



**Office of the Dean**

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**DATE:** February 15, 2008

**TO:** Elizabeth J. Stroble  
Sr. Vice President, Provost and C.O.O.

**FROM:** Ronald F. Levant  
Dean

**RE: Chair Review Guidelines**

The attached guidelines have been approved by the Faculty of the Department of MODERN LANGUAGES on February 15, 2008.

I have approved the attached guidelines.

If you concur, we ask that you also approve the guidelines.

*C. Eustis*

2/15/08

\_\_\_\_\_  
Department Chair or Faculty Representative

\_\_\_\_\_  
Date

*[Signature]*

\_\_\_\_\_  
Dean

2/15/08

\_\_\_\_\_  
Date

*[Signature]*

\_\_\_\_\_  
Senior Vice President, Provost  
and Chief Operating Officer

2/21/08

\_\_\_\_\_  
Date

**THE UNIVERSITY OF AKRON  
DEPARTMENT OF MODERN LANGUAGES  
CHAIR REVIEW PROCEDURES**

**A. THE REVIEW PROCESS**

1. A chair who wishes to serve another term shall be subject to a formal review as outlined in Article 10-5 of the Collective Bargaining Agreement. The faculty review committee shall be composed of four members of the bargaining unit faculty of the Department: two elected by the bargaining unit faculty, one appointed by the Dean, and one appointed by the Provost. A timetable for the review shall be established by the Chair in consultation with the bargaining unit faculty and with the concurrence of the Dean.
2. The fall semester of the review year the Department Chair shall call a meeting of the bargaining unit faculty by no later than Friday of the 10<sup>th</sup> week of the semester. After convening the meeting, the Chair shall not remain in attendance. The meeting will be chaired by the faculty member whose last name is first in alphabetical order. The bargaining unit faculty shall vote by secret ballot for two members to serve as members of the Chair's Assessment Committee. The person chairing the committee shall make the results known to the Department Chair and to the Dean.
3. Once the Dean and Provost have made their respective appointments to the committee, the Department Chair shall call for a meeting of the committee. After convening the meeting, the Chair shall not remain in attendance. The member whose name is first in alphabetical order shall chair the meeting until the committee elects its own chair, which shall be the first order of business.
4. Upon notification by the Committee in accordance with the timetable, the Department Chair shall submit a summary (open letter) of his or her activities to the Committee, as well as any supporting documentation (annual reports, copies of the yearly updated Statement of Departmental Goals, letters, etc). The Chair's summary shall include but not be limited to the following: a) The annual goals set for the department by the Chair each year since the term in office began; b) The extent of progress made toward these goals; c) New initiatives led by the Chair and their success; d) Management of staff, part-time faculty, and student assistants (including GAs); e) Actions taken to facilitate faculty improvement; f) Efforts as a departmental advocate to the College, University and beyond. The Chair also shall provide a copy of his/her updated CV. In addition, the Chair shall complete and submit the IDEA *Faculty Perceptions of Department Head/Chair* survey and the IDEA *Department Head/Chair Information Form* (see Appendices I and II of this document). Recommendations of the previous review of the Chair shall be provided as well if the Chair is not in his/her first term. These documents shall be made available to all other departmental bargaining unit members at least two weeks in advance of submitting their evaluations of the Chair's performance.
5. The IDEA survey of *Faculty Perceptions of Department Head/Chair*, together with the other documentation provided, shall be used by the Committee to evaluate the Chair's performance (see Appendix 1 for the form with detailed criteria and ratings). The instrument shall include a section for a written qualitative evaluation of the Chair



as well as a section with a summary evaluation. Special care should be given to solicit feedback regarding how well the Department Chair has met the goals and objectives established throughout his/her term in the Statement of Departmental Goals (see Departmental Governance Guidelines). The responses to the instrument shall remain anonymous to the extent permitted by law.

6. The Committee shall distribute the IDEA survey of *Faculty Perceptions of Department Head/Chair* to all bargaining unit faculty, who shall return the completed form to the committee within two weeks of the date of distribution. As noted above, the IDEA *Faculty Perceptions* survey and also the IDEA *Department Head/Chair Information Form* shall be filled out by the Chair as part of his or her self-evaluation and documentation, and the completed forms sent to the Committee. With the agreement of the Dean, the Chair also may elect to send to the Dean his/her summary, completed IDEA forms, and any of the supporting documentation.
7. After receiving the input from the bargaining unit members, the Committee will compose a written summary of the findings that shall also include a summary of the individual bargaining unit member evaluations, as well as those of the Chair's Assessment Committee. The summaries shall then be forwarded to the Dean after conferring with the bargaining unit faculty in a face-to-face meeting of the entire bargaining unit faculty, to ensure that the Committee's report reflects a representative and unbiased summary of the data collected.

