Human Resources Consultant's Signature

Date

Freedom of Information and Protection of Privacy

The information that you provide on and with this form is collected under the authority of the Colleges Act and Freedom of Information and Protection of Privacy Act section 32(c). It will be used to process the request outlined on this form and/or administrative and contact purposes. Your personal information is protected by Alberta's Freedom of Information and Protection and Privacy Act and can be reviewed on request. If you have any questions about the collection or use of this information, contact the Director of Human Resources, Room D101, (403) 440-6584.

HR101/October8/03

Appendix V: Proposed Revisions to Collective Agreement

PROPOSED

ARTICLE 7 - SALARY SCHEDULES AND SALARY ADMINISTRATION

Collective Agreement
Mount Royal Faculty Association
The Board of Governors of Mount Royal College
July 1, 2006 to June 30, 2008

7.3 Salary Administration

7.3.6 Chairs shall be paid the sum of one thirteenth (1/13) of category and step C13 above their annual salary effective July 1, 2006 to June 30, 2007. Effective July 1, 2007, the Chairs' stipend shall increase to the sum of one thirteenth (1/13) of category and step D13. Chairs shall teach an average of at least one (1) credit course per semester. In exceptional circumstances, chairs may not be required to teach.

7.3.6.1 In addition to the Chair stipend described in 7.3.6, Chairs having completed three consecutive years of service shall receive a stipend of \$2,500 in subsequent consecutive years of Chair service.

ARTICLE 11 - LEAVES FROM THE COLLEGE

11.7 Chair's Sabbatical

11.7.1 Definition

11.7.1.1 After a Chair completes at least five consecutive years of service, he or she shall be eligible for a sabbatical for either the Fall (August 15 to January 1) or Winter (January 1 to May 1) semester to undertake an acceptable plan of activities, designed to improve his or her professional competence. The plan, which may be modified, shall be approved by the Dean.

The decision of the Dean may be appealed to the Faculty Leave Committee. Application for a Chair's sabbatical shall be made during the fourth year of consecutive Chair service, assuming that eligibility will be achieved by the end of that year. Normally this sabbatical will be taken in the Fall semester.

11.7.1.2 1 After a Chair completes at least ten consecutive years of Chair service, he or she shall be eligible for an annual sabbatical (Fall, Winter and Spring semesters) to undertake an acceptable plan of activities, designed to improve his or her professional competence. The plan, which may be modified, shall be approved by the Dean.

The decision of the Dean may be appealed to the Faculty Leave Committee. Application for a Chair's sabbatical shall be made during the ninth year of consecutive Chair service, assuming that eligibility will be achieved by the end of that year. Normally this sabbatical will commence in the Fall semester.

11.7.1.3 An employee on a Chair's sabbatical shall be paid salary at one-hundred percent (100%) of his/her regular annual salary rate.

Deleted: ¶
Chair Term¶
Task Force on the Role of the Chair¶
May 2008¶

¶
"For department chairs who have served long and well for the institution, a yearlong retooling sabbatical is highly recommended. Although this may be an expensive measure, the value to the institution is in recovering a productive member of the faculty who has already made significant contributions to the institution at some personal and professional sacrifice."

Deleted: ¶

¶
-N. Douglas Lees, Professor and Chair of the Department of Biology at Indiana University-Purdue University Indianapolis¶

¶
Current state of Chair terms at Mount Royal.¶

POL 915(A) states that the "term of office for a Chair shall consist of an initial appointment of three years followed by a reappointment for an additional three years". ¶

Issue:¶

The Leading by Design report identified the length of term as a problem. In particular, some chairs felt that the term is too short to allow the person to learn the job and be effective in it. ¶

¶
Recommendation from the consultants' report (#7)¶
#7: Length of Term¶
Extend the initial term to 5 years (with the possibility of a 3 year renewal). Include in the performance plan a full review at the end of year 2, an arrangement that would permit either party to end the appointment after 3 years.¶

Advantages¶

<#>Aligns more clearly with the ... [1]

Comment [MRC1]: A revised "clause J" has been included in the "Performance Planning and Evaluation of Chairs" section of the final report.

