MANAGEMENT HANDBOOK

**A Body of Knowledge for QU Major Academic-based
Strategies, Internal Processes and Guidelines**

Fall 2008

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QU Management Handbook

Preface

This handbook[1] is presented to all academic administrators (department heads, associate deans, deans and directors) at Qatar University to support them in carrying out their administrative duties and responsibilities based on common best known academic practices, QU-Bylaws, QU-HR policies and best known management practices. In drafting this document in 2007, the OIPD concentrated foremost on one goal; to create complete and comprehensive body-of-knowledge document for QU.

The handbook addresses many key communicative, behavioral, strategic and managerial areas related to administration and planning. Additionally, the document summarizes key administrative processes related to academic assessment, budget and recruitment. Finally, the document summarizes major roles and responsibilities for each academic-based administrative position at QU.

As the language of the document is concise and direct, we at the Office of Institutional Planning and Development were guided by the directions of the VP&CAO to focus on the best practices without violating current QU policies and procedures. The material presented in this handbook shall be disseminated by a series of workshops organized by the Academic, Office of Institutional Planning and Development, and Human Resources divisions at QU.

Each chapter in this handbook starts by presenting a brief statement of its purpose. Additionally, most parts contain a number of tips directed to the respective chapter audience. In many sections there are key statements focusing on the possible target groups of readers.

After this initial release of the Management Handbook, we expect that a number of additional sections may be required for future versions. However, we also require feedback from the different academic units and departments regarding the content of this handbook. We shall be more than happy to include any new material that is expected to enhance our management practices at QU.

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Key definitions of top administrative positions:
VPCAO: Vice President & Chief Academic Officer
VPCFO: Vice President & Chief Financial Officer
VPIPD: Vice President for Institutional Planning and Development
VPSA: Vice President for Student Affairs
VPR: Vice President for Research

Key definitions of offices mentioned in this document:
AC: Academic Council
AO: Admissions Office
BOR: Board of Regents
EMC: Executive Management Committee
FP: Foundation Program
FS: Faculty Senate
OAE: Office of Assessment & Evaluation
OCE: Office of Continuing Education
OEMCA: Office of the Executive Management Committee Affairs
OFID: Office of Faculty and Instructional Development
OIRDW: Office of Institutional Research & Data Warehouse
RO: Registrar's Office

Important Due Dates at QU

	SUBJECT	RESPONSIBLE PARTY	DUE BY
1.	Determining the required needs in terms of academic staff recruitment	Heads of Departments	1st Wk of Oct.
2.	Distribution of the FPAS[i] to Heads of Departments and Faculties	Office of Assessment and Evaluation	Oct. 9th.
3.	Meeting with faculties to explain and agree on the criteria used for the evaluation	Heads of Departments	2nd Wk of Oct.
4.	Heads of Departments to hold a meeting with each faculty member to: 1. Discuss his/her plan for the current academic year, and to agree on distribution of weights of the different components 2. Academic support to the University and societal support to Community 2. Agreeing on course/s which should be included in the faculty's portfolio, submitted for evaluation	Heads of Departments	From 2nd Wk of Oct. until 2nd Wk of Nov.
5.	Proposal and requests for next year 's budgets according to the cost centers (programs' needs) sent to the VP/Deans.	Cost Centers Departments Academic offices	3rd Wk. of Oct.
6.	Amending the Class Schedule for Spring 2008	Admission/Course Schedules Unit	3rd Wk. of Oct.
7.	Preparation of recruitment advertisement content and identification of ad avenues	Department RSC[ii]	4th Wk. of Oct.
8.	Submission of requirements to the VP and CAO	Deans	4th Wk. of Oct.
9.	Short-listing of candidates and sending report to Dean	Department, RSC	During Nov.
10.	Deadline for amendments to the Spring 2008 Class Schedule	Admission/Course Schedules Unit	1st Wk. of Nov.
11.	Modification and approval of the cost centers' budgets and forwarding them to the Finance Department	VPs, Deans, Directors	2nd Wk. of Nov.
12.	Providing and entering dates of courses for the Class schedules of Summer 2008 and Fall 2008	Admission/Course Schedules Unit	4th Wk. of Nov.
13.	Final shortlisting and selection to be sent to VPCAO	College RSC and Department RCS	1st Wk. of Dec.
14.	Sending offers to candidates	VPCAO	During 2nd to 4th Wks of Dec.
15.	Receiving of candidates acceptance	Recruitment Section, HR	During Jan.
16.	Start appointing process	Recruitment Section, HR	4th Wk. of Jan.
17.	Sending copy of the Class Schedule of Fall 2008 and Summer 2008 to Colleges and Departments	Admission/Course Schedules Unit	4th Wk. of Jan.
18.	Deadline for providing and entering dates	Admission/Co	3rd. Wk. of

