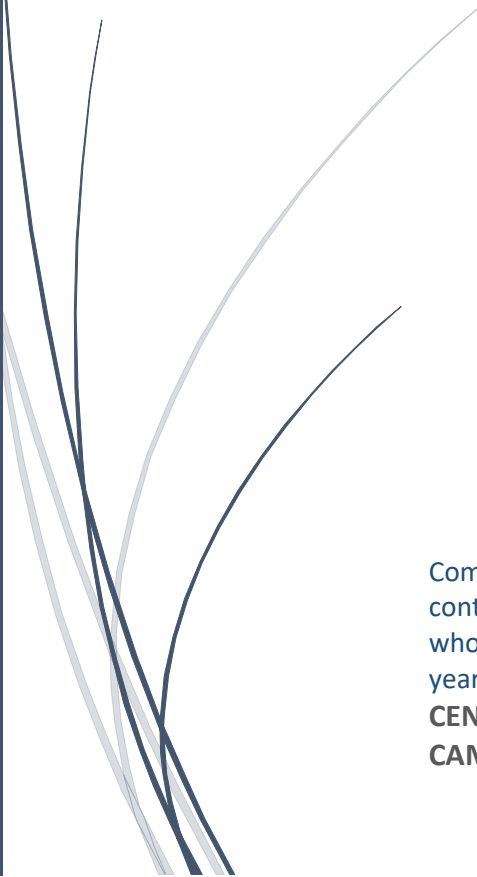


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6/1/2020

Chair Resources

Updated & Revised

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Compiled by Martha McAlister, with grateful acknowledgement for the contributions of the Chair Development Committee, numerous colleagues who assisted with ideas and editing, and the many contributors over the years to previous versions of this resource.

**CENTRE FOR EXCELLENCE IN TEACHING AND LEARNING
CAMOSUN COLLEGE**

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Introduction

This collection of resources is designed to support chairs and program leaders to navigate the complexities of their roles. The kinds of roles that chairs and program leaders take on vary widely across the college and depend on a number of factors, including size of departments, release time, CCFA or BCGEU membership, applied versus academic focus, and teaching versus non-teaching departments. This is a general resource that covers common elements across departments, and is intended to be augmented with department specific processes, as well as linked to more detailed information.

What is your role as chair?

Department chairs are leaders among faculty peers. At times they act as coordinators, planners, consultants, advocates, and conduits of information. They oversee a number of key departmental functions, and play a significant role in setting the tone of their departmental work environment. While chairs are in a leadership role, they are still members of the faculty body, which distinguishes them from exempt management positions (such as deans and associate deans). Talk to your dean, associate dean, union representative, and HR consultant to help get clarity about what is expected of you.

The college's chair job description for both CCFA and BCGEU provides a general overview of the role:

"The chair is a leader among faculty peers and a key member of the school leadership team. Under the direction of the dean/director, the chair is responsible for the educational leadership and operation of a department. As such, the chair maintains academic excellence in the department and fosters the highest possible standards of teaching, scholarship, service, and student advising. The chair also inspires a vision, focus and direction to ensure the quality of the program(s) and leads the faculty in matters of curriculum, planning, assessment, and student affairs. The chair coordinates and supports the personal and professional talents of faculty members and ensures they are functioning as an effective team." (From HR chair job description, December 2016. Check here for more detailed "[typical job functions](#)")

A note about "non-teaching" chairs and program/team leaders

The focus of these resources is primarily on chairs within academic departments, and less on chairs within non-teaching (sometimes referred to as non-academic) departments. These two types of chair roles can be quite distinct from each other. "Non-teaching" can be a misleading term, as the nature of the work in these departments can also include elements of teaching. However, their work is primarily outside of the regular classroom. Faculty chairs typically exist within non-teaching work units such as:

- Centre for Accessible Learning (CAL)
- Centre for Excellence in Teaching and Learning (CETL)
- Counselling
- Library
- Assessment
- Learning Skills, where there is a program coordinator, but no specific chair role
- Camosun Innovates, where there are program leaders, but not a chair role
- Continuing Education, where there are program coordinators, but not specifically a chair role

These faculty leaders play unique roles across diverse settings, and job duties may vary more widely based on the distinctive departmental features. Sometimes being in a leadership role, particularly when you are not in a regular academic department, can feel isolating. Ensure you are reaching out for support when needed.

The focus of these resources is also primarily on chairs as opposed to program leaders. (NOTE: In “non-teaching” departments, program leaders may go by other names, such as team leader or coordinator.) The role of program leader varies and can be based on historical expectations, program size, and norms within your department. However, since program leaders often take on various tasks intended to “assist” with chair and other administrative duties, sections of this resource will also be of interest and value to program leaders.

What does your Collective Agreement say about the chair role?

Most chairs are faculty members of the [Camosun College Faculty Association](#) (CCFA), with the exception of those in Trades, Certified Dental Assistant, and Continuing Care programs, who are faculty members of the [British Columbia Government and Services Employees’ Union](#) (BCGEU). Your collective agreement is a great resource and important reference for a number of topics related to the chair role. For more info, see a brief synopsis of [collective agreement highlights](#). However, refer directly to your collective agreement for more details, as this document is not intended to conflict in any way with your collective agreement, which always prevails.

Thoughts on the chair role, from the literature

Adapted from: *The Department Chair Primer: Leading and Managing Academic Departments*, by Don Chu (2012), Anker Publishing, Bolton Mass.)

1. **You officially represent your department.**
Be aware of what you say and how you say it.
2. **You are there to help protect the rights of faculty, but you also need to remind them to fulfill legal and ethical duties.** Good chairs take both of these jobs equally seriously.
3. **You are a member of a team that provides educational leadership to the school and the college – not just to your department.** You will get a perspective that faculty members don’t have, and you’ll be better able to influence the direction the institution takes. Represent your department’s viewpoint, while at the same time maintaining a college-wide perspective.
4. **You must maintain confidentiality.** You will suddenly have access to more personal information about department members’ health, income, work history, etc. Keep it confidential.
5. **Be credible; it is the chair’s most valuable asset.** Check facts – especially when emotions are running high. It’s okay to defer a decision or discussion until you know the facts. Never be afraid to say “I made a mistake” or “I’m sorry”.
6. **Give undivided attention to the person you are dealing with.** Be honest at the outset about how much time you have to give the person, but then give it fully.
7. **Maximize the talents of the faculty.** Help faculty connect with time, money, training, facilities and resources that will enable them to be better instructors.
8. **See that resources are fully utilized.** You should be able to justify resource decisions according to how they move your department toward strategic objectives.
9. **Not every change is a problem.** Naysayers seldom influence the direction of change, and often miss opportunities. Look for the opportunities and new connections that change provides.

10. **Every detail is important to someone.** Details are important for students or faculty in ways that you may not understand. Be humble enough to ask politely how information will be used and when it is needed rather than assume it's a thoughtless request.
11. **You are not faculty's boss, and you are everyone's servant.** Some chairs have support staff who report to them, but when it comes to faculty, you are not their boss. It's your job to help them and represent them. You'll get along better with your department if everyone remembers this.
12. **You are not alone.** Your dean is the strategic and operational leader of the school and a key support for you on most issues. Don't hesitate to reach out to them. There are also chairs in other departments who are now your colleagues – they understand the challenges you face.

What other chairs say about the job

"Connect with the school admin office employees face to face as much as possible in the beginning to build comfortable relationships. These folks are the largest support for information regarding everyday department operations and friendly faces outside the department."

Carmen deGoey, Department Chair, Electrical Trades Training

"I believe in building trust relationships with my team because when there is trust and support of one another, I know we can weather any storm together and still be okay."

Mandy Hayre, Department Chair, Dental

"I have found that many of the struggles stem from having responsibility and accountability without the necessary authority. When you realize these situations, you can find balance."