Deleted: two consecutive terms and

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Deleted: 's second term

Deleted: final

Deleted: 's term

11.7.1.4 A Chair's sabbatical will be covered by those provisions in Article 11.6.1 that define general rules regarding sabbaticals ~~(except for 11.6.1.5 and 11.6.1.6)~~. If a Chair wishes to apply for an additional term sabbatical/leave in that same year, the Chair must apply for this additional term sabbatical/leave under the terms of 11.6 or 11.7.

Deleted: salary for sabbaticals and

11.7.1.5 In extenuating circumstances, the Dean and the Chair, may mutually agree to delay the sabbatical for one year.

Deleted: 11.7.1.3

11.7.1.6 During an academic year (August 15 — August 14), the Board shall make available the number of Chair's sabbaticals equal to the number of Chairs eligible for the sabbatical.

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11.7.2 Application

11.7.2.1 A Chair who completes at least ~~five consecutive~~ years of service shall be eligible to apply for a Chair sabbatical, and when making such application shall undertake to provide return service upon completion of the leave, for a period of time equal to one (1) times the length of the sabbatical granted. Return service shall include time taken during all forms of paid or partially paid sabbaticals, but it shall not include time taken during a leave without pay. Failure to comply fully with such undertaking by an employee shall result in a proportionate amount of all monies advanced by the Board being repayable to the Board by the employee.

Deleted: two consecutive terms and

Deleted: four

11.7.2.2 The Chair shall apply to his/her Dean/Director by the second Friday in October.

Appendix VI: Proposal for Chair Sabbaticals

The proposed Chair sabbatical program as described in recommendation #2 has cost implications for the Division of Academic Affairs. There are currently funds within the Division of Academic Affairs that are allocated on an annual basis to support the existing Chair sabbatical program (1 semester sabbatical at 90% of salary for Chairs that complete two consecutive terms and at least four years of Chair service). The following information provides cost projections for the revised Chair sabbatical program.

Assumptions

- Chair SICH for one-term sabbatical replaced by PT hours.
- PT replacement rate = \$105/hour (C3) (\$121.74 incl. vacation pay and benefits).
- Three-term sabbatical replaced by FT term-certain position at \$72,145 (E1 including benefits).
- Annual salary of Chairs = \$82,000 (E8).
- Benefits = 17.5% for FT positions.
- Sabbatical after 5 years of service = 1 semester (fall or winter) at 100% of salary.
- Sabbatical after 10 years of service = 3 semesters (fall, winter and spring) at 100% of salary.
- 15% of Chairs leave after 3 years of service; 95% leave after 5 years; 100% leave after 10 years.

Based on the above assumptions, the net costs of **each** sabbatical are:

- 5 year sabbatical = \$23,462
- 10 year sabbatical = \$72,145

Average annual costs of the proposed Chair sabbatical program **at full implementation** = \$145,000

Note: Recent attrition in the Chair position has been at a level where 25% leave after three years of service. If that assumption was used in these cost calculations, average annual costs of the proposed Chair sabbatical program at full implementation would be \$135,000.

Transition from Current Chair Sabbatical Program to Proposed Program

Chairs are eligible to use recent, consecutive years of Chair service toward the new sabbatical program. Just prior to implementation of the new Chair sabbatical program in fall 2009, current Chairs will have the option to opt into the new program.

In consultation with their Deans, and as approved by the Provost and V.P. Academic, current Chairs have the option to terminate their current appointments and sign new appointments for the number of years that would take the Chair to five consecutive years of Chair service. Upon implementation, Chairs who have completed five years of consecutive Chair service will have the option of cancelling their current appointments and commencing the one-term sabbatical. For example, in winter 2009, a Chair that is in the second year of a three-year term could terminate that appointment and sign an additional 3 year appointment which would make them eligible for a Chair sabbatical to occur in 2012-13.

Costs of Transition

Each of the appointments of the existing 32 Chairs was examined to project the amount and timing of costs associated with transitioning to the new Chair sabbatical program. In order to calculate the maximal cost scenario during phase-in, the following assumptions were used:

- All current Chairs opt into new appointments that take them to 5 years of consecutive service.
- 15% of Chairs leave after 3 years of service; 95% leave after 5 years; 100% leave after 10 years.
- Program implemented in 2009-10.

