American University of Beirut
Office of the Provost

Draft Manual for Departmental Chairs/Directors and Track Conveners

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This manual is intended to serve as both a practical guide and a focus for discussion on the enhanced role of departmental chairs and their equivalents in the leadership and administration of the University’s academic units.
# Manual for Departmental Chairs/Directors and Track Conveners

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I. Introduction

The chair (or equivalent*) of an academic department plays a pivotal role in University operations. In each faculty, chairs cooperate with the dean and with one another to establish the faculty’s strategic direction and to coordinate efforts for the continuous improvement of departments and programs. To support the achievement of these objectives, chairs guide departmental faculty in the development of unit-level strategic plans that are aligned with the faculty’s mission and integral to its planning. They also work with faculty members to strengthen the linkage between departmental planning, budgeting and assessment, particularly the assessment of student learning. As they represent and communicate departmental concerns to the dean, chairs should always be conscious of the department’s role in the faculty and of the necessity of advancing the interests and improvement of the faculty as a whole.

The chair should strive to be an effective leader with a strong commitment to shared governance and to such key values as academic freedom, integrity and transparency, and collegiality and mutual respect. One of the chair’s primary responsibilities is to promote and support the department’s academic programs and the achievements of its faculty members. To do this effectively, the chair consults frequently with departmental faculty, particularly before endorsing candidates for appointment to the department, completing performance reviews for junior faculty members and recommending the reappointment or promotion of eligible faculty. Faculty input is also vital when modifying or developing curricula and programs and preparing annual capital and operating budget proposals. The chair monitors relations between the department’s students, faculty and staff, and plays a special role in advising students and mentoring junior faculty. He or she oversees the implementation and use of annual course and program assessments, periodic program reviews and self-study processes (when the latter are required by professional accreditation bodies or by the University). The chair also encourages and supports faculty in the achievement of their academic and research agendas.

This manual includes a planning template that provides a rough timeline for some of the responsibilities that it describes. Chairs are encouraged to add items specific to the schedules of their faculties.

* For the purposes of this manual, the term ‘chair’ includes the ‘convener’ of a track and the ‘director’ of an academic unit.

II. Leadership

Effective leadership requires a clear, realistic vision of the department’s desired or intended future state within a specified period of time. A brief, well-articulated vision statement helps to provide the chair, faculty members and staff with a sense of direction and opportunity as they seek to achieve goals and objectives in departmental, faculty and university-wide strategic plans.

Chairs work with full-time faculty members and deans to arrive at vision and mission statements and formal strategic plans for their departments. Some AUB departments have already established these elements of good planning; others have a mission statement, but no
formal vision statement or strategic plan. Chairs are responsible for ensuring that their
departments possess all three elements and for communicating them regularly and
systematically. Planning is essential to the empowerment of departments and faculty
members. It is closely linked to annual budgeting and assessment cycles. Departmental
strategic plans must be aligned with the department’s mission and with faculty and University
strategic plans (see http://www.aub.edu.lb/OSM/planning/Pages/committees.aspx). Contact the
Office of Strategy Management for information on AUB’s next formal strategic planning
cycle.

As departmental role models, chairs lead by example and must be seen to hold the highest
standards of ethical conduct. They should be familiar with University policies on Academic
Freedom and Responsibilities; Academic Integrity (see Sections 2 and 29 of the Faculty
Manual, http://pnp.aub.edu.lb/university/academic/index-fac.html); Discrimination and
Harassment; Conflict of Interest; Intellectual Property; Business Ethics; Fraud (see the
Policies and Procedures webpage, http://pnp.aub.edu.lb/); and Research Ethics (see the Office
They should also ensure that all members of their departments have read these policies and
that they adhere to them.

Chairs also need to communicate regularly with faculty, staff and students, as well as various
external constituents. They should strive to enhance the department’s image and reputation
on and off campus. To achieve these objectives, chairs should work in coordination with their
families to:

- Publicize the department’s programs and the accomplishments of faculty members.
- Attend special events hosted by the department and the faculty. In some cases, chairs may
attend gatherings of local or international professional societies.
- Meet with all scholars visiting the department.
- Maintain contact and schedule meetings with the department’s external advisory board (if
applicable). Policy on appointment of external advisory board members cab found at

III. Governance

III.i University and Faculty Governance

Chairs need to be well-informed about the ways in which AUB and their own faculties
operate. A broader view of the institution helps chairs to understand the role of the
department within it. Just as important, chairs are responsible for sharing new or revised
academic and administrative policies with faculty members and staff in their academic units
and for ensuring the proper implementation of such policies.

Chairs may do the following to increase their familiarity with governance at AUB:

- Review Chapter One of the Faculty Manual
  (http://pnp.aub.edu.lb/university/academic/index-fac.html), which contains an overview
  of AUB’s governance structure.
• Study the Bylaws of the Faculty, particularly Article IV, which provides very specific information on academic units (departments, tracks) and the duties of chairs. (http://www.aub.edu.lb/provost/Pages/AcademicPolicies.aspx).
• Visit the University Senate website (http://staff.aub.edu.lb/~websenate/) to read the minutes of Senate meetings and to find out who sits on Senate committees.
• Visit the provost website (http://www.aub.edu.lb/provost/Pages/index.aspx) to learn more about academic initiatives, academic policies, and the General Education program at AUB.
• Write to the dean if you need clarification regarding any new initiatives or announcements.
• Participate in governance-related training workshops or seminars in which new or revised policies are discussed.

Chairs are normally members of their faculty’s Administrative Committee and its Curriculum Committee, both of which are chaired by the dean of the faculty. These committees ensure consistency across the faculty in carrying out the policies and procedures specific to it.

III.ii Departmental Governance

Good governance begins at the departmental level. Clear communication and proper consultation are key concepts here and are, in fact, critical to establishing the chair’s role as facilitator. Chairs are reminded of the advantages of delegating authority to faculty members, who may play individual roles or serve on ad hoc committees in the department.

Chairs are required to hold departmental meetings for all faculty members at least once a month. Depending on need and department size, additional meetings may be held as needed. (For more on meetings, see Article IV, Section 3 of the Faculty Bylaws.) A copy of the minutes of all meetings should be sent to the Office of the Dean.

The chair fosters departmental collegiality by maintaining open communication at departmental meetings, circulating meeting agendas in advance, and setting agenda items that invite direct, frank and respectful discussions related to department policies, decision-making processes and collective vision. Faculty members should be encouraged to submit items for the agenda.

The agenda for department meetings usually includes personnel issues, curriculum planning, teaching assignments, communication/coordination with other departments, academic programming, student honors and awards, and various administrative matters.

The chair is additionally expected to lead departmental discussions on:

• **Students and Student Learning:**
  • Establishing a departmental commitment to high standards for students;
  • Creating a student-friendly environment;
  • Evaluating and assessing the curriculum on an ongoing basis;
  • Coordinating course offerings for both majors and non-majors;
  • Providing good advising and mentoring to students;
  • Responding to student needs.
• **Scholarship and Research:**
  - Enhancing academic mentoring practices;
  - Encouraging faculty to remain active in their fields by attending national, regional and international conferences and presenting their research before their peers;
  - Assisting faculty as needed in bringing their research to published form.

Certain issues require a majority vote by departmental faculty. The **voting faculty** in a department generally includes all non-visiting full-time faculty of professorial rank. Votes on appointments and reappointments, however, are restricted to faculty members equivalent in rank to the candidate if he/she is a full professor or of higher rank if he/she is an assistant or associate professor. Votes on promotions include all faculty members with ranks equal to or higher than the candidate. (See Section V.ii below for more information.) In some faculties, the academic unit’s bylaws may extend voting rights on academic affairs to instructors as long as they do not involve personnel matters (see Article II, Section 2.e of the Faculty Bylaws). Only faculty members who are actually present at a meeting are entitled to vote.

**Issues that require a majority vote** by eligible faculty of the appropriate rank include the following:

- Changes to the department’s mission, program educational objectives and program learning outcomes;
- Modifications to undergraduate and graduate curricula (introduction of new courses or programs; changes in program or graduation requirements or program names);
- Recommendations for departmental student awards;
- Appointment of new full-time faculty members.
- Appointment of part-time teaching faculty;
- Appointment, reappointment and promotion of full-time faculty (including FHS research professors and professors of Public Health Practice of all ranks);
- Granting of degrees to students who have met the specified requirements;

Although the following issues do not require a vote, consultation with departmental faculty is strongly advised:

- Periodic research leaves;
- Capital budget recommendations/requests.

Following a majority vote, the chair drafts his or her report and sends it, along with relevant documentation (minutes, proposals), to the dean, who forwards them to the appropriate faculty committee.

At the start of each academic year, chairs should also create **ad hoc departmental committees** as needed to undertake specific internal tasks. Committees are generally established to oversee graduate admissions/students; program curricula/assessment; faculty merit increase ranking; and laboratories or other specialized facilities. Program assessment committees working to satisfy professional accreditation requirements are required to keep minutes; others may do so at their discretion. In large departments, one or more committees may also be created to conduct searches for new faculty members or to review promotion files (see Section V.ii below).
IV. Administrative Tasks

As heads of departments, chairs are responsible for a variety of routine administrative tasks.