Patrick Montgomery, Department Chair, Mathematics and Statistics

Camosun College Strategic Plan

Overall, the college's [strategic plan](#) is the big picture framework for all we do at Camosun. Our vision is to inspire life-changing learning, and it is worthwhile keeping this in mind in all you do. Get to know some of the key initiatives and think about how your work fits into these larger goals.

Your first days as chair

Taking on the role of chair can feel exciting yet overwhelming at first. You may get fulltime release for the position, or a smaller percentage of release time while continuing with regular teaching duties. You may already have some leadership experience, or are stretching yourself out of your comfort zone to try something new. Some faculty enter the role of chair because their department rotates the position every few years among the faculty, and everyone takes a turn. Others are keen to step into this leadership role as a way to expand their skills and contributions. Regardless, being a chair brings with it great new challenges and rewards, and is significantly different from the role of teaching.

Ask for help

Get to know who to turn to for support, and recognize that you are not alone. Your dean, associate dean, A2D (assistant to the dean), and AC (administrative coordinator) within your school will also be people that you spend more time interacting with. Though your dean will be the first point of contact for most assistance, previous department chairs can be an invaluable source of wisdom, as well as chairs from other departments within your school and across the college. (See full [list of chairs and program leaders](#), or search the intranet [people finder](#) by entering school into the search box).

- Ask your dean for a reference to a former chair, or chair outside your school to act as a mentor
- Some duties may typically get delegated to program leaders and other department faculty
- Ask for clerical support from CUPE staff in your school office
- Get support from the [Centre for Excellence in Teaching and Learning](#)
- Join the Chair Share Community of Practice and Microsoft Teams group

Schedule your workflow and make it transparent

Work with your dean to develop a timeline of tasks that will be expected of you throughout the year. Use your electronic calendar (Outlook, Teams) to book appointments, invite people to meetings, track your to-do list, and schedule upcoming events. Reserve and book time off in your calendar for desk work and travel between meetings.

Posting your office hours on your door and in your calendar is helpful to your students, your faculty, and your sanity. Being transparent about your availability means you might get fewer students and faculty dropping in unexpectedly with issues when you are on the run, when you are busy with another meeting, or when you need to be uninterrupted in order to focus on a task.

If you are away from work, even for a day, put a note on the door, phone, and your email autoreply informing everyone where you can be reached, who is covering for you, and when you expect to return.

Connect with faculty and staff within your department

Although you are new to the position and trying to get a handle on your responsibilities, remember that you likely have some faculty within your department that are also new. Term faculty (who may be brand new to the college and even to teaching) will be turning to you for support and guidance, even before the start of the semester. Helping these term faculty to feel welcome is a key task every term, and even when you are new yourself, this needs to take priority. Some of these welcoming and mentoring tasks

can be delegated and shared with others in your department, depending what the culture has been. You may want to develop a mentorship plan for new faculty and staff.

Early on, take time to connect with each of the faculty and staff within your department. Depending on numbers, this may be individual and/or department meetings. Communicate your intentions (by email, or whatever internal communication method your department uses), schedule the time, and set an agenda. This signals your intention to prioritize a collaborative, open working relationship.

Although you may already have a relationship with them as a colleague, you are now stepping into a new role with different expectations. It can feel surprising how people suddenly see you as an authority when you become chair. Be aware of how your words carry more weight. Reach out and let them know you are interested in getting to know them in your new role, and share expectations you have for each other. By working to establish transparent lines of communication, this will help alleviate anxiety about changes and set the stage for a more solid working relationship.

Introduce yourself to other key partners across the college

When you were a teaching faculty member, contact with others across the college may have been limited. As the chair, there are a number of key relationships you will need to establish. Find out the names of the individuals you will be interacting with the most. Take the time to go around and introduce yourself, so you can put faces to names. Ask them how your roles intersect, and what practices have worked well in the past. These relationships each hold a little piece of the puzzle as it relates to what you do, and will prove invaluable throughout your time as chair.

Below is a list of some key partners and links to other information that will assist you in your work:

- [Ancillary Services](#)
 - [Bookstore](#)
 - [Catering](#)
 - [Print Services](#)
- [Camosun College Student Society](#) (CCSS)
- [Camosun International](#)
- [Eyē? Sqâ'lewen](#) (Centre for Indigenous Education and Community Connections)
- [Finance Department](#) (budgeting, purchasing)
- [Financial Aid and Awards](#)
- [Human Resources](#) (HR)
 - [HR consultant for your school](#)
 - [Learning and Development](#)
 - [New Employee Portal](#)
- [Information Technology Services](#) (ITS)
- Learning Services
 - [Centre for Excellence in Teaching and Learning](#) (CETL)
 - [Copyright](#)
 - [Library](#)
 - [Student Success Centre](#) (writing and learning skills)

- [Ombudsperson](#)
- [Office of the Registrar](#)
 - [Student Records](#) (transfer credits, criminal record checks, graduation, etc.)
 - [Policies and Procedures](#)
 - [Registration](#)
 - [Room bookings](#)
- [Student Affairs](#)
 - [Academic advisor for your school](#)
 - [Centre for Accessible Learning](#) (CAL)
 - [Counselling](#)
 - [Office of Student Support](#)
- Unions
 - [British Columbia Government and Service Employees' Union](#) (BCGEU)
 - [Camosun College Faculty Association](#) (CCFA)
 - [Canadian Union of Public Employees](#) (CUPE)

Recurring important tasks and dates

It is wise to populate your Outlook Calendar in advance with the regular recurring tasks that you can predict, so that these activities don't sneak up on you! Some require significant advanced planning. Work your way back from the final deadlines in order to build time into your calendar for planning.

Although each department may be slightly different, below are a list of common tasks in alphabetical order that you need to pay attention to on a regular basis. These tasks and activities happen in regular cycles, whether annual, term, ongoing, multi-year, or other. Some of these dates are fixed and college wide, others will depend on your individual department. Some tasks typically occur at the beginning, middle or end of each academic term. Find out what the timelines and dates are in your department for these tasks.

- **Important dates:** Keep track of [important dates](#) such as:
 - Course add/drop/withdrawal deadlines (including both with tuition refund, and without academic penalty)
 - First and last day of each term
 - Exam periods
 - Statutory holidays
- **Appraisals:** Chairs need to be aware of what their collective agreement says about faculty evaluations/appraisals. (see: [CCFA collective agreement](#) 28.01 to 28.05) There will likely be some required every semester, and chairs are typically involved. There are different appraisal expectations and timelines for continuing, probationary and term faculty that may include student feedback, department feedback (peer, chair) and a self-evaluation. For more info check out: [feedback section](#), [UBC's Peer Review guidelines](#), HR SharePoint site on [employee appraisal](#).
- **Articulation meetings:** Most disciplines or programs that are delivered in the BC transfer system have provincial [articulation committees](#) that meet annually. They play a critical role in facilitating smooth student mobility between institutions in the BC Transfer System. It is often the chair and/or other faculty delegate(s) that attend these meetings.
- **Awards ceremonies:** Each school holds student awards ceremonies annually at various times of the year. Contact your school admin office and/or the [Camosun College Foundation](#) for details.
- **Budget:** Chairs are typically involved with developing and monitoring the annual department budget in conjunction with the school administrators. The fiscal year runs from April 1st to March 31st, and it is important for you to be aware of the reporting timelines. Please see the [Finance Department](#) SharePoint site for more information including relevant training, policies, and forms.
- **Celebrations** (holiday parties, retirements, etc.): The chair is often a key social convener for the department. In the interest of establishing and maintaining good collegial rapport, it is worth keeping track of and celebrating various occasions throughout the year, or ensuring that others within the department take on this role.