	of courses for the Class schedules of Fall 2008 and Summer 2008	urse Schedules Unit	Feb..
19.	Evaluation forms and guideline handed back to the Heads of Departments	Heads of Departments and Academic staff	4th. Wk. of Feb.
20.	Requests for Text books	Deans, Heads of Departments	End of Jan.
21.	Handing over of all the required documents for evaluation to the Heads of Departments	Heads of Departments	2nd. Wk. of Mar.
22.	The deadline to send copy of Class Schedule of Summer 2008 and Fall 2008	Admission/Course Schedules Unit	3rd. Wk. of Mar.
23.	Completion of faculty performance files by the Heads of Departments and feeding the result electronically	Heads of Departments	From 3rd. Wk. until End of Mar.
24.	Heads of Departments meet with each faculty to disclose the results, and provide him/her with a copy	Heads of Departments	During the first 2 weeks of April.
25.	Submitting appeals by the faculty to Deans of the Colleges	Faculties	Within three days of receiving the FPAS results by faculties
26.	Deans call for a meeting with the faculty who has submitted an appeal and his Head of Department to reach final conclusion	Deans	Within two weeks of receiving the appeals by the Deans
27.	Heads of Departments submit all the results (FPAS) to the Deans for endorsement	Heads of Departments	3rd. Wk. of Apr.
28.	Setting appointments with faculties whose performance is either (Below expectation or unsatisfactory), in coordination with the Heads of Departments to discuss and submit a plan for his/her professional development	Deans	From 3rd. Wk. of Apr. until 2nd. Wk. of May
29.	Deans send the final report of the results (appeals and professional development plans for faculty members with rated performance below expected or unsatisfactory	Deans	From 3rd. Wk. of Apr. until 2nd. Wk. of May.
30.	The VP and CFO informs the VPs/deans/directors the spending plan for their units with the guidelines for the annual salary increment	VP and CFO	Towards End of Apr.
31.	Amendments of Class Schedule for Summer and Fall 2008	Admission/Course Schedules Unit	2nd. Wk. of May.
32.	College administration send the final reports of the result of FPAS for their faculties to the Office of Assessment and Evaluation	Deans and Associate Deans for Academic affairs	From 2nd. Wk. of May to the End of May
33.	Heads of Departments/Units make salary recommendations to their Deans/Directors	Heads of Depts./Units	2nd. Wk. of May.
34.	The deadline for amendments of Class Schedule for Summer and Fall 2008	Admission/Course Schedules Unit	3rd. Wk. of May.

35.	Deans make final decisions about annual salary increment for their units. The president decides salary increase for the VPs/Deans/Directors	Deans and Directors	3rd. Wk. of May.
36.	Human Resources Department and Finance Department process the approved budget and staff salary increase to be effective next academic year.	HR, Finance	4th. Wk. of May.

Notes

Yellow	**=**	**Recruitment**
Gray	**=**	**Evaluation of Faculties**
White	**=**	**Budget and Salaries**
Tan	**=**	**Class Schedule**

FPAS = Faculty Performance Appraisal System
RSC = Recruitment Search Committee

Chapter-1
Roles & Responsibilities of
QU Administrative Positions

Purpose of this chapter:
This chapter summarizes the roles and responsibilities of QU top administrative positions as well as the administrative positions that deal with QU's academic functions. As the QU Faculty Handbook contains these roles and responsibilities in more detail, the Division of Institutional Planning and Development found it useful to summarize these major roles in a simplified graphical format. This chapter is considered to be a useful and quick reference guide, particularly for newly appointed department heads and college deans.