IV.i Managing the Department

- Supervise clerical and technical staff in the conduct of their duties.
- Manage the physical space of the department, including laboratories and other work areas, and propose repairs and renovations to the dean based on faculty and staff requests. (See also Budgets, below.)
- Generate and implement clear guidelines for the use of departmental facilities, including lab space and office allocations of departmental staff and graduate assistants.
- Ensure that the contents of the departmental website are regularly updated and enriched. A good website not only serves the existing AUB community, but helps in the recruitment of quality faculty and students. Departmental websites should contain accurate information on the following:
  - All personnel, including faculty, staff, graduate assistants (email, telephone extension, room number, office hours; faculty should also be encouraged to post their CVs, research interests, publications, etc.);
  - Departmental mission and vision, and program educational objectives and learning outcomes;
  - Curricula of undergraduate and graduate programs;
  - Updated course syllabi, including course learning outcomes;
  - Research centers (if applicable), publications and funding;
  - Lectures, seminars, brown bags and so on;
  - Student information and resources;
  - Relevant student professional societies and activities;
  - Departmental calendar and announcements. (Note that the Office of Communications should also be sent copies of announcements for seminars and so on to ensure that they are adequately publicized.)

- Prepare three annual departmental reports, namely, the:
  - Merit Report, which accompanies the performance reviews of individual faculty members and assesses the performance of departmental faculty as a whole;
  - Departmental Activity Report, which contains information on the activities of the department, its faculty and students over the preceding academic year;
  - Strategic Goals and Assessment Report, which looks at the department’s performance over the preceding academic year, identifies key issues needing attention, indicates how the department will address these issues and sets criteria to assess the subsequent results.
  - Final copies of the Departmental Activity Report and Strategic Goals and Assessment Report should be shared with faculty members before being sent to the dean. Copies of these reports in their final form should be distributed to all full- and part-time departmental faculty.
- Draft and oversee the production of any print publications related to the department, including undergraduate and graduate student guides, lab manuals and promotion brochures. Contact the Dean’s Office for editorial assistance (if necessary) and printing.
permission. Circulate drafts among faculty members to reduce the likelihood of error. Send printed copies of student guides to the faculty’s student officer for wider distribution.

- Nominate students/faculty/staff for relevant awards as needed. Note that student nominations require a majority vote of eligible faculty members before submission to the Dean’s Office.
- Plan and oversee periodic retreats so that faculty members can focus on key issues, such as strategic planning, accreditation efforts, PhD program development, undergraduate curriculum development, or student learning outcomes assessment.
- Recommend to the dean or simply appoint a faculty member who can serve as acting chair during the chair’s absence.

IV.ii Administering and Preparing Budgets

a) Budget Administration (current year)

Chairs are responsible for managing the operating and capital budgets of their departments unless other arrangements are made in coordination with the dean. Chairs alone have signing authority and can incur financial obligations on behalf of the department.

Funds become accessible at the start of each academic year (October), when chairs receive separate statements that provide breakdowns of the operating and capital budgets. The operating budget originates with the dean and it is distributed among academic units in the faculty. The dean also disperses the capital budget, which he or she receives directly from the Office of Financial Planning and Budget.

Line items in the operating budget may vary according to department, but generally include minor equipment purchases; office, instructional and lab supplies; desk copies of textbooks; catering expenses; student employment; and various other services.

The capital budget covers major equipment purchases, renovations and other significant expenditures over a two-year period. Some departments, particularly those in the Humanities, may not receive capital budgets if they do not require costly equipment. The capital budget is generally divided into three categories that reflect the source of funding:

- **Items to be purchased on the AUB capital budget**: Equipment falling under this heading may be ordered or purchased immediately upon receipt of the budget. The department’s administrative assistant or designated staff in the lab or Dean’s Office (depending on the faculty) can place the orders in accordance with University purchasing guidelines using i-Procurement (http://oscar.aub.edu.lb:8000/oa_html/us/icxindex_p11i.htm), an Oracle application. Call CNS to install the software if necessary.

- **Items to be purchased on the ASHA budget during the next academic year**: ASHA is a funding program for American schools and hospitals administered by USAID. In any given year, two ASHA budgets may actually be in effect in the same department – the one mentioned here, which confirms that chairs will be able to order specific equipment during the following academic year, and the pending budget from the previous year, which may now be spent on the items specified in it. Consult the previous year’s budget for details on these purchases. Note that ASHA funds must be spent on US-made equipment.
• **Items to be purchased on the AUB cost sharing budget associated with ASHA expenditures:** The University shares the cost of all ASHA expenditures; hence, this category should be read in conjunction with the preceding one. Items from the previous year’s cost-sharing budget may now be spent as specified as well.

When administering their department’s budget, chairs should remember that:

• Expenditures under each line item must be kept within the total amount allocated. To monitor expenditures on a regular basis, the chair may request a monthly statement of the department’s account in coordination with the faculty’s financial officer.
• It is important to keep records of commitments to future expenditures for use when viewing the monthly accounts.
• Departmental faculty must be kept fully informed about the unit’s expenses and allocations.

To meet unforeseen requirements or to cover emergencies, chairs can bring requests for **budgetary supplements** to the dean at any time; however, approval will be contingent upon the availability of funds and the urgency of the circumstances.

The Office of Financial Planning and Budget ([http://staff.aub.edu.lb/~webfpbo/](http://staff.aub.edu.lb/~webfpbo/) and [http://staff.aub.edu.lb/~webfpbo/faq.htm](http://staff.aub.edu.lb/~webfpbo/faq.htm)) provides information and assistance in relation to all budgetary issues.

**b) Budget Preparation (following year)**

In early Fall, the dean of the faculty asks all chairs to begin preparing preliminary **operating and capital budget requests for the following academic year**. The chair should respond as follows:

• Ask full-time faculty members to submit lists of the major (for the capital budget) and minor (for the operating budget) equipment that they will need during the following year. When estimating the cost of equipment to be ordered from abroad (non-local orders), remember to add 40% of the total cost to cover taxes, freight, customs fees and so on. If freight has already been factored into the supplier’s quotation, add only 25%.
• Convene a departmental meeting so that voting faculty members can rank the proposed major acquisitions and come to a consensus on the final list. Priority should be given to instructional requirements and the research needs of new faculty. Indicate which items might qualify as ASHA purchases, how all requested items will be used in teaching and research, and which faculty members will benefit from each expenditure.
• Remember that the proposed operating budget must include funding for lab supplies as well as minor equipment valued at less than US$ 5,000.
• Supervise the online input of the operating and capital budget recommendations. Normally the administrative assistant/secretary enters the information and the chair confirms it.
• Meet, when requested, with the dean to discuss the submitted budgets and coordinate requests, in a transparent fashion, with the various departmental chairs of the faculty. At this point, chairs may be asked to provide additional information in support of their requests.
• Keep faculty members up to date on these budgetary negotiations with the dean.
Once the dean has received all departmental and program budgets and further clarifications as necessary, he or she provides the provost and the Office of Financial Planning and Budget (OFPB) with a total proposed educational budget for the faculty that includes a budget for the Dean’s Office.

The capital portion of the education budget is reviewed by the University Academic Capital Budget Committee, which is chaired by the provost. This committee negotiates with the Budget Committee, if necessary, to ensure that an acceptable amount has been earmarked for the required capital expenditures. If the amount requested by a faculty exceeds the funds available to it, as is frequently the case, the dean will be asked to coordinate cuts with the faculty’s departmental chairs. The chairs may also be asked to reassign an acquisition to a different budget category, for example, ASHA instead of AUB.

Once this step has been completed, the chair has no further role in preparing the operating and capital budgets. It is useful, however, to know that the preliminary institutional budget is subsequently presented to the president and, in March, to the Board of Trustees. Further adjustments may be made by the Budget Committee prior to the Board’s June meeting.

V. Educational Offerings

One of the important duties of a departmental chair is supervising and developing curricula and programs. Input from part-time faculty is to be encouraged and considered, but the department’s full-time faculty members, under the leadership of the chair, are collectively responsible for the quality and growth of its academic programs. All major curricular changes require a majority vote of eligible faculty members.

V.i Scheduling Courses, Exams and the ICE

- Create and implement a course rotation schedule that reduces the number of low-enrolment classes while ensuring that students graduate on time.
- Ask faculty to provide the titles of course books, with expected enrolment figures at least three months prior to the start of the semester. Ensure that online orders are placed for the books in a timely fashion.
- Before the start of each semester, consult with faculty to:
  - Coordinate the scheduling of classes for major and non-major students. Ensure that major students have an adequate number and range of courses, including prerequisites. This requires achieving a proper equilibrium between the fall and spring semesters. Remember to provide sufficient general education courses and sections if applicable. Due to space limitations, schedule classes earlier or later in the day whenever possible in order to ensure that appropriate classrooms can be assigned.
  - Determine faculty teaching loads and graduate assistant loads (for course and lab instruction support). Balance each faculty member’s load so that large lecture courses and smaller classes are equitably distributed. Take into consideration normal departmental expectations for graduate teaching and interdisciplinary programs.
where applicable. Submit graduate assistant appointment forms (if applicable) to the Dean’s Office during the first week of each semester.