- **Communications and marketing:** If you want to develop a brochure, update your website or respond to a media invitation, all of this needs to go through Camosun's [Communications and Marketing](#) department. Check your department website and SharePoint site periodically for any editing adjustments or changes that should be made, including reviewing and revising student handbooks. Your school may have specific guidelines for marketing material and website content.
- **Conversations Day:** This college-wide professional development day occurs annually in the week of spring break. It is a workday, and generally, all employees are encouraged to attend. As chair, you may be helping to promote attendance, and possibly helping to plan school-specific activities.
- **CUPE department work:** You may have CUPE staff within your department that you have some supervisory responsibility for (overseeing and coordinating with), while they also typically have their own CUPE supervisor. It is important to meet with them regularly to clarify expectations.
- **Curriculum development:** Changes to curriculum can be time consuming and take months or years to complete, from initial development to final approval. As chair, you will likely be involved in both minor and major revisions and additions to the current curriculum. Changes need to be reviewed at the school level by the School Curriculum Committee (SCC), then reviewed at the Integrated Curriculum Committee (ICC), and finally be approved at the [Education Council](#) (EdCo) level. ICC and EdCo meet monthly throughout the year (except July and August). Find out from your school what the [timelines](#) are and when SCC meetings take place. Plan well in advance for any curriculum changes to ensure adequate time and resources for development and approval. Make sure to consult with [Centre for Excellence in Teaching and Learning](#) early in the process for support with online course development, and review processes. Check out [Leading Practices in Curriculum](#).
- **Department meetings:** It is up to the chair to decide how often to hold department meetings, how they are structured, and what is on the agenda. You may meet bi-weekly, monthly or just once each term depending on your needs (more ideas in [Effective Relationships](#) section).
- **Graduation ceremonies:** [Graduation](#) occurs every year in June and this is a great time to participate in celebrating the achievements of students in your department. The deadline for students to apply for grad is typically early spring.
- **Hiring:** Chairs are usually involved in the process of hiring for their department, though it is the dean who makes all final hiring decisions. Anticipate upcoming vacancies and workload needs, and get the process started as early as possible, as it takes time. The process could include: revising job descriptions, posting, coordinating the selection committee, shortlisting, organizing and conducting the interviews, doing reference checks, etc. Please ask your [HR consultant](#) for assistance, and to get the most accurate information about procedures and expectations. The [HR SharePoint site](#) has excellent resources. Also, don't forget to ensure you are keeping within union guidelines.
- **HR learning and development workshops:** Organization and People Development in Human Resources offers a [variety of workshops](#), including ones that are specifically for Workplace Leaders such as chairs, as well as events for new employees. You can [sign up](#) to receive a monthly newsletter letting you know about workshop offerings.
- **Information sessions:** All schools hold regular [information sessions](#) throughout the school year to promote their programs to prospective students. These sessions may be facilitated by the chair and/or other faculty. Check your school website for more specifics.

- **Program Advisory Committees:** PACs normally meet twice annually but it may be more frequently during times of major program changes. It is the responsibility of the department chair to oversee the logistics of these meetings. Check out the [Program Advisory Committees policy](#) and [terms of reference](#) for more info.
- **Program cost estimates to Financial Aid:** Every year at the end of March chairs are asked to provide the estimated cost of their program to the [Financial Aid](#) department.
- **Program review:** While an in-depth program evaluation occurs every five to seven years for the purposes of quality enhancement, your department may engage in more regular renewal processes as well. Check out the [Guide to Program Review](#) and contact the [Curriculum Development and Renewal](#) team in CETL for assistance.
- **Research projects:** If faculty within your department have assignments that involve research with human participants as part of their course work, it is your responsibility to ensure ethical considerations have been addressed, according to Camosun's [Ethical Conduct for Research Involving Human Subjects Policy](#). Make sure your instructors inform you of their plans for student research projects, so that you can ensure students are being taught how to engage in ethical research that minimizes risk of harm (physical or psychological). You can help promote measures such as: Informed consent (clear expectations, avoid deceptive practices, voluntary participation); anonymity/confidentiality (remove any identifying information, know limits of confidentiality such as child abuse disclosure, keep research notes in secure place); the right to withdraw from participation; and protection for vulnerable groups. Contact the [Research Ethics Board](#) for more information.
- **Respect in the Workplace for Workplace Leaders:** All chairs are required to take the [Respect in the Workplace for Workplace Leaders](#) blended delivery course which is offered twice a year. This course was developed in response to WorkSafe BC legislation regarding bullying and harassment in the workplace. It focuses on self-reflection and effective leadership practices, including strategies for addressing conflict and promoting a respectful workplace. This course is in addition to the [RWP-EE course](#) and the [Standards of Conduct](#) course which all employees are required to take.
- **Scheduled Development coordination:** It is the responsibility of the dean to approve scheduled development intents, proposals and reports for all faculty. However, chairs play an important role in reviewing these submissions before the dean gives final approval. Chairs ensure that faculty are taking their SD time in a way that works with department needs. Chairs may also play a role in encouraging/suggesting ideas for potential SD projects, collaboration on projects, and sharing the learning from projects back out to the department/school. The SD year runs from May 1 to April 30 (with intents/proposals due to the chair by February 1st each year). Guidelines can be found in your collective agreement, and through the [SD info page](#).
- **Strategic planning:** From time to time you may initiate a strategic planning process for your department, or be involved with school-wide/college-wide strategic planning. This is an opportunity for you to reflect as a department on short-term and long term goals, and specify actions to be taken.
- **Student issues:** Chairs play a big role in assisting faculty with student support and risk management. Be proactive wherever possible, and encourage faculty to consult with you early when they have a student concern. (For more info check out: [Effective Relationships](#) section; and relevant [policies](#) section.)

- **Text ordering:** Chairs and/or program leaders are typically responsible for organizing textbook orders or adoptions for their department, especially for courses that will be taught by term faculty who haven't been hired yet. Individual faculty may also take on the job of ensuring required readings are available, including reserves in the library, ordering course packs, or utilizing open resources. Make sure that you are following [Copyright Guidelines](#), and pay attention to the deadlines for [textbook adoptions](#).
- **Vacation planning:** The annual vacation year for faculty runs from September 1 to August 31. According to the CCFA collective agreement (8.01), faculty members work together with their chair and dean to schedule vacation time (normally taken in one block), ensuring that both the needs of the college and the interests of the faculty member are taken into consideration. The BCGEU collective agreement has a similar stipulation (8.4).
- **Welcome back and student orientations:** September tends to be the biggest start up time across the college, with CamFest happening for students and other welcome back events. You may also have programs starting at other times throughout the year. Chairs often help to organize and/or attend student orientations to introduce themselves and welcome the students at the beginning of the school year or program, and help out with school or college events as well.
- **Workload and scheduling:** Camosun uses a software program to assist with the complex process of scheduling classes all across the college each term. Chairs play a big role in entering data into the DCU (Data Collection Utility), including all of the "constraints" for classrooms, and faculty availability. The process for mapping out the upcoming schedules begins well in advance of the start of the semester, and requires extensive attention to planning details. Training, information, and resources are available through the [Office of the Registrar](#) and on the [Scheduling](#) SharePoint site. Scheduling of classes overlaps with workload assignment for faculty. Chairs work together with faculty and deans to determine annual workloads, taking into consideration things like class size, marking load, office hours, committee involvement, technology, etc. Chairs need to be familiar with what the collective agreement has to say about workload for faculty, including the principles guiding workload assignment (normal contact hours, average work week, restrictions on the time lapse between work days, etc.).

Things you have to sign

There is no shortage of paperwork, and it can take some time to figure out which forms require your signature. Find out from your school office how to do electronic signatures. Here are some key ones:

For students

- Request to withdraw from course in fulltime career or vocational program after fee deadline (chair or program leader)
- Prerequisite waiver
- Prior learning assessment application
- [All Registrar forms](#)

For faculty/support staff

- Scheduled development time and activities require chair (review) and dean (approval) through [Faculty Connect](#)
- PD funds ([CCFA forms and info](#);))
- Vacation (and other types of leave) [HR forms](#)
- Payment vouchers (up to \$10,000) [all finance forms and info](#)
- [Research Ethics Board](#) (REB) application
- Contract time sheets
- Expense claim forms
- Ordering of supplies/equipment/capital requests

Your role in educational quality and development

As chair, you can play an important role supporting high quality teaching and learning experiences within your department.