Projected Costs of Proposed Sabbatical System

Year	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Number of 5-year sabbaticals	5	4.7	2.4	7.2	8.0	4.4	4.8	3.1
Number of 10-year sabbaticals	0	0	0	0	0	0	0	0.3
Total Cost	\$117,312	\$110,411	\$56,309	\$168,929	\$187,699	\$102,296	\$134,888	\$84,024
5 year moving average						\$128,132	\$125,129	\$130,024

Notes:

- There is a spike in total costs in 2013-14 as a result of the number of current Chairs that would reach 5 years of consecutive Chair service by the end of 2012-13.
- The 5-year moving average of costs of the proposed sabbatical program is approximately \$145,000 from 2014 through 2029.

Appendix VII: Revised Policy 915 – Chair Selection

Proposed Policy 915

Part 9 - Human Resources

Selection of Academic Chair POL 915

Deleted: Department

A. TERM OF OFFICE

The term of office for a Chair shall consist of a five year appointment with the option of ending the term after three years. The decision to terminate the appointment after three years may be made by the incumbent or the Dean (through consultation with the department through the Chair performance review process). This decision should be made by the end of the second year of the incumbent's appointment.

Deleted: n

Deleted: initial

Deleted: of three years

Deleted: followed by a reappointment for an additional three years

Deleted: Reappointment is subject to successful completion of the initial appointment.

The incumbent is eligible to reapply for the Chairship as part of the standard selection process. Normally, a given individual shall not serve for more than two consecutive five year terms.

Deleted: Normally, a given individual shall not serve for more than a six year term. However, t

Deleted: ¶

Exceptions require the prior approval of the Provost and Vice-President, Academic in consultation with the Dean.

B. ELIGIBILITY FOR OFFICE OF CHAIR

All full-time tenured faculty in the department are eligible for the office of Chair. Exceptions require the approval of the Provost and Vice-President, Academic, in consultation with the Dean/Director and department members.

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¶ The College is committed to the following principles concerning the selection of a Chair of an academic department:¶

¶ (1) the selection of an individual to be Chair of an academic department should be based upon the person's ability to provide leadership for the department, faculty and staff;¶

¶ (2) an individual should be appointed as Chair of a department for a determinate and known term; and¶

¶ (3) an individual should be seated as Chair of a department only after the appropriate selection procedure has been followed.¶

¶ When nominations for a Chair are required, as through notice of resignation or approaching end of term, a nominating committee may be formed by the Dean/Director of the Faculty/Centre/School, in consultation with the Provost and Vice-President, Academic.¶

¶ In case of sudden resignation, illness or death, an acting Chair may be named by the Provost and Vice-President, Academic, for a term of limited duration to administer the department and enable a standard selection process to occur.¶

C. APPOINTMENT OF A CHAIR

(1) Submission of Applications

The Dean/Director will determine the deadline for submission of applications. Not more than 18 months, but not less 12 months, prior to the expiration of the term of a Chair or upon the resignation or death of a Chair, the Dean/Director shall form a selection committee.

In case of sudden resignation, illness or death, an acting Chair may be named by the Provost and Vice-President, Academic, for a term of limited duration to administer the department and enable a standard selection process to occur. Applications should be submitted to the office of the Dean/Director.

Should no applicant emerge, the Provost and Vice-President, Academic, will appoint a Chair, in consultation with the appropriate Dean/Director, department members and the President.

(2) Membership

a. The selection committee will consist of:

i. Dean/Director, as chair of the committee

ii. two to three full-time department faculty members elected by the department (including term-certain appointees)

iii. one or two faculty members from another Faculty, appointed by the Dean/Director

iv. up to one part-time faculty representative from within the department, appointed by the Dean/Director

v. up to one support staff representative from within the department, appointed by the Dean/Director

b. All full-time faculty members, including term-certain appointees, are eligible to vote and to sit on the selection committees.

c. Appointment of each person to the selection committee shall be conditional on her/his agreement to maintain in confidence all of the information discussed by the committee and to exercise her/his authority and responsibility as an individual in order that decisions may be taken at the time and place of the committee meetings.

d. If any member of the selection committee seeks to become a candidate for a Chair, s/he shall resign from the committee.

e. If the association of any members of the selection committee with Mount Royal, as defined above, is terminated or in any way significantly altered, or if for any reason any member is unable to carry out their responsibilities on the committee, as defined herein, the selection committee may request that the Dean/Director arrange to replace that individual as a member.