- **Limit the number of new course preparations required of assistant professors in order to enhance their promotion prospects.** Where possible they should be assigned well-established basic courses with existing syllabi, courses drawing on their teaching or research experience, or courses that they have already taught. It is important, however, that they gain familiarity with a variety of course levels and structures. The chair may consult with his or her dean regarding the right balance of course assignments for junior faculty.

- **Minimize service obligations for junior faculty members.**

  - Submit class scheduling information and recommendations for teaching loads to the dean on schedule.
  - Note that the chair is responsible for approving any changes in class schedule requested by faculty members as well as changes in class capacity and/or credit load requested by students.

Exams are scheduled by the Registrar’s Office, while the Instructor Course Evaluation (ICE) is administered by the Office of Institutional Research and Assessment (OIRA) in conjunction with the department. Toward the end of each semester, the chair should:

- Coordinate any changes in final examination schedules requested by faculty members with the Registrar’s Office;
- Oversee the proctoring process and assignments;
- Schedule and supervise, if applicable, administration of the ICE and submit the completed forms promptly to OIRA. Remember that ICE results are confidential and must be kept in a secure location until they are sent to OIRA.

To meet the needs of graduate students, chairs are also expected to:

- Ensure the proper administration of the comprehensive exam for graduate students (if applicable);
- Ensure that thesis/dissertation defense committees are properly assigned.

**V.ii Course Listings (Catalogues)**

Each February, the Registrar’s Office asks chairs, through the appropriate Dean’s Office, to **review and revise departmental information and course listings** for the coming year’s undergraduate and graduate catalogues. The following steps are essential:

- Update departmental information by consulting the current catalogue and noting changes in personnel and program requirements. Note that changes to program requirements must be approved by the faculty’s Academic and Curriculum Committee (or Graduate Studies Committee) before they can be submitted to the Dean’s Office.
- Bring course listings up to date by adding approved new courses and deleting those which will not be offered in the foreseeable future. Be alert to the possibility that existing courses that were not offered in the previous academic year may have been mistakenly omitted from the catalogue.
• Circulate the revised text among faculty members to ensure accuracy before submitting it to the Dean’s Office.
• Exchange updated staffing and course information with other departments, particularly if service courses for departmental majors are involved. Inform departments that provide such courses of any changes in degree requirements by contacting the relevant Dean’s Office.

Each semester, in November and March, the chair is also requested to update course listings online. This is usually done with the assistance of the department’s administrative assistant. Course information and syllabi appearing on the departmental website should be updated at the same time.

The online catalogues can also be updated throughout the year. Contact the registrar through the dean if any critical changes are needed.

V.iii Curricula and Program Assessment, Review and Development

Chairs are responsible for leading departmental faculty in the annual assessment of undergraduate course and program learning outcomes. A departmental or faculty committee is usually formed to analyze the assessment results and recommend adjustments as needed. Such modifications might include the revision of program or course content, delivery modes, or other elements identified during the assessment process. A majority vote by eligible faculty members is required for all major changes to courses or programs.

Before effective assessment can take place, all current and new courses must have up-to-date course syllabi with clear learning outcomes correlated to program learning outcomes. Monitoring course and program quality also requires the use of appropriate assessment tools, including the results of examinations, final-year projects if applicable, and other instruments; the Instructor Course Evaluation; student exit surveys and interviews; alumni and employer surveys; and additional measures as appropriate. Departments requiring assistance in the establishment of syllabi, learning outcomes, or assessment tools can find support material on the website of the Center for Teaching and Learning (http://staff.aub.edu.lb/~webctl/) or can contact the CTL directly for information and assistance.

The department’s academic and statistical records are essential when measuring progress and improving student learning. Chairs are requested to keep the following records:

• Course files with course syllabi (and other elements required by the appropriate accrediting body)
• Minutes of all approved departmental regular and special meetings;
• Minutes of retreats, if applicable;
• Faculty ICE results;
• Faculty and staff annual performance reviews;
• Lab manuals, if applicable, with inventory of departmental equipment, their date of acquisition and maintenance schedule;
• Invoices and receipts for received equipment;
• Documents related to departmental strategic plans;
- Documents related to departmental facilities, including plans for new facilities and renovation projects;
- Inventory of computers available for the use of department faculty, staff and graduate students.

**New courses or changes in existing requirements** for the major or the minor proposed for the following academic year must be submitted to the faculty’s Academic and Curriculum Committee (or Graduate Studies Committee, as appropriate) during the fall semester. This provides sufficient time to obtain the necessary approvals before the final proposal can be sent to the Registrar’s Office in mid-March for inclusion in the new catalogue.

Chairs are responsible for overseeing **departmental self-studies for professional accreditation** (if applicable). The Dean’s Office will inform you when such an assessment is required, provide guidelines on how to proceed and coordinate efforts across departments. Please note that programs which are periodically evaluated by accrediting bodies must maintain a record of the raw data (i.e., the academic and statistical records listed above) used in the assessment of course and program learning outcomes and follow a regular assessment schedule.

Chairs also **oversee periodic and thorough graduate and undergraduate program reviews** according to the schedule devised by the Dean’s Office in coordination with the Coordinator of the Program Review and the Provost Office. Be prepared to submit program review materials promptly when requested to do so by the dean.

Chairs whose departments now offer **doctoral degrees** should give special attention to the continuing development of these programs and to the creation of effective assessment mechanisms.

In general, the chair role in carrying academic assessment activities include
- Lead departmental faculty in the annual assessment of undergraduate course and program learning outcomes and submit summary reports on department/program assessment activities with recommendations to the dean of the faculty/school.
- Ensure that current and new courses have up-to-date course syllabi with clear learning outcomes correlated to program learning outcomes.
- Monitor course and program quality using appropriate assessment tools, including the results of examinations, final-year projects and other instruments; the Instructor Course Evaluation; student exit surveys and interviews; alumni and employer surveys; and additional measures as appropriate.
- Maintain a record of the raw data (i.e., the academic and statistical records) used in the assessment of course and program learning outcomes and follow a regular assessment schedule.
- Oversee periodic and thorough undergraduate and graduate program reviews according to the schedule devised by the Dean’s Office in coordination with the Provost’s Office.
- Submit to the dean of the faculty/school an annual summary of the academic and research achievements of departmental faculty.
VI. Faculty

Chairs demonstrate their leadership skills by encouraging and facilitating faculty excellence in teaching, research and professional and other service activities. They are responsible for setting up effective mentoring programs for their junior faculty members in coordination with the faculty’s dean. They also play necessary roles in the recruitment, appointment, evaluation and reappointment of faculty members, as well as the promotion and leave processes (see Integrated Faculty Bylaws, Article IV, Section 6.f). Finally, as the heads of the smallest academic units at AUB, chairs are well placed to enhance the sense of collegiality and mutual support among faculty members.

VI.i Facilitating AUB’s Academic Mission

a) Teaching

Strong undergraduate and graduate programs lie at the heart of AUB’s educational mission. Many of the chair’s essential tasks revolve around these programs, the ways in which they are taught and how students learn.

- Ensure that all faculty members understand their teaching responsibilities as described in the Faculty Manual, Chapter Two (http://pnp.aub.edu.lb/university/academic/index-fac.html). Note that faculty cannot miss a class without notifying the chair and are expected to make up all missed classes. Each faculty member must also keep regular office hours, which should be posted on the door to his or her office.
- Review the Student Code of Conduct on an annual basis (see the Student Handbook at http://pnp.aub.edu.lb/university/handbook/index.html) in order to stay current on changes in policy concerning academic integrity, disputed grades and other related issues. Communicate such changes to teaching faculty.
- Provide all possible support to academic advisors to undergraduate and graduate students majoring in the department.
- Make certain that part-time teaching faculty members have prompt access to the resources and services that they need to carry out their teaching duties. This includes free textbooks and course material; appropriate office space; and internet and Moodle access.
- Monitor the quality of instruction at all levels. Assign experienced teachers as course coordinators. Raise teaching and learning issues at department meetings. Encourage faculty members to find out more about seminars, workshops and forums offered by the Center for Teaching and Learning. Meet with the Center’s director to discuss any special needs that the department may have.

b) Research

During the past decade, as AUB prepared for the reintroduction of PhD programs and the gradual transition to a doctoral/research university, greater emphasis has been given to strengthening faculty research and to evaluating research output for promotion purposes. Chairs can make important contributions in these and other research-related areas.