Encouraging faculty professional development

There are many ways you can support faculty development. Perhaps you might decide to incorporate professional development opportunities into your department meetings, by bringing in a guest presenter. Or you might hear about research opportunities to share with your faculty.

Faculty may want to develop in the areas of:

- **Organizational contributions:** You can share information about college committee work that faculty might be interested in, such as the Research Ethics Board, Education Council, Board of Governors, Faculty Association, etc.
- **Disciplinary expertise:** You can encourage the mutual sharing of information within your department about upcoming conferences in your discipline, online resources and journals, and community organizations that may have volunteer opportunities (such as board members, guest speakers, etc.)
- **Teaching skills:** As a leader in your department, you can encourage faculty to enhance their teaching skills by participating in some of the opportunities provided through the Centre for Excellence in Teaching and Learning (CETL), such as:
 - [Centre for Excellence in Teaching and Learning \(CETL\) Learning Opportunities](#)
 - [Instructional Skills Workshop \(ISW\)](#)
 - [Facilitating Learning Online \(FLO\)](#)
 - [Provincial Instructor Diploma Program \(PIDP\)](#)
 - [TELFIN T&E WILNEW \(TTW\)](#)
 - [West Coast Great Teachers Seminar](#)

Supporting departmental alignment with college initiatives

Camosun's strategic initiatives are enacted on many levels, and as a chair, you have some influence as to how these initiatives come alive in your department. Though strategic goals and initiatives may change from time to time, here are a few that are worth becoming well acquainted with:

- [Equity, Diversity, and Inclusion](#)
- [Indigenization](#)
- [Interdisciplinary education](#)
- [Applied learning](#)
- [Universal design for learning - UDL \(Centre for Accessible Learning\)](#)
- [Assessment for learning](#)

Effective Relationships

General wisdom about effective relationships

Good relationships are at the heart of being an effective chair. This includes investing time into establishing, nurturing, repairing, and maintaining our working relationships. The quality of rapport we have with faculty, staff, and students pays off by smoothing the way when things get rocky. Most of us are uncomfortable when tensions arise, but there are a few key tips keep in mind:

- Prevention and early intervention: Spend time up front building rapport and trust, creating a solid foundation to support you when challenges arise.
- Believe in the other person's capability, and good intentions.
- Seek first to understand, then to be understood.
- Aim for transparency, integrity, authenticity, humility, and clarity in all your interactions.
- Be curious, compassionate and courageous.
- Have clear expectations and communicate them.
- Anticipate what might be coming, in order to be proactive.
- Provide supportive structure.
- Recognize that stress and other forms of mental health challenges are common and can negatively influence someone's ability to engage appropriately (for you and the other person).
- Create a welcoming environment.
- Be consistent and reliable.
- Help foster a sense of self-efficacy, self-determination, dignity and control.
- Aim to equalize power as much as possible and reasonable.
- Allow expression of emotion without recrimination.
- Provide choices.
- Work collaboratively.
- Help people to identify their strengths.
- Ask: "What do you want to happen?.. How can I help you?" Not all problems are yours to solve.

Reflective practice

As a chair, you are often called to think on your feet and respond thoughtfully to emerging complex issues. Reflective practice is a core leadership capability to assist you in making effective decisions, and to engage with those around you with greater consideration. [Reflective practice for workplace leaders in higher education](#) is an article filled with good tips to get you started.

Engaging with faculty/staff

Building team agreements. Particularly when you are new in the role of chair, consider establishing a common understanding about how people want to engage together as a team. These agreements should be revisited from time to time. You may want to invite in an external facilitator (such as someone from [Human Resources](#), Organizational and People Development) so that you can more fully participate as a member of the team. Suggested questions for guided discussion:

- What is the culture you want to co-create in this team?
- What will help us to excel and flourish?
- What can you be counted on for? What are you willing to commit to?

- How do you want to behave together when things get difficult? What ground rules would you like to create around conflict, decision-making, and other group behaviours?

Phone, email, virtual or in-person communication?

It is very easy to be chained to your computer, and the nature of asynchronous communication means that you can be pushing out information even when no one is out there to receive it. It just seems so efficient. Email, however breeds more email, more work, and frequently more trouble. If you find an email trail goes beyond about six exchanges, it's time for a meeting or a phone call. Anytime folks in your department are discussing a controversial issue by pressing "REPLY ALL", it's time for a meeting. Consider using Microsoft Teams for virtual synchronous meetings, and asynchronous chats.

Give a call:

- When you talk on the phone (or using Teams), you don't have to wait for a reply, and your comments can't be forwarded to others out of context.
- The phone allows you to use vocal inflection and make sure you are understood clearly (and see each other if using Teams). Email is easily misunderstood because it lacks emotional content. Emoticons are no substitute. ☹
- Voice mail messages CAN be forwarded, so be careful about leaving sensitive information.

Meet in person:

- To deal with confidential issues with more assurance of privacy.
- For discussions of an emotional or private nature.
- To nurture working relationships that enhance job satisfaction and knowledge of the College.
- To get time away from your desk and help prevent burnout.
- To go for a walk as you talk, getting valuable exercise while you work and relieving stress.

Call committee or department meetings regularly and as needed:

- Allows you to give and receive information with a large group – saves time
- Allows brainstorming and pooling of knowledge in problem-solving
- Time limited – prevents discussion from going on ad-infinity
- Gets everyone on the same page and helps unify the department

Effective department meetings

- Be clear and transparent about the purpose for the meeting. Everyone's time is valuable!
- Consider interspersing virtual meetings, especially for shorter agenda items and use face to face for meatier meetings.
- Book rooms for your department meetings well in advance and circulate a schedule.
- Try to schedule meetings for a time when as few members as possible are teaching.
- Ask the school admin office if they can provide support for your department meeting.
- Make sure the agenda is circulated in advance of the meeting – ideally a few days ahead.
- Value your faculty's time - book no more than 90 minutes, and make sure that it begins and ends on time. Stay on agenda and on time by assigning a rotating timekeeper/focus keeper.
- Devolve meeting chairing duties to others if you wish. Having faculty take turns can increase shared responsibility for the quality of meetings, helps ensure everyone including you gets to participate fully in the conversation, and allows everyone to practice facilitation skills.

- Ensure that the note-taker makes a record of the main points in the meeting. Develop a template for meeting notes, making sure to list action items with timelines and names of those responsible. Post notes to your departmental SharePoint or Teams.
- The meeting chair should keep order - recognize speakers one at a time – and keep a speakers' list if there are many people waiting to speak. The agenda sets time limits on discussion – if more time is needed, carry the item over to another meeting or ask your department to decide which items can be moved off the agenda to make room.
- Whoever chairs the meeting should moderate and guide discussion by others – the meeting chair shouldn't be the only one talking.
- If an issue is controversial or not fully understood, you can always strike a committee to study it and report back.
- If you ever need to know Robert's Rules of Order, explore <http://www.robertsrules.org/>

Criteria for an effective meeting

(Ideas from [academic administrator's guide to meetings](#), 2003, Fisher Chan J.)