(3) Interview and Selection Committee Meetings

a. Meetings of the committee shall be held at the call of the Dean/Director.

b. Quorum for meetings of the committee shall be three members, including the Dean/Director. There shall be no provision for proxies, substitutes or alternates.

c. The committee may operate by consensus but any motions shall be carried or defeated by simple majority vote. There shall be no provision for abstentions from voting, and the Dean/Director shall vote on all motions.

Deleted: D. ELIGIBILITY FOR SELECTION COMMITTEE MEMBERSHIP¶

¶ All full-time faculty members, including term-certain appointees, are eligible to vote and to sit on the selection committees.¶

E. COMPOSITION OF SELECTION COMMITTEE¶

¶ The selection committee shall consist of no fewer than four members, including the Dean/Director, who shall serve as Chair; two to three full-time department faculty members elected by the department and one or two faculty members from outside the Faculty containing the department chosen by the Dean/Director in consultation with the Provost and Vice-President, Academic.¶

¶ Normally, the selection committee shall be appointed no later than four months prior to the end of the term of office of the incumbent.¶

F. SUBMISSION OF APPLICATIONS¶

¶ The Dean/Director will determine the deadline for submission of applications.¶

¶ Applications should be submitted to the office of the Dean/Director.¶

¶ Letters of application must be accompanied by a copy of the applicant's current curriculum vitae and the names and telephone numbers of three references or three letters of reference. Two of the references should be from within the College: one to comment on the candidate's administrative potential, the other to comment on teaching ability. The third reference should be from outside the College and should be prepared to comment on the candidate's educational or professional background.¶

¶ The referees may be contacted by telephone during the selection period.¶

¶ Should an incumbent reapply, a request may be made to reactivate their previous application documents.¶

¶ Should no applicant emerge, the Provost and Vice-President, Academic, will appoint a Chair, in consultation with the appropriate Dean/Director and the President.¶

G.

d. Committee members must attend all interviews to participate in the discussion of the recommendation.

(4) Appointment

a. The Dean/Director will present the recommendations of the committee to the Provost and Vice-President, Academic. Appointments will be made and announced by the Provost and Vice-President, Academic.

(5) Confidentiality

All discussions regarding the search and appointment of a Chair shall be carried out in confidence.

J. EVALUATION OF DEPARTMENT CHAIR

The first year of appointment for a Chair is probationary.

An annual evaluation of the Chair's performance will be completed by the Dean/Director. Members of the department will be consulted in the evaluation process. The primary purpose of this evaluation will be developmental in nature.

A comprehensive evaluation shall be completed at the end of a Chair's initial three year appointment and prior to the renewal of the final period of the Chair's term of office.

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The Dean/Director will present the recommendations of the committee to the Provost and Vice-President, Academic, who will in turn make a recommendation to the President.

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Appointments

Comment [MRC1]: A revised "clause J" has been included in the "Performance Planning and Evaluation of Chairs" section of the final report.

Proposed Revisions to Chair Evaluation Section of Policy 915

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Part 9 - Human Resources

Selection of Academic Chair
POL 915

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D. EVALUATION OF CHAIRS

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At the direction of the Provost and V.P. Academic, the Dean/Director will complete an annual evaluation of the Chair's performance. It will consider leadership and academic performance goals of the Chair. Members of the department will be consulted in the evaluation process. The primary purpose of this evaluation will be developmental in nature.

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Deleted: will be completed by the Dean/Director

Deleted: A comprehensive evaluation shall be completed at the end of a Chair's initial three year appointment and prior to the renewal of the final period of the Chair's term of office.

E. TERMINATION OF CHAIR APPOINTMENT

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If through the evaluation of the Chair process outlined in section "D" above, significant issues are raised regarding the performance of the Chair, the Dean/Director and/or department members have the right to request the Provost and Vice-President, Academic or designate strike a Performance Review Committee.

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The Performance Review Committee may be comprised of the Dean/Director, full and part-time faculty and support staff and will be chaired by the Provost and Vice-President, Academic or designate.