#### **B. AMENDMENT OF CHAIR REVIEW PROCEDURES**

These guidelines can be amended at any regular meeting (or special meeting) if amendments are submitted to the faculty in writing at least ten days in advance of the meeting.

Ratification requires a simple majority vote of the bargaining unit Department faculty. Final approval of the Dean and Provost is required.

#### **C. PARLIAMENTARY AUTHORITY**

Robert's Rules of Order shall be the parliamentary authority for deliberations of the Department and its committees.

#### **D. EFFECTIVE DATE**

Ratified by majority vote of the bargaining unit faculty: January 16, 2008



The Individual Development and Educational Assessment Center  
 211 South Seth Child Road  
 Manhattan, KS 66502  
 1-800-255-2757  
 Fax: 785-532-5725  
 Email: IDEA\_admin@ksu.edu  
 www.idea.ksu.edu

## PREVIEW COPY

### DEPARTMENT HEAD/CHAIR INFORMATION FORM (CIF)

Department Chair:

Chair's Name

Department:

Department

Number asked to respond:

2

I. The list below describes responsibilities which some department heads/chairs pursue. Select the number which describes your judgment of how important each of these is in your role as head/chair:

- 1=Not Important
- 2=Only So-So
- 3=Fairly Important
- 4=Quite Important
- 5=Essential

You must assign a value of No Importance, Only So-So, Fairly Important, Quite Important or Essential for each of the responsibilities.

	1	2	3	4	5
1. Guides the development of sound procedures for assessing faculty performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Takes the lead in recruiting promising faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Attends to essential administrative details (e.g., class scheduling, budget preparation, promotion and tenure documentation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Fosters good teaching in the department (e.g., encourages course updating, use of appropriate technology, attending to student feedback)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Facilitates obtaining grants and contracts from external sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Leads in establishing and monitoring progress on annual or biannual department goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Communicates the department's needs (personnel, space, monetary) to the dean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





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## PREVIEW COPY

### FACULTY PERCEPTIONS OF DEPARTMENT HEAD/CHAIR

Name:	Chair's Name
Department:	Department
Institution:	IDEA UNIVERSITY

This survey may be conducted for two purposes: (1) to assist the department head/chair to become a more effective administrator and (2) to assist those responsible for evaluating the head/chair's effectiveness to make a valid assessment. Either purpose will be best served if you make an effort to reflect on the head/chair's overall performance and provide a fair and honest representation of the head/chair in your responses. It will be helpful if you can identify both strengths and weaknesses.

This survey will take you approximately 20 minutes to complete. Please allow enough time to provide thoughtful responses.

To encourage objectivity, you are asked not to identify yourself. Results of the survey will be summarized for all respondents. Your responses to open-ended questions will be provided verbatim to the department head/chair. Thus, you will want to avoid comments that would reveal your identity.

**Part I.** The list below describes 20 responsibilities which some department heads/chairs pursue. Rate the performance of your department head/chair over the past 12 months on each of these by selecting the circle which best represents your judgement. If you feel you have an insufficient basis for making a rating on a given responsibility, make no response.

- 1=Poor
- 2=Only So-So
- 3=In Between
- 4=Good
- 5=Outstanding



	1	2	3	4	5
1. Guides the development of sound procedures for assessing faculty performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Takes the lead in recruiting promising faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Attends to essential administrative details (e.g., class scheduling, budget preparation, promotion and tenure documentation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Fosters good teaching in the department (e.g., encourages course updating, use of appropriate technology, attending to student feedback)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Facilitates obtaining grants and contracts from external sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Leads in establishing and monitoring progress on annual or biannual department goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Communicates the department's needs (personnel, space, monetary) to the dean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Develops collegiality/cooperation among departmental faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Encourages an appropriate balance among academic specializations within the department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Stimulates research and scholarly activity in the department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>1=Poor</b> <b>2=Only So-So</b> <b>3=In Between</b> <b>4=Good</b> <b>5=Outstanding</b>					

	1	2	3	4	5
11. Guides the development of a sound organizational plan to accomplish departmental programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Improves the department's image and reputation within the campus community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Fosters the development of each faculty member's special talents or interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Sees to it that new faculty and staff are acquainted with departmental procedures, priorities, and expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Understands and communicates expectations of the campus administration to the faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Stimulates or rejuvenates faculty vitality/enthusiasm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Guides curriculum development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Establishes trust between himself/herself and members of the faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Improves the department's image and reputation with off-campus constituencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Recognizes and rewards faculty in accordance with their contributions to the department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Part II.** To what degree do items 21-30 below represent a "strong point" or a "weak point" of the head/chair? Select the number which best corresponds to your judgment. Omit if you feel unable to make a valid judgment.