- The meeting is necessary, has a clear purpose, and addresses relevant, important topics
- The agenda can be covered in the time available
- Roles and responsibilities are clear
- The key people are present and everyone comes prepared
- The meeting starts and ends on time
- The meeting is held at a convenient time and in a comfortable, private place
- Everyone participates, and people respect and are considerate of one another
- The meeting stays on track
- People are clear about the agenda items, action plans are developed and are followed up
- Consider having snacks, and build in stretch breaks
- Be intentional about opening and closing the meeting (such as introductions/check-in, summarizing/check-out)

Reasons to Meet	When a Meeting is NOT Needed
<ul style="list-style-type: none"> • Share information • Share ideas, perspectives, experience • Identify and resolve problems • Do planning • Discuss issues and make decisions • Build community • Clear the air 	<ul style="list-style-type: none"> • Info can be relayed through other means • Key people cannot be present • You only want the group to rubberstamp a decision • People are distracted by other priorities

Meeting roles:

- **Convener:** schedules meeting, develops agenda, determines and invites participants, provides information needed before meeting
- **Facilitator:** (may or may not be the convener – consider rotating role within department), manages discussions, monitors time, opens and closes
- **Presenter(s):** come on time, be prepared, encourage questions, stay on time
- **Recorder:** (consider rotating role within department) Pay attention, listen closely, focus on what's important, capture key points and decisions, ask questions to clarify, keep accurate notes, distribute notes after meeting

- **Participants:** Come on time, be prepared, participate actively, share ideas, listen respectfully, ask for clarification, speak up if meeting going off track, avoid side discussions or distracting behaviour
- **Support staff:** book and set up room, prepare and distribute agenda, send notifications

Giving good feedback

As chair, you may in a position to provide feedback to instructors in your department. This happens at more formal, regular appraisals, but also can be woven into your leadership style as something that occurs whenever the opportunity arises. Remember, you are not their manager, but as a supportive peer leader, instructors may solicit your feedback, or you may find other occasions for informal words of encouragement. Whether formal or informal, clear and specific feedback can be a valuable tool for personal growth and development. Unfortunately, we often associate feedback with criticism. Feedback is most helpful when it occurs in an open and respectful environment where there is an atmosphere of trust and safety. Written feedback allows you time to organize your thoughts, and provides a useful record of the input. Verbal feedback is an opportunity for dialogue, asking curious questions, and ensuring immediate clarity. There may very well be different perspectives that are worth taking into account, and disagreement is possible.

Good feedback can:

- identify what someone is doing well
- build on strengths
- increase confidence
- identify areas for growth
- provide opportunity to reflect on possible future action

Constructive feedback is:

- Specific
- Descriptive
- based on observable behaviour (not inference)
- balanced
- manageable
- practical
- timely
- solicited (rather than imposed)
- includes checking to make sure the feedback was clearly understood

When giving verbal feedback:

- Lead from a strengths perspective
- Focus on what you observed or felt, not on what you think
- Describe behaviour and its impact, while avoiding judgement
- Think about the value of the feedback for the recipient
- Make sure to give time for a response

Steps for success in difficult conversations (based on [Judy Ringer](#)'s model)

1. **Prepare for the conversation.** Take the time and space to give it your full attention. Create a welcoming, environment that helps to eliminate any perceived barriers.
2. **Inquiry.** The purpose is to understand the other person's point of view. Cultivate an attitude of discovery and curiosity. Keep a wide-open mind, as if you don't know anything yet. Listen, listen, listen.
3. **Acknowledgement.** The purpose is to ensure the person feels heard, and understood.
4. **Advocacy.** Share your perspective.
5. **Problem solving.** Work together to generate solutions that you both can agree on.
6. **Follow through and follow up.** Make sure to do what you say you will do. Check in later to see how things are going.

Processes for interpersonal conflict within the team

- Camosun is guided by the [Respectful Workplace](#) policy. All employees are required to take the [Respect in the Workplace](#) course, and as a leader you need to also take [Respect in the Workplace for Workplace Leaders](#). For guidance about resolving workplace conflict, see [Procedures For Reporting, Resolving, Investigating Respectful Workplace And Human Rights Complaints](#)
- Faculty clashes can be very destructive for departmental morale. Clashes between individuals can expand into clashes between factions as each builds support. Sometimes chairs inherit departments with dysfunctional faculty relationships.
- Occasionally, interpersonal conflicts are disguised as differences of opinion about educational philosophy, pedagogical approach, or even teaching qualifications. Sometimes people with strong positions feel justified in taking disagreements to extremes, and these conflicts can become particularly divisive and destructive, even leading to workplace harassment, or bullying.
- If you find yourself involved in a conflict between faculty members that is stuck, involve your dean and your HR consultant. Remember, you are not their manager.

Managing personal and sensitive information

Chairs frequently deal with private and confidential information, such as something personal about another employee. It is your professional responsibility to keep matters confidential and not to share sensitive information unless you have been given permission to do so, or on a need to know basis. Familiarize yourself with Camosun's [Protection of Privacy Policy](#).

Sometimes as chair, you may learn about a change in policy or circumstance that will affect your department, but be asked by your dean or other senior administrator to keep the information confidential for a period of time. Although having information you can't share may feel awkward, the decision to release this information is not yours to make. Keeping confidences makes you more trustworthy, not less. If you're not sure about sharing a particular kind of information, consult your union or other chairs for advice.

Chairs are sometimes put in the position of bringing "bad news" to their departments. While some faculty might want to "shoot the messenger", you don't need to accept responsibility for decisions over which you have no authority. If a decision has been made at the college executive, senior, or school leadership level that your department doesn't agree with, consider inviting your dean to come and speak to the decision.

Tips for giving bad news:

- Get to the point, as an indirect approach can create tension.
- Make your point and then stop, giving the listener(s) the opportunity to absorb the news and react. You probably heard the news earlier and have had time to absorb it.
- Be thorough. Explain the situation that has prompted the announcement and how this is affecting the department and you as chair.
- Make sure you have your facts straight. It is embarrassing if you get the small things wrong when discussing big issues.
- Agree to discuss any issues raised at a separate meeting if appropriate.
- If the colleague or group gets angry, keep your cool and suspend the conversation until they have regained some composure.
- To show you are hearing what they say, summarize and check back regularly with them on any points they make during the discussion.
- When it is appropriate, meet to plan a response to the news. Framing a response when the group is still absorbing the information is not a good strategy.
- Remember, whatever you are announcing is probably not your fault – don't take blame. Be a conduit, not a target.

(Adapted from "Bearing Bad News" article by Sarah Silcox in Edge e-zine, Institute for Learning Management, year unknown)

Engaging specifically with students

Students often come to speak to the chair when they have a concern about a grade or an instructor. Conversely, instructors often rely on the chair for advice about how to handle challenging student issues. It is in the best interest of everyone involved to treat these concerns with respect and fairness.

Faculty within your department are often the first line of contact for students who are experiencing challenges. Faculty are encouraged to come and consult with you as their chair to help strategize about how to handle difficult student situations. Here are some tips:

- Make sure you are familiar with institutional policies and department guidelines.
- Know the limits of confidentiality (i.e.: risk of harm to self or others).
- Document these conversations for future reference, and to ensure there is a written record of decisions made and actions taken.
- Listen impartially to concerns brought to you from students about instructors, or from instructors about students.
- Consider potential extenuating circumstances (mental health, disability, socio-economic factors...), and be prepared to bring in other supports as needed.
- Ascertain the problem, and intervene at the lowest level.
- Encourage students to make an appointment to speak directly with their instructor, if they haven't already done so (the same advice goes for instructor concerns about students).
- Ask for assistance: [The Office of Student Support](#) can help you navigate through issues of both academic, and non-academic student conduct.

Non-academic conduct

[Supporting Students in Distress Guide](#) is an excellent resource that will help you decide what actions to take when you become aware of a student who is exhibiting concerning, distressful or threatening behaviours. A student does not need to be violating any Camosun rules or regulations for you to be concerned.

Academic conduct

Camosun College students are required to comply with the standards of academic dishonesty set out in the [Student Conduct Policy \(E-2.5\)](#).

It is the responsibility of Camosun College Instructors and staff to take reasonable steps to prevent and to detect acts of academic dishonesty. It is an instructor's responsibility to confront a student when such an act is suspected and to take appropriate action if academic dishonesty, in the opinion of the instructor, has occurred.