- Clarify the University’s research expectations in the relevant discipline to all new faculty members, especially those in junior ranks. Possible topics for discussion include:
  - The importance of research in terms of high quality, originality and impact;
• Achieving maximum impact through a focused research program;
• Submitting regular proposals for research grants;
• Quantity, quality and frequency of publications.
• Create an environment in which departmental faculty discuss, debate and share research and draft papers with one another, individually and in workshops. Brown bag seminars involving an external audience also provide faculty with the opportunity to present their findings and obtain feedback.
• Familiarize yourself with services provided by the Office of Grants and Contracts (http://www.aub.edu.lb/ogc/Pages/index.aspx) and urge faculty members to do the same. Learn more about AUB’s research centers and the potential for interdisciplinary research.
• Remind faculty of University policies concerning research ethics, conflicts of interest and intellectual property.
• Initiate and actively promote the mobilization of AUB (Provost’s Office, University Research Board, faculties) and external funding to benefit the department and its members. Ensure that the use of grants and other resources are in alignment with the strategic plans of the University, faculty and department.
• Approve all faculty research proposals that are administered by the University or which implicate it in any way (such as TEMPUS grants that commit AUB to new programs).
• Identify and support faculty research requirements, including space, equipment, clerical staff and other material and human resources.
• Monitor the acquisition by University libraries of new books ordered by faculty. Update professional journal subscriptions periodically.
• Invite visiting scholars to the department to present lectures and seminars on new research, theories, or techniques. Ask your dean about AUB’s visiting scholar program and find out how to apply.
• Attend seminars held in the department and faculty, and to encourage attendance by faculty members and students.

c) Mentoring

Chairs have recently been asked to work toward the development of a university-wide mentoring culture in line with guidelines provided in March 2009 (see Appendix XI.i). These guidelines will form the basis of a mentoring handbook that will be made available to chairs at a later date. They are not intended to impose bureaucratic rigidity on mentoring at AUB, but to ensure that all junior faculty members receive at least a minimal amount of effective guidance. Small faculties and departments are being encouraged to adapt the models and suggestions found in the guidelines – and, later, in the handbook – to meet their own needs.

All newly recruited faculty members should be encouraged to attend the New Faculty Orientation Program, which takes place a few days before the start of each semester. They may also consult the program’s website (http://staff.aub.edu.lb/~webnfo/) for further information and the HR website (http://staff.aub.edu.lb/~webhr/new_faculty.htm) for policies and forms.

The specific responsibilities of chairs at present are as follows:

• Identify and assign mentors to all new faculty members as required by the Integrated Faculty Bylaws. The mentors for assistant professors should be experienced faculty members of higher rank who are interested in the growth and progress of their mentee.
Send a list of the names of all designated mentors to the offices of both the dean and the provost before the start of New Faculty Orientation.

- Provide each new faculty member with an individualized counseling session on the academic process (see Appendix XI for details on this and other points) no later than one month after he or she joins the University. Prepare the mentors to perform the same task every six months thereafter.
- Ensure that mentors fulfill their commitments.
- Limit new course preparations by assistant professors to increase their chances of promotion.
- Avoid burdening junior faculty with excessive service obligations, including committee load.

The Provost’s Office will support these efforts by organizing training workshops on the roles of chairs and mentors in conjunction with the Center for Teaching and Learning. Information on the workshops will be provided by email as it becomes available. The Provost’s Office will also monitor the progress of the new mentoring program through periodic surveys, informal roundtables and random one-on-one meetings. Deans have been asked to include sections on mentoring in their annual reports.

VI.ii Departmental Procedures for Hiring/Evaluation/Promotion

The information provided below summarizes AUB’s current policies and procedures on the employment of academic personnel. Chairs should also familiarize themselves with the new promotion guidelines and the related sections of the Faculty Manual, namely, Chapter Two, Section 3 (Academic Appointment, Reappointment and Promotion); Chapter Two, Section 9 (Recruitment); Chapter Two, Section 10 (Research and Outside Faculty Activities); Chapter Three, Section 1.7 (Home Leave), 1.8 (Periodic Paid Research Leave), 1.9 (Annual Leave), 1.10 (Leave without Pay) and 1.11 (Leave with Pay); and Chapter Three, Section 2 (Maternity Leave).

a) Searches, Appointments

Chairs oversee the recruitment of faculty members for their departments. The primary focus of recruitment is to attract faculty with qualifications and experience that will strengthen the department’s commitment to academic excellence as it follows its strategic plan. Faculty may be recruited to fill existing lines or new lines approved by the dean.

Recruitment for new lines and existing lines requires approval of the dean of the faculty. If the department wishes to request the activation or creation of a new line, the chair must submit a New Faculty Recruitment Plan (see recruitment template in Appendix XI.ii) to the dean in December or January. (If approved, the new line will only come into effect after the next academic year.) The chair should discuss the new line with faculty members prior to submitting the plan. Consensus is essential to ensure that all new recruits will possess areas of expertise consistent with the needs of the department. The recruitment plan summarizes the department’s strategic rationale for the recruitment request, which will require approvals from the dean and the provost and clearance from the Office of Financial Planning and Budget. The chair will be informed if there is a budget for the new position by the end of May subject to approval by the BOT.

The New Faculty Recruitment Plan should contain the following information:
• Name of department/program;
• Number of full-time faculty members by rank;
• Number of part-time faculty members;
• Total number of Full-Time Equivalents (FTEs);
• Student enrollment data;
• Information about the proposed position (activation date; rank, experience and research area of new hire; courses he or she is expected to teach in the first two years of appointment);
• A narrative section that includes the following:
  • Explanation of how the new hire is expected to strengthen the department’s scholarly and research performance;
  • Potential research collaborations;
  • Explanation of the role of the new hire in the teaching mission of the department;
  • Justification if the new hire’s proposed rank is above assistant professor;
  • Estimate of associated start-up equipment costs and indication whether the renovation of facilities, such as lab or studio space, will be necessary;
  • Assessment of whether library holding/resources are adequate in the requested field of expertise.
• An evaluation of the risks and opportunities associated with action/inaction and any additional considerations that the chair may deem to be relevant and important;
• A draft advertisement for the position.

In February, the chair discusses the recruitment or replacement of full-time and part-time faculty for existing lines in the Strategic Goals and Assessment Report submitted to the dean. The relevant section of the Strategic Goals and Assessment Report should contain the following:

• Information about the proposed position (activation date; rank, experience and area of expertise of replacement; courses he or she is expected to teach in the first two years of appointment);
• A narrative section that includes the following:
  • Status (full-time/part-time) of the previous holder of the position;
  • Justification if the replacement’s expected area of research will differ from that of the previous position holder;
  • Explanation of how the replacement is expected to strengthen the department’s scholarly and research performance;
  • Explanation of the role of the replacement in the teaching mission of the department;
  • Justification if the replacement’s proposed rank is above assistant professor;
  • Estimate of associated start-up equipment costs and indication whether the renovation of facilities, such as lab or studio space, will be necessary;
  • Assessment of whether library holding/resources are adequate in the requested field of expertise.
• A draft advertisement for the position.

Although variations exist in departmental recruitment processes, depending on the size of the department and the faculty to which it belongs, a guideline for searches and appointment of new faculty should be followed.
Guidelines for Searches and New Appointments

An international search must be conducted for all new appointments to professorial ranks. Although variations exist in departmental recruitment processes, depending on the size of the department and the faculty to which it belongs, the following guidelines should be observed to the extent possible.

Initiating the Search

The departmental chair initiates the search by:

1. Ensuring that the appointment/s and search/es have been pre-approved by the dean and provost, and that budget has been allocated for the advertisements and candidate visits.
2. Reviewing the University’s Non-Discrimination Policy.
3. Drafting/updating the advertisement for each approved vacancy. All advertisements should clearly indicate that:
   a. Letters of reference must not accompany the application. Applicants should ask the referees to send their letters directly to the office of the relevant dean at AUB.
   b. AUB is an equal opportunity employer.
4. Submitting the draft advertisement to the dean of the faculty. Since the vacancy must be advertised internationally, the accompanying letter should specify preferred advertising venues, which may include specialized international journals, the Chronicle of Higher Education, Inside Higher Ed, and/or the AUB website. (Departmental chairs and faculty are also encouraged to circulate the advertisement more broadly, for example, to colleagues and departments at other universities, through the online publications of professional associations, and at conferences and other events.) As a general rule, applications should be accepted for two to three months following the initial date of publication.
5. Keeping a complete roster of applicants and preparing a summary table of the candidate pool.
6. The chair or a recruitment or other officer in the Dean’s Office is responsible for notifying applicants through a form letter that their applications have been received for consideration and that they will be informed of the search results in due time. The letter should list any elements missing from the application and ask the applicant to supply them.

Departmental Search Committee/Departmental Input and Vote

The chair convenes a departmental search committee in consultation with the dean. The search committee must include at least one member who is external to the department and preferably from a close field. The dean may appoint the departmental chair to serve as chair of the search committee.

7. Once the application deadline has passed, the search committee meets to scrutinize the pool, compile a shortlist of preferred candidates, and prepare a written, preliminary report on its recommendations to the department. There may be an intermediate step in which a longer short list is discussed and ranked by the search committee and screened through interviews conducted by conference call or online video conferencing.
8. The search committee ensures that the report and the files (curriculum vitae and supporting materials) of all of the candidates are made available to members of the department (and other potential interviewers if relevant).