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The Performance Review Committee will review the request and if necessary, conduct a formal evaluation. The Committee may recommend one of the following actions to the Provost and Vice-President, Academic:

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- Dismiss the request with rationale
- Require a performance plan be created and implemented
- The Chair be removed and replaced with an Acting Chair

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Appendix VIII: Example of Existing Questionnaire for Feedback on Chair Performance

FACULTY OF _____

PERFORMANCE APPRAISAL OF CHAIR

FULL-TIME INSTRUCTORS

QUESTIONNAIRE

Evaluation of: _____

Instructions:

This questionnaire is intended to provide information from instructors about the effectiveness of the Chair in conducting the affairs of the Department. When summarized, this information will comprise one portion of the performance appraisal of the Chair. Your responses are to be anonymous and will be treated as strictly confidential. For your information, the entire process consists of:

- Dean's evaluation
- Instructors' and staff evaluation (questionnaire)
- Instructors' and staff evaluation; interviews or meeting with the Dean (optional at your request)
- Self-evaluation (optional)

Your Chair and I appreciate your candid and considered responses to items in this questionnaire. Please note that all items are not of equal importance nor, given changing priorities, will all items be relevant for the period which is under review.

Please return completed questionnaires directly to the Office of the Dean.

Thank you for your cooperation.

For questions 1 to 24, please indicate your level of agreement with each of the following statements concerning the performance of the Chair.

Please circle the single best answer for each statement according to the following legend:

- 1 Strongly Disagree**
- 2 Disagree**
- 3 Undecided/Unsure**
- 4 Agree**
- 5 Strongly Agree**
- 0 No basis for opinion**

1.	Defines new directions for the Department	1	2	3	4	5	0
2.	Provides opportunities for appropriate input by Department members	1	2	3	4	5	0
3.	Coordinates Departmental areas without bias	1	2	3	4	5	0
4.	Acts to maintain and build trusting relationships with Department members	1	2	3	4	5	0
5.	Holds adequate number of Department meetings	1	2	3	4	5	0
6.	Runs effective meetings	1	2	3	4	5	0
7.	Conveys a sense of enthusiasm	1	2	3	4	5	0
8.	Delegates appropriate tasks	1	2	3	4	5	0
9.	Resolves problems as they arise	1	2	3	4	5	0
10.	Guides and directs curriculum review and development	1	2	3	4	5	0
11.	Counsels and assists faculty	1	2	3	4	5	0
12.	Provides timely information	1	2	3	4	5	0
13.	Provides adequate information	1	2	3	4	5	0

Please circle the single best answer for each statement according to the following legend:

- 1 Strongly Disagree**
- 2 Disagree**
- 3 Undecided/Unsure**
- 4 Agree**
- 5 Strongly Agree**
- 0 No basis for opinion**

14.	Institutes thorough hiring procedures	1	2	3	4	5	0
15.	Effectively administers College instructor evaluation procedures	1	2	3	4	5	0
16.	Ensures appropriate contact is maintained with part-time faculty	1	2	3	4	5	0
17.	Effectively manages the Departmental budget	1	2	3	4	5	0
18.	Effectively arbitrates students concerns and problems	1	2	3	4	5	0
19.	Effectively represents the interests of the Department within the institution	1	2	3	4	5	0
20.	Effectively represents the interests of the Department outside the institution	1	2	3	4	5	0
21.	Effectively attends to administrative detail	1	2	3	4	5	0
22.	Applies MRFA contractual provisions equitably	1	2	3	4	5	0
23.	Seems to have a good working relationship with the Dean	1	2	3	4	5	0
24.	Seems to have a good working relationship with other Chairs	1	2	3	4	5	0

25. Please choose one category from the following which best describes an overall evaluation of the Chair's performance:

Very Good Good Satisfactory Less than Satisfactory

26. Please list those questions you think are particularly important by number:

27. Please indicate whether or not you think that the Dean should meet with the Department to discuss the Chair's performance.

Yes _____ No _____

Please comment below on any matters you consider pertinent. Comments will be typed by the Dean's administrative assistants and a departmental summary will be prepared. Since quantitative feedback provides limited information, your written comments will be appreciated.

Updated: March 17, 1999

Appendix IX: Policy on Evaluation of Instructors' Teaching

Part 9 - Human Resources

**Faculty Performance Appraisals
POL 930-4
(formerly POL 930-3: Faculty)**

Effective: November 1, 2002

Last Revised: February 2006

Last Reviewed: January 2006

Policy Facilitator: Associate Vice-President, Human Resources

A. ASSESSMENT FOR INSTRUCTORS

Every semester:

A student survey shall be administered to a designated class mutually determined by the instructor and chair (or dean/director if the faculty member is a chair) from the sixth (6th) week of the semester to no later than the last day of classes within the semester.