- Be familiar with and follow the [Student Complaint Process](#), which relates to complaints about teaching and learning, other than those involving grades and formal human rights complaints. The process encourages students to discuss their concern, at (or as close to) the source of the concern as possible.
- The purpose of the [student appeals](#) policy is to provide a process for students who have reason to believe they have been graded unfairly or treated unjustly.
- If the student and instructor have discussed the issue and are still at an impasse, you can offer to mediate, and/or enlist the help of the Ombudsperson to assist you in mediating a solution.

- The [Ombuds office](#) is a place where students can go for help in dealing with conflicts or disputes on an informal basis. Camosun's Ombudsperson is an impartial, independent person whose major function is to provide confidential and informal assistance to students. The Ombudsperson receives and investigates student complaints, reports on findings, and helps achieve just and equitable settlements.
- Make sure students are aware of other supports available to them, as appropriate (counselling, Centre for Accessible Learning, etc.)

Meeting with students is part of your job – but it can expose you to a risk of violence or accusations of inappropriate conduct.

- Generally speaking, leave your door open when talking to students. If you need privacy, move to a space where you can be seen, but not overheard.
- Familiarize yourself with the [Student Conduct Policy](#). It will help guide you in determining when a student is out of line, and what you should do about it.
- If you feel unsafe, get out of your office and into a public area.
- Don't touch the student.
- Remain calm, but not passive.
- Then call College Safety at the emergency number (250)370-3075 and have someone assist you.

If you are planning to meet with a difficult student (and you are concerned about the potential for violence) contact [Campus Security](#) in advance, to assist you with strategies.

Chair and program leader development

Over your time as chair, you will find yourself going through different stages in terms of your own growth and development. Initially, you may be in survival mode, and on a steep learning curve with the basics of the job. Hopefully the resources outlined here will give you a place to start. But as you settle in to the position, you may find you have some space to consider developing additional skills, such as refining your leadership abilities. Later, you may consider how to contribute to mentoring others into a leadership role, and succession planning. When your appointment comes to an end, you might even look at other leadership opportunities, such as associate dean, dean or union service.

Personal professional development plan

It can be helpful to create a professional development plan that includes short term, mid-term and end of term goals. Setting goals will likely be part of the evaluation process you engage in with your dean. The [Human Resources Learning and Development](#) intranet site has excellent resources for your ongoing leadership development, such as: information about required courses, mental health training, finance training, conflict management, and change management. They offer a variety of workshops to help develop your leadership skills, and you can [sign up](#) to receive a monthly newsletter letting you know about upcoming opportunities. The [Centre for Excellence in Teaching and Learning](#) offers programs such as the Chairs Institute and the Chair Share Community of Practice, and lots of other great resources.

[The Circle of Courage](#) is a useful model that has been adapted as a framework in a number of areas across the college (including the [New Employee Portal](#)). This model of positive development was first described in *Reclaiming Youth at Risk* (2012) co-authored by Larry Brendtro, Dr. Martin Brokenleg, and Steve Van Brocken. The Circle of Courage draws from Native American philosophies of child rearing and resilience research in identifying four universal growth needs: belonging, mastery, independence, and generosity. These four areas are valuable in reflecting on the elements of any developmental journey.

Questions to ask yourself at each stage:

- **Belonging:** What information, resources, and connections do I need to help me feel like I am a part of this group? To feel more comfortable and welcome in my role as a leader?
- **Mastery:** How can I gain the skills I need to do my job effectively?
- **Independence:** How can I build on my successes, and deepen my understanding?
- **Generosity:** How can I share my learning with others, and encourage their growth?

Self-care

The role of chair can be demanding, and pull you in a number of different directions at once. Throughout your term, remember the importance of looking after yourself. Check out HR's resources for [Health Benefits and Employee Wellness](#). Managing workload and expectations can be challenging. Remember, that as chair, you are entitled to the same vacation, scheduled development benefits, and workload provisions as other faculty. If you find it harder to fit the time in, consider requesting a deferral, carry over, or assignment of an acting chair.

Library resources for chairs

Bensimon, E., Ward, K., & Sanders, K. (2000). [Department chair's role in developing new faculty into teachers and scholars](#)

Bolman, L. & Gallos, J. (2011). [Reframing academic leadership](#)

Bridges, W. (2016). [Managing transitions: Making the most of change](#)

Buller, J. (2012). [The essential department chair: A practical guide to college administration](#)

Buller, J. (2015). [Change leadership in higher education: A practical guide to academic transformation](#)

Bushe, G. (2010). [Clear leadership: Sustaining real collaboration and partnership at work](#)

Cashman, K. (2008). [Leadership from the inside out: Becoming a leader for life](#)

Chu, D. (2012). [The department chair primer: What chairs need to know and do to make a difference](#)

Connor, M. & Julia Pokora, J. (2007). [Coaching and mentoring at work: Developing effective practice](#)

Fisher Chan, J. (2003). [The Jossey-Bass academic administrator's guide to meetings](#)

Mcarthur-Blair, J. & Cockell, J. (2018). [Building resilience with appreciative inquiry: A leadership journey through hope, despair, and forgiveness](#)

Raelin, J. (2010). [Creating leaderful organizations: How to bring out leadership in everyone](#)

Rusen, M. (2016). [The mirror method: How to build productive teams by ending workplace dysfunction](#)

Wheatley, M. (2005). [Finding our way: Leadership for an uncertain time](#)

Zachary, L. (2012). [The mentor's guide: Facilitating effective learning relationships](#)

Policies you should be familiar with

All [Camosun policies](#) are listed on the website. Some you will use more often than others, but it is good to have a sense of what's there for reference when you need it. They cover a wide range of topics including: board governance, organizational goals, education council, academic policies, student services policies, research, operations, facilities, finance, human resources, and information management. Here is a list of some policies that you will need to refer to:

Need to know and refer to MOST frequently:	Need to know and refer to LESS frequently:
<ul style="list-style-type: none"> • Academic accommodations for students with disabilities • Academic progress • Admission • Course withdrawals • Grading • Medical/compassionate withdrawals • Prior learning assessment • Protection of privacy • Record management • Recruitment and selection • Respectful workplace • Sexual violence and misconduct • Standards of conduct • Student appeals • Student conduct 	<ul style="list-style-type: none"> • Academic schedule • Copyright • Educational approvals • Electronic communication with students • Employee performance development • Employee workload in excess of full time • Equity, diversity and inclusion • Ethical conduct for research involving human subjects • Faculty accessibility • Financial responsibility and accountability • Hospitality expenditures • Involuntary health and safety leave of absence • Job sharing • Program advisory committees • Program quality assurance • Purchasing • Scheduling instructional space • Serving and selling food and alcohol safely on campus • Standards for awarding Camosun College credentials • Travel • Unpaid leaves of absence • Vacation scheduling • Work integrated learning

Typical job functions

The college's chair job description (from HR chair job description, December 2016), was developed collaboratively, and describes how the chair role can include the following tasks:

1. Facilitates student learning and student success within the department
 - Leads the development and maintenance of departmental standards of service
 - Ensures provision for academic advice and guidance to prospective and current students
 - Ensures student orientation sessions are conducted and student progress is monitored from intake to graduation
 - Facilitates and if needed investigates and attempts to resolve student complaints and student conduct
 - In collaboration with the Dean/Director and Student Services addresses matters of enrollments, student and program requirements, transfer credit, grad issues
2. Works with the College and external organizations/interests
 - In collaboration with departmental faculty ensures that curriculum design, implementation and delivery are relevant to community and regulatory needs
 - Represents the department on program advisory committees
 - Ensures representation of the department and/or programs on local, provincial, and national organizations.
3. Leads the department in establishing and maintaining quality curriculum standards
 - Participates in the development and implementation of new courses/programs and the revision of existing courses/programs, and ensures approval processes have been followed
 - In collaboration with faculty ensures review and evaluation of departmental courses and programs on a regular basis to ensure compliance with course/program standards, and that appropriate actions are taken after evaluation
 - Initiates departmental planning for curriculum and major programs
 - Coordinates the schedule of courses to be offered in accordance with college guidelines
 - Seeks adequate resources for the department curriculum including library holdings, supplies and equipment.
 - Monitors trends and issues pertaining to courses and programs
 - May act as Chair of the School Curriculum Committee.
4. Leads the department in planning activities
 - In collaboration with the Dean/Director and other appropriate persons develops and monitors the annual departmental budget
 - Coordinates the annual departmental planning process; facilitates the creation of annual department goals and assesses and reports on their status.
 - In collaboration with the Dean/Director implements and manages revenue generating and entrepreneurial opportunities within the department.