9. A departmental meeting is called to discuss and rank the shortlisted candidates. External member of the search committee should also attend and participate in the substantive discussion. The top two or three candidates will be invited to AUB for on-campus interviews. If fewer candidates are invited, justification must be provided in the final report.

10. The departmental chair sends the names of the shortlisted candidates to the Dean’s Office. If the candidate has not already arranged for at least three or four letters of recommendation to be sent directly to the dean at AUB, the dean solicits such letters using names supplied by the candidate as a starting point. If the vacancy is for an associate or full professor, the dean solicits three to five additional letters of recommendation from external referees who are different from the ones suggested by the applicant. (The dean may choose to wait for the department’s final recommendation before soliciting additional letters for candidates for associate or full professor.)

11. Interviews of shortlisted candidates proceed as follows:
   a. The visit dates and schedules are negotiated with the candidates and then announced to the relevant members of the AUB community well in advance of the visit.
   b. During the campus visits, each candidate normally gives departmental faculty and students an oral presentation on a subject in his or her field. Attending students should later be asked for feedback on the presentation in accordance with procedures agreed upon in advance by faculty members. Many departments include an interview session with the department, individual consultation with many or all faculty members in the department, and a meeting with graduate students.
   c. All candidates invited for a campus interview should meet with the dean. Candidates eligible for appointment as associate or full professors should also meet with the provost.
   d. If a campus visit is not possible, a conference call or online video conferencing presentation should be arranged that involves the candidate, the departmental chair, all members of the search committee (internal and external), and departmental faculty.

12. Following the campus visit, the search committee reviews the candidates and prepares an analysis of their relative merits based on the interviews and feedback from faculty and students. This analysis forms part of the search committee’s final report to the department.

13. The departmental chair calls a meeting of the department and of external members of the search committee during which the committee presents its recommendation and faculty members review the candidates’ files. All full-time departmental faculty and internal/external members of the search committee may participate in the discussion of the candidates. Their input is duly considered and recorded in the minutes of the meeting to form part of the candidates’ dossiers. A non-binding vote is also taken by secret ballot to get a sense of the entire department’s position on the appointment.

14. After reviewing the files, departmental faculty whose rank is equal to or higher than the new appointment take a formal vote, by secret ballot, on the candidates. Faculty of lower rank must leave the meeting during the vote. Departmental chairs may not cast a vote, but should be present during the vote.

**Reporting Back to the Dean**
The departmental chair reports back to the dean as follows:

15. The chair sends the following to the dean:
   a. The report of the search committee.
   b. The minutes of the departmental meeting (see also 13 above).
   c. A letter from the chair detailing: the main points raised by faculty during their meeting; the chair’s own evaluation of the merits of the shortlisted candidates; the chair’s own recommendation for the new appointment; and the chair’s opinion on how the new hire will strengthen scholarship and research in the department.
   d. A table listing all applicants and summarizing their main qualifications (degree, specialization, number of peer-reviewed publications – see 5 above), and cross-referencing some of the points raised in 15.c (e.g., the shortlisted candidates, their relative merits, and the rationale for the final choice).
   e. Information related to the search (unless the Dean’s Office has agreed to supply it at a later stage), including:
      • Copy of the job advertisement;
      • Date/s that it was posted, with venues (journals, societies, etc.);
      • Date of campus visit;
      • Proposed start date for the appointment.

The Dean Takes Action

16. The dean consults with the Faculty Advisory Committee (FAC), which reviews the dossier and the chair’s letter of recommendation.

17. Following the vote of the FAC, the dean adds the FAC minutes and vote results to the dossier and sends the appointment recommendation to the provost.

18. The provost studies the dossier and decides on appointments to the assistant professor rank. If the appointment is to the rank of associate or full professor, the dossier goes to the Board of Deans for a vote before the provost makes his/her recommendation to the president. Appointments at the level of associate professor and full professor are made by the Board of Trustees upon the president’s recommendation.

19. After the search is concluded, the dean should send or ask the chairs to send letters of thanks to the unsuccessful candidates.

20. A full record of the search and appointment should be kept at the offices of the deans of the faculties/schools and the University’s HR department.
   • Departments should carefully follow a timeline that optimizes recruiting success. This usually means starting the process as early as possible and following through promptly.
   • More information on the appointment of full-time faculty may be found in Chapter Two, Section 3 of the Faculty Manual. Check with the Dean’s Office for additional guidelines.

The recruitment and appointment of visiting full-time professorial faculty and part-time faculty (lecturers, instructors) does not require prior advertisement of the vacancy. However, candidates are still subject to a vote by eligible faculty members. The results of the vote and the written recommendation of the chair are sent to the dean.
b) Performance Reviews

Performance reviews are used to provide faculty with feedback on their research, teaching and service activities; to assist deans in the distribution of merit increases; and to help chairs assess the effectiveness of the mentoring programs that they oversee.

Chairs begin the performance review process by asking faculty members to submit comprehensive academic activity reports that cover a one-year period beginning with the Spring semester of the previous year (1 January to December 31). These reports should contain the following information, although other items may be added as relevant:

- **Research:**
  - Papers published or accepted for publication in a peer-reviewed academic journal;
  - Books and book chapters;
  - Published conference papers (categorized as refereed and non-refereed);
  - Conference presentations and invited lectures;
  - External funding (including LNCSR), with details on the funding agency, amounts granted and dates;
  - Internal funding (URB and others), with grant amounts and dates;
  - Conferences and other research-related activities and/or travel;
  - Other forms of recognized intellectual contribution;
  - Awards, honors.

- **Teaching:**
  - Course(s) taught, with number of students and ICE scores;
  - Projects supervised;
  - Supervision of graduate students;
  - Membership on thesis committees at AUB and other institutions, with names of students
  - Development of new courses or labs;
  - Professional development activities;
  - Awards, honors.

- **Service to AUB and the Profession:**
  - Undergraduate student advising;
  - Program development activities;
  - Other forms of departmental service;
  - Faculty committees (indicate if chair), workshops, seminars, etc.;
  - AUB committees (indicate if chair), workshops, seminars, etc.
  - Awards and honors;
  - Review of articles;
  - Professional service activities;
  - Outreach and practice;
  - Other relevant activities.

By January, each faculty member submits the following to the chair, with a copy to the dean: a one-page narrative statement, highlighting his or her achievements during the evaluation period; an updated curriculum vitae; and the academic activity report. Chairs should consult with the dean regarding the exact procedure to follow since there may be some variations due
to the size of the faculty. Generally speaking, the **review process** requires the chair to do the following:

- Review the reports for completeness and consistency, and consult with faculty mentors regarding the progress made by junior faculty.
- **Establish, in consultation with departmental faculty, a scoring system (template) for evaluations. An adapted version should also be created for the chair’s evaluation (see below).**
- **Appoint a merit review committee to apply the scoring system. The committee is composed of at least two persons in addition to the chair.**
- Prepare a written evaluation of each faculty member that compares his or her performance to departmental averages and norms based on the scoring system applied by the committee. Be sure that the review balances praise with constructive criticism.
- Provide each faculty member with a copy of his or her performance review.
- Schedule a face-to-face meeting with each junior faculty member to discuss the review. The chair may ask a senior faculty member from the department or a closely related discipline to attend the meeting and take minutes.
- Meet with senior faculty members at their request to discuss their own reviews.
- **Send the Merit Report to the dean by May 15. It should include the following elements:**
  - Details of the scoring system established by departmental faculty; the procedure followed by the merit review committee; and the final scores for each faculty member;
  - The chair’s individual reviews of faculty members;
  - The activity reports of all faculty members.
- Meet with the dean to discuss the increases justified by the report. The dean sends the chair’s recommendations regarding departmental faculty to the Provost’s Office along with his own recommendations.

Like other faculty and staff at the University, **chairs are subject to annual performance reviews** for merit consideration. Reviews are conducted by the dean, who initiates the process by asking the chair to provide the same materials that he or she requested from other members of the department. The dean reviews the chair’s activity report in line with the adapted scoring system developed by departmental faculty. The dean then prepares for the provost a written review that assesses all chairs in the faculty.

**Chairs are also subject to formal evaluation** upon consideration of a new three-year term. The dean consults with departmental faculty and with the faculty’s Advisory Committee and makes a recommendation to the president and provost for the chair’s re-appointment or replacement. (see chair appointment, evaluation and compensation policy at the provost’s website: [http://www.aub.edu.lb/provost/Pages/AcademicPolicies.aspx](http://www.aub.edu.lb/provost/Pages/AcademicPolicies.aspx))

Part-time faculty members are also subject to review based on their assigned teaching duties. At the end of each semester or academic year, the chair meets with part-time faculty to discuss their course files, teaching performance and ICE scores. The performance of part-time faculty is subsequently reported to the dean of the faculty.

c) **Reappointments**
At present, the reappointment of all professorial-level faculty members, including clinical, research, visiting, and practice faculty, is subject to the consideration and recommendation of qualified members of the department, including the chair. Qualified members are defined as voting faculty of equal rank to the candidate for reappointment if he or she is a full professor or of higher rank if he or she is an assistant or associate professor. Candidates must not be present during these departmental discussions; all deliberations are kept strictly confidential.