Every year:

Each instructor shall submit an annual report regarding professional goals and accomplishments to the chair and the dean/director by June 1. The instructor, the chair or the dean/director may initiate meetings to review the annual report

Appendix X: Proposed Professional Development Program for Chairs

The Task Force on the Role of the Chair has recommended that a consultant be contracted to construct a comprehensive professional development program for Chairs at Mount Royal, i.e.; a *Chairs' Support Program (CSP)*. Prior to undertaking the development of this program, the consultant will assess the usefulness of continuing the New Chairs' Orientation program in its current format as well as Mount Royal's involvement in the Chair Academy and CHERD programs (for incoming and current Chairs). Those programs should be reviewed and information should be gathered and analyzed from Chairs that have participated in those programs. If Mount Royal will continue to use those programs, the contractor will ensure those programs are integrated with the full Chair professional development program. The task force has provided the following direction as to how the nature of the program should be developed by the contractor.

Principles of the Program

The program will:

- Focus solely on professional development of Chairs.
- Be developed in a way that incorporates the following objectives: formal, intentional, comprehensive, responsive and ongoing.
- Address Chairs' social and networking needs.
- Leverage the vast amount of experience and expertise available at Mount Royal. For example, a mentorship program could be developed whereby experienced Chairs mentor incoming and incumbent Chairs.
- Provide consolidated resources to Chairs through tools such as the New Chairs' Orientation Binder or resources housed on the web.
- Include a component for incoming Chairs to educate them about the role and, where appropriate, make other elements of the program available to them.

Methodology of the Program

The program would be lead by a "coordinator" with previous Chair experience. The coordinator will be partially seconded to this role and will report through the Dean, Faculty of Teaching and Learning to the Provost and V.P. Academic. The coordinator will receive guidance on the format and delivery of the program by a *CSP Committee* comprised of current Chairs that will be sponsored by the Office of the Provost and V.P. Academic. The contractor will draft a charter for the *CSP Committee* and a job description for the CSP Coordinator.

Topics to be addressed shall include, but not be restricted to:

I. Nuances of the Chair role:

- understanding professional and personal balance changes that come with the Chair role
- managing up and down (knowing when, how and whom to ask for help; shared leadership and the role of influence vs. authority; decision management; and collegial governance)
- MRFA and the Chair
- undertaking scholarly work while serving as Chair
- "Recurring events in the life of a MR Chair" – a resource that describes events and duties expected of Chairs throughout the year such as when to provide feedback on SEI's, conduct staff performance appraisals, schedule advisory committee meetings and submit draft schedule of classes.

II. Planning:

- developing shared vision and mission
- developing short and long-term measurable objectives that allow the Chair to lead efforts to enhance department and institutional strengths

III. Implementing:

A. Curriculum:

- new program development
- program review and curriculum review processes

B. Enrolment management:

- setting enrolment targets (in conjunction with the Dean), student recruitment, admissions, advising
- dealing effectively with student issues (grade changes, appeals, conduct, requests for exemptions to policies)

C. Faculty/Staff:

- developing and leading effective employee recruitment practices to build commitment and strength
- dealing effectively with conflict, grievances and challenging situations
- dealing with interpersonal conflicts with MRFA colleagues within your area
- employment issues
 - general illness, long-term disability, maternity leaves, etc.
- leading and supervising support staff
- effective delegation
- faculty and staff evaluation
- encouraging, promoting, identifying, supporting and mentoring leadership within the area.
- Chair's role in faculty scholarship

D. Governance:

- understanding the Chair's contractual, legal and policy-related responsibilities
- budget development and management
- administering collective agreements
- guidelines for facilitating faculty workload planning

E. Chair as Advocate:

- internal and external liaison and advocacy

IV. Evaluation:

- establishing and measuring targets to assess the progress of the department in meeting goals and objectives.

Note: The above align directly with the revised Chair job description.

Appendix XI: Existing Criteria and Weighting System for Calculating Chair Release

Mount Royal College
Division of Academic Affairs

Criteria and Weighting System for Calculating Department Chair Release

Criteria

The following is the list of criteria to be used by the dean/director in the calculation of administrative release time recommended for each department chair.