5. Leads the effective operation of the department

- Provides orientation, team building, coaching and mentoring to faculty and staff as required in order to ensure a collegial partnership.
- Delegates responsibility for various duties and projects among departmental personnel
- Leads the overall human resource management within the department and participates in the performance review process
- Schedules and monitors the workload of the department
- In collaboration with the appropriate person(s) uses confidentiality and discretion in handling departmental personnel issues, apprising the Dean/Director of such issues as necessary, and making recommendations to the Dean/Director for the resolution of personnel conflicts and performance issues
- Facilitates and promotes development opportunities for department faculty and staff
- Assists faculty in the planning of Scheduled Development activities
- Interprets and provides guidance on collective agreement matters
- Ensures effective Liaison with Student Services departments.

Faculty members of a department report directly to the Chair on operational matters including work assignments and student issues. This position may also be responsible for leading and supervising departmental support staff positions. Additionally, the Chair may represent or act as the Dean/Director and may undertake initiatives as assigned by the Dean/Director or, upon occasion, the Vice President.

(from HR chair job description, December 2016)

Chair duty highlights from collective agreement

Below is a brief synopsis of the places within the collective agreement that mention the responsibilities of chairs and program leaders. NOTE: Most chairs are faculty members of CCFA, with the exception of Trades and Continuing Care programs, who are faculty members of BCGEU. This document is not intended to conflict in any way with your collective agreement, which always prevails. Please refer directly to your collective agreement for more details.

[Camosun College Faculty Association \(CCFA\)](#)

According to the [CCFA collective agreement](#), there are a number of decisions that the dean makes “in consultation with the chair”.

Teaching appointments (1.02, 1.04, 1.08)

Chairs should be familiar with the collective agreement regarding hiring and right of first refusal for term appointments and continuing appointments, particularly when more than one candidate is equally qualified. The dean makes the final determination, in consultation with the chair. This is also the case for determining procedures for hiring substitute instructors. In addition, under certain circumstances, college administrators may take on a teaching section, and the dean is responsible to determine the appropriateness of qualifications, in consultation with the chair.

Workloads (7.01, 7.02, 7.03, 7.04)

Chairs work together with employees and deans to determine annual workloads, taking into consideration things like class size, marking load, office hours, committee involvement, technology, etc. Chairs need to be familiar with the principles guiding workload assignment, such as normal contact hours, and an average 37.5 hour work week (35 for most non-teaching faculty). This average workweek applies to chair workload as well.

Annual vacation (8.01)

Faculty members work together with their chair and dean to schedule vacation time (normally taken in one block), ensuring that both the needs of the college and the interests of the faculty member are taken into consideration.

Scheduled development time (10.01)

Faculty members applying for scheduled development time submit proposals to their chair for review by February 1st each year (for the May 1st to April 30th SD period). Once reviewed, the dean needs to approve the proposal by February 15th. If the dean rejects the proposal then the faculty member, chair and dean can have a discussion to try and reach agreement about an alternate proposal.

Development time is scheduled in one uninterrupted block (unless otherwise agreed to) in agreement between the faculty member, the chair and the dean.

Employee appraisal (28.01, 28.02, 28.03, 28.04, 28.05)

Methods for appraisal are developed by the dean or vice president in consultation with the chairs. Chairs may have a role to play in faculty member appraisals. Continuing faculty should complete an appraisal process at least once every three years. Probationary faculty should complete an appraisal process within their first semester and again when eight to ten months remain in the two year probationary period. For both of these types of employees, the appraisal needs to include student feedback, department feedback and a self-evaluation. The department feedback may include chair or other peer feedback.

For term faculty, the appraisal occurs within their first semester, second or third semester, and again in their fourth semester. This appraisal process also needs to include student feedback, department feedback and a self-evaluation. Term faculty need to review the components of the appraisal with their chair, who will prepare a summary report to be submitted to the dean (together with the components of the appraisal, after the faculty member has had a chance to review the report and add comments).

Appraisal documents will be placed on the employee's Human Resources personnel file, and be available only to the employee, chair, dean, appropriate Human Resources personnel, appropriate vice-president, and president.

Chair duties, stipend, and terms of office (6.01 to 6.07)

Chairs are entitled to an administrative stipend as set out in Appendix B of the Collective Agreement. For each department that consists of three or more faculty, a chair will be appointed for a three year term. The duties and responsibilities of the position will be established by the dean/director, following consultation with the faculty members of the department. Each chair will have release time for chair duties established from time to time by the dean or director and vice-president in consultation with the chair. Chairs in non-teaching areas receive release time proportional to those in instructional areas (7.03). Chairs are entitled to scheduled development time on the basis of their entire workload assignment (10.01).

Program Leaders (6.01)

Program leaders responsibilities are not articulated within the collective agreement except in one location which states: "In departments in which more than one individual is required for administration, the Faculty Member(s) (such as "program leaders") designated to assist shall receive up to one-half (1/2) of the Chair's stipend. At the discretion of the Dean, the Employee's workload may also include designated time for these additional duties." From this brief description, we can take it to mean that the role of program leaders is designed to "assist" with administration of chair duties.

BC Government and Service Employees' Union (BCGEU)

According to the [BCGEU collective agreement](#), there are a number of decisions that the dean makes "in consultation with the chair".

Faculty hiring (1.5, 4.5)

Faculty members within departments are consulted in the selection of all new faculty, and the hiring committee normally includes the chair.

The procedure for recruiting substitute teachers will be developed by the dean/dssociate Dean, in consultation with the chairs. Whenever a faculty member is unable to meet a scheduled class, they need to inform their chair (or, if unavailable then the program leader). Only the dean /associate dean (or designate) can cancel a class and will inform students.

Workloads, scheduling, vacations (7.1, 8.1)

Employee's workload is determined by the employee, chair, and dean working together, and considering factors such as: class size, marking, office hours, committee involvement, administrative responsibilities, etc. Scheduling of annual vacations is carried out by a group of employees, their chair and dean, working together to consider the instructional needs of the college and the interests of the employees.

Employee appraisals (26.2)

Completed employee appraisal will be available only to the employee, their chair, dean, vice president, president, and when appropriate to members of the college's Human Resources department.

Chair/Program leader stipend, duties, and terms of office (6.1 to 6.7)

Chairs and program leaders are entitled to an administrative stipend. The duties and responsibilities of the position are established by the Vice President Education, on the recommendation of the dean, following consultation with faculty members. Each chair will have a reduced teaching load established from time to time by the dean and vice president in consultation with the chair. Where a program specialty, other than that represented by the chair, is identified, a program leader may be appointed to assist in such administrative duties as scheduling, purchasing, advisory committees, etc. Terms of office for the chair are three years.