The reappointment process involves the following steps:

1. The dean sends faculty members due for reappointment a letter requesting submission of the reappointment file with a copy to his/her department chair.

2. For reappointment, full professors submit to the department chair/track convener, with a copy to the dean, an updated CV (including the names of references) and a personal statement reflecting on his or her academic contributions to the pertinent field of knowledge and the University. However, assistant and associate professor should submit an updated CV and a summary of their research, teaching, and service contributions (as appropriate) since their last promotion or initial appointment.

3. Evaluation of candidates for reappointment shall be restricted to the voting faculty members of ranks higher than those of the faculty members whose contracts are being considered. In the case of full Professors, all other voting full Professors shall participate in the evaluation and recommendations; they are not required to specify the duration of the contract. Visiting faculty members are not eligible to vote. Chairs/Conveners, if not candidates, shall not cast a vote but shall express their views independently in writing to the Dean. Voting in the Department/Track shall take place by secret ballot; the result of such voting should be included in the recommendation to the academic Deans.

4. In addition to sending the minutes, the chair reports the results of the vote and the main points raised by voting faculty during their meeting in his or her letter of recommendation to the dean. The chair also evaluates the faculty member’s contribution to the department and the University including a detailed statement on the candidate’s performance as a teacher (including first-hand evidence of teaching effectiveness), a scholar and a faculty colleague, as well as a summary of the views of voting faculty.

More information concerning reappointment process is contained in the reappointment policy posted at the provost’s website: http://www.aub.edu.lb/provost/Pages/AcademicPolicies.aspx.

d) Promotions

The faculty promotion process is an important mechanism to recognize, reward and reinforce faculty excellence – one of the University’s strategic goals. Chairs should familiarize themselves with the contents of the Guidelines for Faculty Promotions and the University’s promotion policy posted online at the provost’s website: http://www.aub.edu.lb/provost/Pages/AcademicPolicies.aspx.

At present, the promotion responsibilities of chairs are as follows according to the new guidelines:

- Collect promotion packages from eligible faculty members by the 15 September deadline. Each package should include a letter of application; an updated CV in standard AUB
format; a completed promotion folder; and a list of six (for promotion to associate professor) to eight (for promotion to full professor) external referees. The contents of the promotion folder are listed in more detail in the appendices. All of the above documents must be submitted in duplicate.

- Appoint a candidate promotion committee of appropriate rank in coordination with the dean that consists of at least three faculty members of appropriate rank. Name a chair for the committee. It may become necessary to appoint a second committee if several candidates are up for promotion in the same year. In small departments, the chair may ask faculty members of appropriate rank from other departments to participate in the committee. The committee recommends the names of six or eight (as above) additional referees; requests a formal letter of appraisal from the chair of any interdisciplinary research center/program in which the candidate has been active; solicits evaluation letters from graduate students or AUB collaborators in interdisciplinary research and activities (if applicable); and writes a formal report analyzing the candidate’s scholarship and performance.

- Submit to both the dean and the provost the names of the candidates, one copy of each promotion package, and the recommendations, letters and report provided by the promotion committee. Depending on the faculty, either the dean or the chair must also submit two copies of ICE results and other forms of teaching assessment (as applicable) as well as copies of the applicant’s previous annual performance review. Note that the letters solicited by the promotion committee may be sent later so long as the dean and provost receive the complete promotion package by 1 February.

- Inform departmental faculty that they may review the applicant’s complete promotion package and publications in the Dean’s Office after 1 February. The report of the candidate promotion committee should be made available later in the same month.

- Convene and moderate the departmental promotion committee to discuss and vote on the promotion of the candidate. More than one meeting may be necessary if there are multiple candidates.

- Transmit the following documents to the dean:
  
  - Endorsement recommendation written by the chair that contains: a description of the committee’s deliberations, with the number of attending faculty and the number of positive votes; whichever candid comments the chair wishes to make on the candidate’s contribution to the department, including a summary of the mentoring process employed with him or her; an evaluation of the candidate’s contribution to interdisciplinary research and programs; and an endorsement or rejection of the results of the faculty vote.
  
  - Minutes of the departmental meeting with anonymous attributions that is signed by all faculty members voting on the case.

- At all stages of this process, remind departmental faculty that confidentiality is essential. Candidates cannot see the report of the candidate promotion committee or the referee letters. Candidates must not be told anything about the identity of the referees and the departmental vote, including the total number of positive or negative votes or, more generally, whether the department recommended promotion.

e) Leaves of Absence

Chairs should be aware of University regulations on the various forms of faculty leave of absence (see Chapter Three, Sections 1 and 2 of the Faculty Manual) and ensure that the
teaching load and service commitments (faculty committees) of an absent faculty member have been reassigned. This is particularly important for longer leaves, such as the paid periodic research leave (Section 1.8), which may be for one semester or, in exceptional circumstances, for the entire academic year. Such leaves are restricted to full, associate and assistant professors.

The chair’s role in applications for paid periodic research leave may be summarized as follows:

- The chair receives a written copy of a faculty member’s research plan six months prior to the expected date of departure from Beirut.
- No form presently exists for the application, so the chair should ensure that the following information has been provided:
  - The semester (fall, spring) for which the leave is sought.
  - Dates of the last paid research leave taken while employed at AUB.
  - A comprehensive and substantive statement about the goals, methods and intended results of the planned scholarly activity.
  - An account of any special facilities or resources that will be required to support the activity.
  - Copies of any existing publications upon which the proposed research activity is based.
  - An explanation of the way in which the project complements the applicant’s previous work; advances his or her long-term academic and professional development; and benefits his or her department.
  - The names of outside sources or agencies that the applicant has approached or will approach for financial or other assistance.
  - The amount and source of any remuneration or travel allowances that will be received for the proposed activities other than those requested from AUB.
- After assessing the needs of the department, the chair drafts a recommendation to the dean. If the applicant is the chair, who is applying for leave at the end of his/her term, a senior member of the department drafts the letter. Note that the letter should specify what arrangements will be made to cover the applicant’s teaching load in his or her absence.
- The chair forwards the application to the Dean’s Office for the consideration of the dean in consultation with the Faculty Research Committee and the Faculty Advisory Committee. Approvals are necessary from the dean, the Board of Deans, the provost and the president.
- If the leave is granted and taken, the faculty member must submit a report to the chair and the dean within 90 days of his/her return describing how the leave was spent and what was accomplished.

The Faculty Manual also provides detailed information regarding requests for professional leave without pay and various forms of personal leave.

- Faculty requests for leave without pay should be handled in accordance with guidelines in the Faculty Manual (http://pnp.aub.edu.lb/university/academic/148020032.html). Faculty representing the University on official business or working on approved projects (for example, through the Office of Regional External Programs) are eligible for leave with pay (see http://pnp.aub.edu.lb/university/academic/148020093.html).
A female faculty member of professorial rank will be granted paid maternity leave during the semester of her choice so long as it falls within one year of the baby’s arrival. She may also elect to stop the promotion clock during her maternity leave. For more details on the frequency of such leaves and other points, see the Faculty Manual (http://pnp.aub.edu.lb/university/academic/148020129.html) or contact Human Resources.

For other forms of leave, including compassionate leave, see Chapter Three, Section 1 of the Faculty Manual.

Chairs who require assistance with other forms of leave are encouraged to contact the Human Resources department. Some faculties have a dedicated human resources officer in the Dean’s Office.

VII. Students

This section should be read in conjunction with those on Educational Offerings and Faculty Teaching (see above).

- Familiarize yourself with the AUB undergraduate and graduate catalogues and the University Calendar, all of which are posted on the website of the Registrar’s Office (http://staff.aub.edu.lb/~webregist/). Require departmental faculty to do the same.
- Recommend admissions for graduate students, undergraduates transferring into the department from another university and change-of-major students.
- Assign office and/or lab space as required to graduate assistants and PhD students in coordination with faculty members.
- Oversee the advising process in coordination with other designated officers of the faculty:
  - Appoint academic advisors to undergraduate and graduate students majoring in the department. Strive to achieve an equitable distribution of advisees among junior and senior faculty if the size and practice of the department permits. Remember that students will need to be reassigned if their advisors go on leave or depart for any other reason. Inform students and the Registrar’s Office of any such reassignment.
  - Act as secondary advisor to students on all issues
  - Ensure that a meeting is held each semester for undergraduate and graduate majors. These gatherings provide a good opportunity to introduce new faculty, courses, policies and requirements; to convey other important information in a friendly group setting; and to solicit student feedback. In larger departments, these meetings should be organized by class and chaired by the class advisor.
  - Disseminate changes in schedule and other academic announcements relevant to advisors and advisees promptly by email and posted them on the departmental webpage.
  - Review the recently approved Study Abroad Guidelines for undergraduate and graduate students. Students wishing to engage in independent study abroad for degree credit require the approval of the chair and the faculty’s Academic and Curriculum Committee (or equivalent), as well as their proposed sponsor in the receiving institution and any funding agency involved.
• Recommend action, based on the advisor’s recommendation, on all student petitions for exceptions to AUB and faculty academic policies. Petitions may be submitted on a variety of topics, including independent study abroad (see preceding item); modifications to major requirements, specifically, the number of courses required for the major; modifications to the general education requirement, such as the substitution of an unapproved course for an approved one; and deadline extensions for makeup exams. The petitions that are signed by the chair are forwarded to the Faculty Academic and Curriculum Committee (or equivalent), which meets at least once a month.