1. Departmental management activities
2. Number of full-time faculty in the department (approved faculty FTE);
3. Number of part-time faculty in the department (actual instructional contract hours/432);
4. Number of support staff in the department (approved support staff FTE);
5. Number of programs or disciplines in the departmental curriculum (number of academic coordinators);
6. Number of student seats filled (annual course seats filled)
7. Other activities/responsibilities: new programs, community liaison, continuing education, advisory committees, university transfer, screening/selection, practicum/work experience/work term, program/discipline evaluation, special circumstances.

Weighting

The following weighting system is to be used by the dean/director in order to calculate the amount of administrative release time each department chair should have, based upon criteria listed above:

Departmental Management Activities = 35 points

Full-time Faculty

1 - 4 full-time faculty = 10 points
 5 - 9 full-time faculty = 20 points
 10 - 14 full-time faculty = 30 points
 15 or more full-time faculty = 40 points

Part-time Faculty

1 - 4 full-time equivalents = 10 points
 5 - 9 full-time equivalents = 20 points
 10 or more full-time equivalents = 30 points

Support Staff

1 - 3 full-time equivalents = 5 points
 3 or more full-time equivalents = 10 points

Programs and/or Disciplines

1 - 2 coordinators	=	5 points
3 - 4 coordinators	=	10 points
5 or more coordinators	=	15 points

Number of Student Seats

1 - 999	=	5 points
1000-1999	=	10 points
2000-2999	=	15 points
3000 or more	=	20 points

Other Activities

Dean/Director Judgement	=	maximum 60 points
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Total Possible Points: 210

0-30 points	=	Release 3 hours release
31-60 points	=	6 hours release
61-90 points	=	9 hours release
91-120 points	=	12 hours release
121-150 points	=	15 hours release
151-180 points	=	18 hours release
181 or more points	=	21 hours release

June 5, 1997

Criteria and Weighting System for Calculating Program Chair Release

Criteria

The following is the list of criteria to be used by the director in the calculation of administrative release time recommended for each program chair.

1. Number of full-time faculty in the area (approved faculty FTE);
2. Number of part-time faculty in the area (actual instructional contract hours/432);
3. Number of programs and/or disciplines and/or course coordinators;
4. Number of student seats filled (annual course seats filled)
5. Other activities/responsibilities: new programs, community liaison, continuing education, advisory committees, university transfer, screening/selection, practicum/work experience/work term, program/discipline evaluation, special circumstances.

Weighting

The following weighting system is to be used by the director in order to calculate the amount of administrative release time each program chair should have, based upon criteria listed above:

Full-time Faculty

1 - 4 full-time faculty	=	10 points
5 - 9 full-time faculty	=	20 points
10 - 14 full-time faculty	=	30 points
15 or more full-time faculty	=	40 points

Part-time Faculty

1 - 4 full-time equivalents	=	10 points
5 - 9 full-time equivalents	=	20 points
10 or more full-time equivalents	=	30 points

Programs and/or Disciplines and/or Course Co-ordinators

2 - 4	=	10 points
5 or more	=	15 points

Number of Student Seats

1 - 999	=	5 points
1000-1999	=	10 points
2000-2999	=	15 points
3000 or more	=	20 points

Other Activities

Director Judgement = maximum 60 points

Total Possible Points: 165

0-30 points	=	3 hours release
31-60 points	=	6 hours release
61-90 points	=	9 hours release
91-120 points	=	12 hours release
121-150 points	=	15 hours release
151-165 points	=	18 hours release

Release

June 5, 1997

Appendix XII: Proposed Chairs' Council

The Chairs' Council will serve to address issues identified in the *Leading by Design, Inc.*, report such as providing the opportunity for Chairs to spend more time together without Deans and other senior administrators present to address issues relevant to the work of Chairs. Chairs' Council can be thought of as a parallel structure to Deans' Council. Neither group operates through authority within the institution's formal governance structure, but both are important in shaping the operations of the Division of Academic Affairs.

Characteristics of the Chairs' Council:

Expected Activities:

- Deals with matters that impact operations of departments within Academic Affairs. Two recent examples of issues that would have been appropriate for review at Chairs' Council are the revised tenure evaluation forms and the course withdrawal date.
- Liaises with Deans' Council and Deans' Advisory Groups on relevant issues. Chairs' Council is differentiated from DAGs in that the former addresses division-wide issues and initiatives related to the operations of Academic Affairs.