**1=Definite Weakness**

**2=More a Weakness Than a Strength**

**3=In Between**

**4=More a Strength Than a Weakness**

**5=Definite Strength**

	1	2	3	4	5
21. Interpersonal skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Problem solving ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Appreciation for department's history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Patience in implementing change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Honesty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Practical judgment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Willingness to listen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Flexibility/adaptability in dealing with individuals/situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Accessibility to faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Fairness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Part III.** Indicate how frequently each of the following statements is descriptive of your department head/chair by selecting the number corresponding to your judgment. Omit items where you feel unable to make a valid judgment.

**1=Hardly Ever (not at all descriptive)**

**2=Less Than Half the Time**

**3=About Half the Time**

**4=More Than Half the Time**

**5=Almost Always (very descriptive)**



The department head/chair:	1	2	3	4	5
31. Allocates faculty responsibilities in an effective and equitable manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Supports and protects academic freedom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Reduces, resolves, and/or prevents conflict among departmental faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Assists faculty in developing their own goals and priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Makes sound suggestions for developing/changing departmental directions/priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Is willing to stand up to higher authority when departmental interests are threatened	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Maintains steadiness in the face of crisis or unanticipated frustrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Acts as though high faculty morale is vital to him/her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Is easy to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Tries out new ideas with the faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Does little things that make it pleasant to be a member of the department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Sees to it that faculty members are working up to capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Is more a reactor than an initiator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Works without a plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>1=Hardly Ever (not at all descriptive)</b> <b>2=Less Than Half the Time</b> <b>3=About Half the Time</b> <b>4=More Than Half the Time</b> <b>5=Almost Always (very descriptive)</b>					
	1	2	3	4	5
45. Looks out for the personal welfare of individual faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Lets faculty members know what is expected of them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Treats all faculty members as her/his equal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Gains input from faculty on important matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Sees to it that the work of the faculty is coordinated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Explains the basis for his/her decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Lets faculty members know when they have done a good job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Makes sure her/his part in the department is understood by all members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Acts as though visible department accomplishment were vital to him/her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



- |     |   |                       |                       |                       |                       |                       |
|-----|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 54. | Maintains definite standards of performance   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 55. | Puts faculty suggestions into action  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 56. | Facilitates positive relationships between faculty and the clerical/technical staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 57. | Encourages teamwork among members of the faculty                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 58. | Encourages faculty ownership of a vision for the department                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 59. | Provides feedback to faculty on their major activities                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 60. | Tries to learn about each faculty member's interests, talents, and aspirations      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Part IV.** This section asks about potential impediments to the head/chair's effectiveness. Use this code to answer:

- 1=Definitely False  
 2=More False Than True  
 3=In Between  
 4=More True Than False  
 5=Definitely True

- |     |  |                       |                       |                       |                       |                       |
|-----|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|     |  | 1                     | 2                     | 3                     | 4                     | 5                     |
| 61. | The department's facilities are inadequate.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 62. | The head/chair's effectiveness is impaired by bureaucratic rules/regulations.      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 63. | Financial resources are inadequate to support the department's programs.           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 64. | The department has been given a relatively low priority by the dean.               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 65. | There is obstructionism/negativism from one or more senior members of the faculty. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Part V.** Summary Judgment. Use this code to answer:

- 1=Definitely False  
 2=More False Than True  
 3=In Between  
 4=More True Than False  
 5=Definitely True

- |     |  |                       |                       |                       |                       |                       |
|-----|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|     |  | 1                     | 2                     | 3                     | 4                     | 5                     |
| 66. | I believe the department would be better off if we replaced the current head/chair.    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 67. | I have confidence in the head/chair's ability to provide leadership to the department. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



**Part VI. Open-ended Comments**

68. What are this head/chair's main assets?

69. What reservations do you have about this person as a head/chair?

70. What changes (e.g., in priorities, style, organization, policy) would do most to improve this head/chair's effectiveness?

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