• Keep records of individual exceptions to major requirements. The faculty’s student officer also keeps a written or electronic record of the decision and transmits it to the registrar for implementation.

• Monitor the progress of undergraduate students on academic probation with help of the student officer of the faculty, the students’ advisors and the department’s administrative assistant.

• Meet each semester with the presidents/representatives of relevant student societies (professional or university societies) to coordinate student-organized events and activities, and to allocate budgets for these activities if possible.

• Learn about University units that support students in attaining their academic goals, such as the Writing Center and Library Information Services, as well as the Office of Student Affairs (OSA), which offers counseling and job placement services. Several AUB faculties operate their own career centers as well.

Chairs have particular duties related to the granting of degrees. Degrees are awarded three times a year: October, February and June. Before each graduation date, the Registrar’s Office mails a package to the dean or chair that includes an alphabetical listing of candidates. While the Registrar’s Office verifies that the student has satisfied general University requirements, the chair must certify completion of the major. After checking, in conjunction with the graduating students’ advisor, that all requirements have been met, chairs in most faculties convene a departmental meeting to vote to grant the degrees. When that happens, the chair sends the recommendation to the dean of the faculty. In all cases, the deans obtain faculty approvals as necessary.

If a large number of students are majoring in the programs offered by a department, the chair should solicit student feedback through separate community meetings with graduate and undergraduate students at the end of the spring semester. Exit interviews with members of the graduating class are a good way to gain feedback on students’ overall learning experiences. An exit survey will support the assessment of program learning outcomes and improvements in academic and administrative services. Ask OIRA for assistance in preparing an exit survey for your department if one does not yet exist.

VIII. Staff

• Interview and hire, when relevant, new staff in coordination with Human Resources or the human resources specialist in your faculty. The HR website contains useful information and forms for new and existing staff members (http://staff.aub.edu.lb/~webhr/forms.htm), including the Staff Manual (http://pnp.aub.edu.lb/university/nonacademic/index.html).

• Familiarize yourself with the Staff Manual, particularly the sections on work schedules, holidays, vacations, leaves of absence, terminations and employee training.
• Make sure that staff members understand their duties. Review staff job descriptions regularly to keep them accurate and up-to-date.
• Monitor staff morale and make sure that staff members feel respected and appreciated for their efforts.
• Prepare written annual performance reviews for all non-academic staff. Provide staff with copies of their own reviews and meet personally with them to discuss their performance and offer suggestions for improvement if necessary. Find out if the Human Resources department offers training that may help staff to develop their skills.

IX. Resources
The website of the American Council on Education (ACE) has an outstanding resource center for departmental chairs (see http://www.acenet.edu/resources/chairs), with separate sections on ‘The Chair as Leader,’ ‘The Chair and Faculty,’ ‘Resource Management’ and other topics. Each section provides direct access to numerous relevant articles, some of which were specifically written for the ACE website. The ACE also provides reasonably priced two- to three-day workshops under its Department Leadership Program.
X. **Tentative Planning Template for the Academic Year**

*Chairs may add items to this list that are specific to their department or faculty.*

**September**
- Assign mentors to new faculty members
- New faculty orientation
- Freshman, international student, and graduate student registration
- Appoint graduate assistants
- Distribute final instructional load
- Appoint candidate promotion committees
- Submit advertisements for approved faculty vacancies to Dean’s Office
- Submit graduate assistants workloads to Dean’s Office
- Prepare department calendar for the Fall that includes departmental meetings and seminars, as well as important deadlines
- Assign faculty to ad hoc or regular departmental committees as applicable; assign secretary for departmental meetings
- First departmental meeting of the academic year

**October**
- Chair solicits faculty requests for capital budget for the following fiscal year
- Submit names of referees received from candidate/s promotion committee/s to Dean’s Office
- Ensure that faculty submit updated course syllabi with learning outcomes and assessment tools for all courses offered in the Fall
- Deadline to submit departmental capital budget requests for following year to dean
- Departmental meeting

**November**
- Send Spring course schedule information to Dean’s Office
- Vote on degrees for students graduating in Summer
- Faculty submit annual activity reports for previous year (merit increases)
- Departmental meeting

**December**
- Advising and pre-registration for the spring semester
- Departmental meeting

**January**
- Oversee the preparation of proctoring schedule for final exams
- Departmental meeting

**February**
- Appoint graduate assistants
- Distribute final instructional load
- Ensure that faculty submit updated course syllabi with learning outcomes and assessment tools for all courses offered in the Spring
- Prepare/update department calendar for the Spring that includes departmental meetings and seminars, as well as important deadlines
- Review catalogue copy for upcoming year
- Candidate Promotion Committee to complete formal recommendation regarding promotion
- Deadline to submit departmental operating budget requests for following year to dean
- Vote on degrees for students graduating in March
- Departmental meeting

**March**
- Call for Departmental Promotion Committee meeting to vote on recommendations regarding promotions
- Send promotion recommendations to the dean
- Send Fall course schedule to Dean’s Office
- Departmental meeting

**April**
- Deadline for chair’s meetings with individual faculty members to discuss annual performance review
- Send requests for continuing faculty positions where vacancies will occur and for leave replacements to Dean’s Office
- Send periodic leave proposals for the next academic year to Dean’s Office
- Departmental meeting

**May**
- Send requests for new full-time faculty appointments to the dean
- Send faculty performance reviews and Merit Report to the dean
- Advising and pre-registration for the Fall semester
- Departmental meeting

**June**
- Appoint graduate assistants
- Distribute final instructional load
- Send nominations for students awards to Dean’s Office
- Send Strategic Goals and Assessment Report to Dean’s Office
- Vote on degrees for students graduating in June
- Commencement
- Departmental meeting

**July**
- Chairs receive operating budget and capital budget information for current fiscal year (July 1 to June 30) from the dean
- Send change of major recommendations to dean
- Send staff performance appraisals to Human Resources and/or Dean’s Office
- Send Departmental Activity Report to Dean’s Office
- Advising loads reallocated
- Update undergraduate and graduate student advising guides
- New undergraduate student orientation

**August**
- Analysis and compilation of course and program assessment data
Appendix XI.i: Guidelines for Academic Mentoring at AUB

The primary purpose of a mentoring system is to provide new faculty members with a formal structure that provides guidance and support for the successful enrichment of academic careers with professional advancement. New faculty members will receive (a) assistance in understanding the structure and culture of their department/track and in developing professional networks, (b) individual recognition and encouragement, (c) honest criticism and feedback, (d) advice on responsibilities, professional priorities, and information on policies and deadlines of promotion and how the promotion process works. Mentors will gain the satisfaction of helping with the professional growth and development of faculty members in their fields. As they offer advice or answer questions, mentors will be instrumental in improving and clarifying the academic processes and services at AUB, and will be in better position to assess the performance of new faculty members working towards the promotion milestones.

The commitment of AUB to mentoring is intended to result in improved productivity and commitment among the faculty, decreased attrition among faculty, increased collaboration among colleagues, increased understanding and respect among faculty, and the encouragement of a university environment that promotes collegiality. The written guidelines are meant to ensure that mentoring actually occurs, creates a culture of support, and provide opportunities for colleagues to interact. Faculties/schools shall develop their own effective mentoring programs depending on their culture, role relations, and informal system dynamics.

The Goals of Academic Mentorship

Academic mentorship at AUB aspires to

- assist new faculty members with setting long-term goals and short-term objectives.
- promote team-building and sustain personal and professional growth of new and junior faculty members to facilitate their reaching their top potential.
- provide advice on issues of collegiality, good teaching, and getting research money.
- support independent thinking while encouraging new faculty integration into the department/track culture, and establish and maintain a productive network of colleagues.
- help new faculty adjust to the new environment and become active members of the department/track.
- assist new faculty members in effective time management, in setting priorities to balance the multiple roles and responsibilities in teaching, research and services, and in developing a professional profile.
- help new faculty members understand the "system", AUB’s policies for promotion, and what they must accomplish in a specific period of time to advance academically.
- help new faculty members develop understanding of the department/track culture and socialization processes.
- provide constructive criticism and feedback on progress towards promotion, and encourage professional independence.
- provide information on institutional and departmental allocation of resources, including space, core facilities, equipment, and appropriate staff support.
- provide encouragement to promote excellence in teaching, suggest ways for effective
  teaching methods, and advise on starting early in the development of teaching portfolio.