Membership:

- All Chairs within the Division of Academic Affairs.
- Chairs' Support Program Coordinator.

Additional individuals will be invited to Chairs' Council meetings as issues arise that are relevant to their areas.

Meetings:

- The Council is convened a minimum of once per term with additional meetings held as issues arise. An agenda committee will be formed as a sub-committee of the Council to determine the agenda of Chairs' Council meetings. The Chairs' Support Program Coordinator will sit on the agenda committee to ensure liaison with issues that arise through activities of the Chairs' Support Program.

Resources:

- Resources to support the Council will be provided by the Office of the Provost and V.P. Academic.

An initial task of the Chairs' Council is to elect a Chair from among its membership. The group will then need to develop a formal charter to guide its activities. It is imperative that the Council's activities be reviewed within a year of its existence to ensure the efficacy of the group.

Appendix XIII: Charter for the Task Force on the Role of the Chair

Committee Charter Division of Academic Affairs	
<hr/>	
Name of Committee:	Task Force on the Role of the Chair
Committee Sponsor:	Provost and Vice-President Academic
Date:	December 2007
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Purpose:	Develop a 3-year work plan to address the most consequential issues with the chair role.
Background:	<p>In light of Mount Royal's transition plans, <i>Leading by Design Inc.</i> conducted a review of the roles and responsibilities of chairs at MRC. A draft report of the consultants' work was presented and discussed at the May 2007 chairs' meeting after which a final report was provided. The consultants' report outlined issues related to the position of chair, presented recommendations for change and commented on implementation considerations.</p> <p>At the October 22, 2007 chairs' meeting, discussion occurred in relation to the three most important issues associated with the role of the chair. The top three issues identified included: 1. chair workload; 2. evaluation of chair performance (particularly in the context of the proposed revisions to faculty roles and responsibilities); and 3. succession planning and recruitment of chairs.</p> <p>The Provost and VP Academic has indicated that a <i>Task Force on the Role of the Chair</i> be formed to further the initial work of the consultants by developing a 3-year work plan to address issues of the chair role. The work plan will follow advice provided by the consultants' report which stated that adjusting the chair role "demands a phased implementation plan with clear priorities, targets and measurable outcomes".</p>
Authority:	The task force will make recommendations to the Chairs' meeting and the Provost and Vice-President Academic.
Membership:	Chad London, Associate Dean, Faculty of Health and Community Studies (chair) Glenn Ruhl, Chair, Electronic Publishing/Technical Communication, Centre for Communication Studies Lee Easton, Chair, Department of English Ilene Gilborn, Chair, Accounting, Bissett School of Business Indy Lagu, Chair, Department of Math, Physics and Engineering Janet Monteith, Chair, Library Services
Expected Activities:	<p>Review the <i>Leading by Design Inc.</i> final report and develop a 3-year work plan to address the most consequential issues.</p> <p>The work plan will not be a "report on the report", rather, will be a plan that outlines the achievable recommendations, prioritizes the actions, identifies who should undertake and be responsible for the actions.</p> <p>Consult with chair, associate dean, dean and MRSSA colleagues throughout the process.</p>
Timeframe:	The task force will complete its work between November 2007 and June 2008.

Appendix XIV: Planning Assumptions of the Task Force on the Role of the Chair

- The task force will not implement or formally propose policy and collective agreement changes; rather, suggestions will be made that would then require follow-through by the appropriate bodies.
- The final report on Faculty Roles and Responsibilities will serve as an input document to guide our work, not a determining one.
- Mount Royal will progress in its transition to an institution as described in the Academic Plan.
- Implementation requires a phased implementation plan with clear priorities, targets and measurable outcomes.
- The recommended model will be unique to Mount Royal and not a copy of current university models.
- Chairs need a thorough understanding of their roles, to be well supported, derive personal satisfaction and advance their career opportunities.
- Changes to the responsibilities and authority of Chairs will result in a need to review the responsibilities of other positions including Deans and Associate Deans.
- The work of Chairs, particularly in transition, will call for trust, collaboration, persistence and patience.
- Chairs will continue to be MRFA members.