Selected Roles & Responsibilities of QU Administrative Positions[2]
Target Group: All Academic-based Administrative Positions

This section summarizes the major professional administrative responsibilities of the different administrative positions at QU. These roles and responsibilities are premised on the spirit of the QU Bylaws[3].. The following organizational chart[4] represents the major administrative positions at QU, and the relationships between each. The subsequent charts summarize most QU administrative positions.
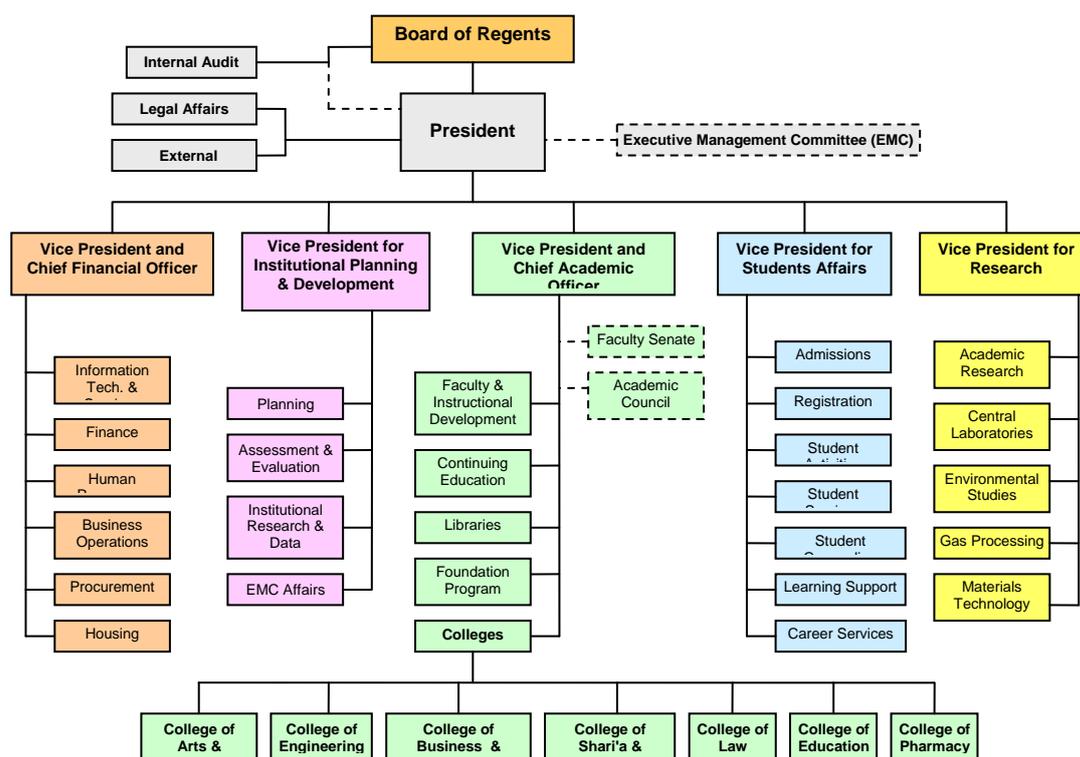
QU Organizational Breakdown Structure (QU-OBS)- 2007

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[2] Extracted from QU Bylaws Version 2.0, approved by the BOR on June 2007

[3] QU Bylaws Version 2.0, approved by the BOR on June 2007.

[4] Based on the latest structure approved by the BOR on June 2007.

For more information please refer to the QU-Academic Bylaws section published in the Faculty Handbook of Qatar University.

QU Management Handbook

1.1 Roles and Responsibilities of the President

QU President Roles & Responsibilities

Embodies QU's mission by making decisions that consolidate the relationship between QU and the community, and upholds the purposes behind the programs and activities of QU.

Oversees the general administrative and academic policies of QU based on the directions set by the Board of Regents regarding both QU's mission and the needs of the Qatari society.

Represents QU at all public appearances on local, regional, and international levels. The President also represents QU in lawsuits and is entitled to serve as its official spokesperson.

Strengthens the professional and collegial atmosphere of QU through consistent, transparent, and unwavering leadership that entails managing the performance of other members of the QU community, particularly those in leadership positions associated with QU's administrative offices.

Attends all meetings of the Board of Regents as a member ex -officio, and presides over the sessions of the Executive Management Committee. Although it is recommended that the President also attends the meetings of the Faculty Senate on a periodic basis, it is sufficient for the President to receive updates on this group's meetings from the Vice President and Chief Academic Officer.