Faculties/Schools and departments/tracks hosting the junior faculty members should strive to
achieve the above stated goals of academic mentorship.

Although mentoring thrives on informal continuous guidance, a documented process for
mentoring at the Faculty/School and the department(track)/program level would insure that the
minimum guidance is taking place. In small Faculties, flexible mentoring models can be adopted
through one-to-one or group mentoring as best suits the Faculty/School culture. In small
departments, mentoring can be sought from faculty outside the department in close areas of
mentees. A formal procedure is necessary to ensure that all departments/tracks embrace the
necessity of the informal culture of mentoring.

Responsibilities of the New Faculty Member (Mentee)

The primary responsibility for career advancement rests with the mentee who shall:

- Make sure that contacts are maintained on a regular basis with the mentor and with the
department(track)/program chair.
- Read and make use of documented and posted policies in the Faculty Manual posted at
- Be prepared for meetings with the mentor to make sure that time of meeting is spent well.
- Ask and seek guidance and assistance whenever this is needed and listen with open mind
to advice given by mentor.
- If necessary, ask for help with time management.
- Participate in opportunities for professional growth offered by the university.
- Take responsibility and be an active agent and judge of appropriate course of action for
career advancement.
- Let mentor and chair/convener know when a mentoring relationship needs to be modified.

Academic Mentorship Guidelines at the Department/Track/Program Level (if
Applicable)

The department(track) chair/convener should assume responsibility for the entire mentoring
process, which begins with the chair identifying and appointing departmental mentors for new
faculty members. In cases of changing commitments or where the relationship is not mutually
fulfilling, either the new faculty member or mentor should seek confidential advice from his/her
chair/convener. It is important to realize that changes can and should be made without fault.

Mentors should receive formal recognition from their chairs for their efforts and time in the
mentoring process. Mentoring deserves a place in the reward structure. There are many ways to
reward effective mentoring and it is left to the chair/convener or dean to suggest how to reward
these activities in performance evaluation or by any other means.

Below are some initial steps derived from what is currently practiced in most
departments/tracks/programs to get academic mentoring started:
- The chair shall send to the Dean of the Faculty/School and to the Provost Office the name/s of the designated faculty mentor/s before the start of the New Faculty Orientation week.

- The mentor for assistant professors should be an Associate Professor or Professor who has established a successful career in a field of common interest. A successful mentor would be an experienced faculty member familiar with the university system. Mentors should be interested in their mentee's professional growth and development, be willing to commit time and attention to the relationship, and be willing to give honest feedback.

- Each new faculty member shall be given an individualized counseling session regarding the academic process no later than one month after joining the Faculty/School, and every 6 months thereafter. The chair should provide this guidance the first time and later designate the mentors who have been adequately prepared regarding the requirements of the academic system to perform this task.

   In the first individual counseling session with new faculty members, the chair is to clarify expectations and criteria at all levels (department/track, faculty/school, university) and explain the relationship of the written policies to the expectations of the departmental/track culture. The chair should provide information on teaching load and teaching policies. The chair should also give a clear notice of deadlines and timelines of performance evaluation and promotion.

(Please feel free to add or modify as appropriate and reflective of what you think academic mentoring should be, and which mentoring model best serves your department/track)

- Academic Mentorship Guidelines at the Faculty/School Level

The Deans should encourage department/track chairs/conveners to define their mentoring process and should be concerned with the documentation of mentoring. Their role is important for insuring consistency and in generating information about promotion criteria and procedures about the evaluation process. Faculties/Schools can develop their most suitable and effective academic mentoring model. Some steps to include in the Faculty/School academic mentoring program are suggested below:

(Please feel free to add or delete steps as appropriate to the Faculty/School)

- The dean of the faculty/school shall schedule one session during the New Faculty Orientation Program for new faculty members in his/her respective Faculty/School on promotion criteria and procedures.

- The session will be chaired by the dean. Department/Track chairs/Conveners and mentors of new faculty members will be invited to attend the session and participate in the discussion.

- The session will include a short presentation of promotion criteria and procedure, discussion of expectations from new faculty at different ranks, support for teaching and research, and a question and answer period.

- In large faculties with diverse disciplines, more than one session can be held.
- The dean shall include comments on the effectiveness of mentoring in his/her Faculty/School in the Faculty/School annual report.

**Academic Mentorship at the University Level**

- The Provost’s Office organizes the New Faculty Orientation Program [http://staff.aub.edu.lb/~webnfo/](http://staff.aub.edu.lb/~webnfo/).

- The Provost’s Office in coordination with the Center of Teaching and Learning (CTL) will organize training workshops to train chairs and mentors on their expected roles in the new faculty academic mentoring program.

- The Provost’s Office is responsible for following up to see that academic mentoring is going well for all new faculty members. This is done by conducting periodic surveys for mentees and mentors, organizing informal roundtable meetings with new faculty during their first and second year at AUB, and conducting random one-on-one meetings with new faculty.

- Continue to update the AUB Faculty Manual to reflect most up-to-date academic policies and procedures.
Appendix XI.ii: Faculty Recruitment Template

American University of Beirut
Office of the Provost

Faculty Recruitment
AY

DEPARTMENT: ________________________________

CHAIR: ________________________________
(Office address)
(Office telephone)
(Email address)

_____ No vacancies are anticipated for the XXXX Academic Year. The Department will not be recruiting.

_____ The Department has or will have one or more vacancies, but has no plans to recruit in the coming academic year.

_____ The Department would like to recruit during the XXX Academic Year for positions to be filled in the YYYY Academic Year, which includes:

_____ Replacement position(s)
_____ New position(s)

____________________________________
Signature

Please return these forms by April XX, XXX to Faculty Dean
I. TABLE PORTION

1. General Information about the Department/Program:

   1.1 Name of Department/Program:

   (For questions ii – iv, use numbers from this academic year. Include the position(s) to be replaced)

   1.2 Number of Full-time faculty:
   Full-time:  Professorial Rank:  _____ Asst. Prof.
              _____ Assoc. Prof.
              _____ Professor
              _____ Lecturer  _____ Other (Visiting)
   Part-time:  _____ Lecturer

   1.3 Number of Part time faculty:  _____ Total  _____ Full-Time Equivalent
   For part-time faculty reports the actual credits of teaching covered by part-time faculty.

   1.4 Enrollment Data (to be supplied by OIRA)

Please complete the following pages for each position for which your department would like to recruit.
2. **Information about the faculty member who is leaving**

2.1 Name, rank:

2.2 Area of research:

2.3 Effective date of end of employment at AUB:

2.4 Courses and levels taught in last three academic years:

   ____ Undergraduate  _____ Under/Over  _____ Graduate

2.5 Master’s and PhD theses directed in the last five years (for each thesis, list only the type and the year of completion):

2.6 List courses that currently are ONLY taught by this faculty member:

2.7 List courses that could also be taught by other members of the department:

3. **Information about the new faculty**

3.1 Proposed rank of replacement

3.2 Experience (ABD, new PhD, post-doc, already tenured elsewhere, …)

3.3 Salary range: Minimum = Expected= Maximum =

3.4 Proposed date of hiring

3.5 Area of research

3.6 Which and how many courses will the new hire teach during the next year?

   ____ Undergraduate  _____ Under/Over  _____ Graduate

II. **Narrative Portion**
It may not be possible to hire a replacement at the rank or at the time that is proposed above. In that case, the department will be asked to consider the following possibilities: hiring at a more junior level; hiring part-time faculty; postponing the replacement; or other alternatives. For such a discussion, the department should outline short-term solutions that use some of these alternatives, the advantages and disadvantages of these solutions should be identified, and the long-term effects on the department or program should be considered.

1. Explain how the new hire is expected to strengthen the department’s scholarly and research performance.

2. Explain the role this new faculty member would play in the teaching mission of the department (e.g. new seminars, team teaching, etc.).

3. If you would like to hire above the assistant professor level, explain why.

4. List any special considerations concerning the position for which the department would like to recruit (e.g. new research area, cooperation with other departments/programs, etc.).

5. Explain how you might convert existing resources to help fund a position now or within the next few years.

6. Please estimate that start-up costs associated with the requested recruitment. If renovation of facilities, such as laboratory or studio space is necessary, please describe.

7. Are library holding/resources adequate in the scholarly field represented by this recruitment request?

8. If available, the department should include the statistics in your field with regard to gender distribution. Each authorized faculty recruitment is an opportunity to enrich the overall diversity of the faculty. The university’s goal is to have each authorized position attract a strong and diverse applicant pool.

9. The occasion of a faculty vacancy is a moment for faculty members to reflect on changes in the field and the curriculum the Department is mounting. Please include a draft of a position announcement for the position you wish to recruit. It is understood that, in some cases, not all departments will have had the opportunity to engage in the customary consultations before preparing the announcement in its final form. Still, it should be possible to summarize the position’s essential elements.