List of chairs and program leaders May 2020

Department	Position	Name	Disc	E-mail	Ph	Office
Academic & Career Foundations	Chair	Zahra Khimji	CCFA	khimjiz@camosun.bc.ca	tbd	CBA 150
Employment Training & Preparation	Chair	Jody Isaac	CCFA	isaacj@camosun.bc.ca	4610	Port A 100A
Community Learning Partnerships (CLP)	Chair	Pooja Gupta	CCFA	guptap@camosun.bc.ca	3489	E220
English Access	Chair	Kristine Kerins	CCFA	kerins@camosun.bc.ca	3123	P 324
English Language Development (ELD) Career and Academic Prep. English Stream	Chair	Kirsten Bunton	CCFA	buntonk@camosun.bc.ca	3376	E 212
English Language Development (ELD) Basic ESL Stream	Chair	Tony Vernon	CCFA	vernona@camosun.bc.ca	4494	CBA 132
Indigenous Education & Community Connections	Chair	Todd Ormiston	CCFA	ormiston@camosun.bc.ca	3122	E204
Math Access	Chair	Patrick Montgomery	CCFA	montgomeryp@camosun.bc.ca	3502	E 268
Indigenous Education & Community Connections	Program Leader	Sandee Mitchell	CCFA	mitchell@camosun.bc.ca	3124	E 205
Assessment	Faculty Leader	Vivian Fayowski	CCFA	Fayowskiv@camosun.bc.ca	3599	ID 217
ACBT	Program Leader	Steve McKinnon	CCFA	mckinnons@camosun.bc.ca	3472	F 348A
CMNS	Chair	Lois Fernyhough	CCFA	fernyhol@camosun.bc.ca	3397	Y 315C
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Chemistry & Geoscience	Chair	John Lee	CCFA	LeeJohn@camosun.bc.ca	3446	F 344A
Criminal Justice	Chair	Wendy Taylor	CCFA	TaylorW@camosun.bc.ca	3431	Y 210A
English	Chair	Kristine Kerins	CCFA	kerins@camosun.bc.ca	3123	P 324
Environmental Tech	Chair	Emrys Prussin	CCFA	prussine@camosun.bc.ca	3288	P 314
Engineering Transfer	Program Leader	Susan Chen	CCFA	chen@camosun.bc.ca	3497	E242
Humanities	Chair	Janice Shewey	CCFA	SheweyJ@camosun.bc.ca	3953	Y 312
Math and Statistics	Chair	Patrick Montgomery	CCFA	montgomeryp@camosun.bc.ca	3502	E 268
Music	Chair	David Visentin	CCFA	visentin_d@camosun.bc.ca	386-5311	VCM
Physics & Astronomy	Chair	Stephanie Ingraham	CCFA	IngrahamS@camosun.bc.ca	3513	F346C
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Accounting & Finance	Chair	Amy Hoggard	CCFA	hoggarda@camosun.ca	4136	CBA 224
Applied Business Technology	Chair	Nicholas Read	CCFA	readN@camosun.ca	4153	CBA 263
Economics, Statistics, & UT Business	Chair	Bijan Ahmadi	CCFA	ahmadib@camosun.bc.ca	4140	CBA 249B
Hospitality, Tourism & Golf Mgmt.	Chair	Carl Everitt	CCFA	everittc@camosun.bc.ca	3145	D 240
Marketing	Chair	Cynthia Wrate	CCFA	wrateC@camosun.ca	4158	CBA 221
Management & HR Leadership	Chair	Allison Betton	CCFA	bettonA@camosun.ca	4186	CBA 264
Bus Access & Recruitment/Retention	Program Leader	Larry Chung	CCFA	chung@camosun.bc.ca	4102	CBA 236
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Accounting & Finance	Program Leader	Jolene Kendrew	CCFA	kendrewj@camosun.ca	4147	CBA 231B
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Applied Business Technology - Office Administration	Program Leader	Genevieve Beninger	CCFA	beningerG@camosun.ca	4485	CBA 261
Applied Business Technology - Legal Office Assistant	Program Leader	Patricia Gaudreault	CCFA	gaudreaultP@camosun.ca	4175	CBA 275
Economics, Statistics, & UT Business	Program Leader	Ocean Lu	CCFA	luO@camosun.bc.ca	4162	CBA 225/ E300
Economics, Statistics, & UT Business	Program Leader	Keith Yacucha	CCFA	yacuchaK@camosun.ca	4189	CBA 279
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Marketing	Program Leader	Anne Borrowman	CCFA	borrowmanA@camosun.ca	4163	CBA 272
Management & HR Leadership	Program Leader	Sonja Kennedy	CCFA	kennedyS@camosun.ca	4065	CBA 239
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Allied Health and Technology	Chair	Lynelle Yutani	CCFA	yutanil@camosun.bc.ca	4768	CHW 320
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Allied Health and Technology SONO	Program Leader	Matthew Barbas	CCFA	barbasM@camosun.bc.ca	4763	CHW 317
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Civil Engineering	Chair	Zoe Broom	CCFA	zbroom@camosun.bc.ca	4512	TC 117
Computer Science	Chair	Saryta Schaerer	CCFA	Schaerer@camosun.bc.ca	4451	TC 244
Electronics and Computer Engineering	Chair	Alan Duncan	CCFA	duncana@camosun.bc.ca		
Mechanical Engineering	Chair	Ross Lyle	CCFA	lyle@camosun.bc.ca		
Culinary Arts	Chair	Steven Walker-Duncan	BC GEU	WalkerS@camosun.bc.ca	3778	CAF 133
Electrical Trades	Chair	Carmen deGoey	BC GEU	CdeGoey@camosun.bc.ca	3772	JD 127A
Mechanical & Metal Trades	Chair	Kyle Broad	BC GEU	broadk@camosun.bc.ca	3786	CTEI 108
Plumbing & Pipe Trades	Chair	Jamie McPherson	BC GEU	mcperson@camosun.bc.ca	3759	JD 129E
Trades Development and Special Projects	Chair	Olaf Nielsen	BC GEU	nielseno@camosun.bc.ca		
Architectural Trades	Chair	Al Van Akker	BC GEU	vanAkker@camosun.bc.ca	3802	JW 134A
Engineering Bridge	Program Coordinator	Peter Burrage	CCFA	burrage@camosun.bc.ca	4443	TC112
Bachelor of Sport & Fitness Leadership / Sport Management, Exercise & Wellness diploma, Sport Management diploma, Diploma Adventure Education	Chair	Gord Inglis	CCFA	inglisg@camosun.bc.ca	4722	PISE 307
Bachelor of Athletic & Exercise Therapy	Chair	Connie Klassen	CCFA	klassenc@camosun.bc.ca	4726	PISE 212D
Massage Therapy	Chair	Emah Christiansen	CCFA	christiansene@camosun.bc.ca	4523	PISE 203

Exercise & Wellness	Program Leader	Kristal Anderson	CCFA	andersonk@camosun.bc.ca	4726	PISE 212B
Sport Management	Program Leader	Charles Parkinson	CCFA	parkinsonc@camosun.bc.ca	4716	PISE 306F
Bachelor of Athletic & Exercise Therapy	Program Leader	Jen Gow	CCFA	gowj@camosun.bc.ca	4732	PISE 212G
Adventure Education	Program Leader	John Telford	CCFA	telfordj@camosun.bc.ca	4719	306I
Centre for Excellence in Teaching & Learning (CETL)	Chair	Martha McAlister	CCFA	mcalisterm@camosun.bc.ca	4992	LACC 236
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CETL eLearning	Team Leader	TBA	CCFA			
CETL Faculty Development	Team Leader	Jacquie Conway	CCFA	conway@camosun.bc.ca	3523	LLC 160
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Centre for Accessible Learning	Chair	Brent Wassermann	CCFA	WassermannB@camosun.bc.ca	3737	LACC 215
Counselling	Chair	Liisa Robinson	CCFA	robinsonl@camosun.bc.ca	4922	LACC31 4A
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Continuing Education (CE)	Program Coordinator	Val Montague	CCFA	montaguev@camosun.bc.ca	4221	VITP