Follows up the directions of the Board of Regents, and considers the demands and recommendations generated during the meetings of central advisory bodies such as the Executive Management Committee.

Guides the implementation of new programs, policies, or institutional changes.

Communicates and achieves the principal goals of QU's strategic plan as determined by the Board.

Nominates candidates for the positions of the QU Vice Presidents. These positions are subject to confirmation by the Board of Rgents. It is a primary task of the President to ensure that the Vice Presidents are fulfilling their assigned roles and responsibilities. Two vice presidential positions must be filled: the Vice President and Chief Financial Officer, and the Vice President and Chief Academic Officer.

Confirms appointments of the Associate Vice Presidents, College Deans, and Directors of offices that directly report to the Vice Presidents. Two associate vice presidential positions must be filled: the Associate Vice President for Student Affairs, and the Associate Vice President for Research.

QU President Roles & Responsibilities 'continued…'

Recommends to the Board of Regents the opening, closure and modification of colleges, departments, centers, institutes, and programs of study.

Delegates authority to the Vice Presidents whenever appropriate.

Ensures that QU's organizational bylaws are implemented as intended.

Appoints University-wide committees.

Approves the University's code of ethics.

Presents University budget request to the Ministry of Finance on behalf of the Board of Regents.

QU Management Handbook

1.2 Roles and Responsibilities of the Vice President and Chief Academic Officer (VPCAO)

QU VPCAO Roles & Responsibilities

- Recommend to the President the appointment of Associate Vice Presidents, Deans and Associate Deans.

- Appoint Department Heads upon the recommendation of the respective Deans.

- Approve the appointment, renewal, and termination of the academic faculty.

- Approve the promotion of faculty based on the recommendations of the promotion committee.

- Oversee and review the performance of the Deans and Associate Vice Presidents.

- Appoint committees at the University level to assist him/her in specific matters related to the academic operations of the University, including the academic promotion committee.

- Serve as the Head of the Academic Council.

- Enable development of the core curriculum and approve changes in curriculum made to implement this program.

- Prepare an annual report for the President on the current status and future academic plans of the University.

- Recommend to the President modifications to the admissions criteria for the University that should be presented to the Board of Regents.

- Work with the Vice President for Institutional Planning and Development to oversee the University's academic strategic plan.

- Recommend to the President the dismissal of students from the University for academic reasons.

- Approve modifications made to existing courses in the core curriculum.

- Review the budget proposals submitted by the College Deans and prepare the overall academic budget proposal.

- Oversee the disbursement of University academic funds to the various colleges, centers, and institutes under his/her authority.

- Prepare an annual evaluation of the performance of the office of the Vice President and Chief Academic Officer and ensure that the College Deans and Department Heads carry out their own annual evaluations.

QU Management Handbook

1.3 Roles and responsibilities of the Vice President and Chief Financial Officer (VPCFO)

QU VPCFO Roles & Responsibilities

Oversee the general administrative and financial policies, and procedures approved by the Board of Regents and recommend their modifications on basis of the application outcomes.

Determine work financial, professional and human needs necessary for the achievement of the University's goals.

Prepare a comprehensive proposal of the University's budget, submit it to the University President and oversee the implementation of its items after its approval and according to the approved funding.

Work with the Vice President for Institutional Planning and Development to ensure that the budget outcomes are consistent with and directly support University priorities and overall strategic planning.

Participate in the Executive Management Committee's meetings and follow up the implementation of its decisions and recommendations.

Head the Tender and Bidding Committee and oversee the procurement committee's work and endorse the decision reports.

Oversee the implementation of the administrative and financial projects and see to their implementation according to the set plans.

Nominate administrative directors. Such nomination is subject to the President's approval. Appointment of the administrative heads is based on the recommendations of the Department Directors.

Establish university-wide committees to assist with issues relevant to administrative and financial affairs.

Prepare an annual report on the financial and administrative statuses and the future plans to be submitted to QU President.

Oversee the staff performance evaluation and give instructions for promoting the professional performance at all administrative levels.

Administer an annual evaluation of the office of the VPCFO with regard to the position's performance and duties.

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1.4 Roles and responsibilities of the Vice President for Institutional Planning and Development (VPIPD)

QU VPIPD Roles & Responsibilities

- Oversee and support institutional effectiveness initiatives, institutional research and planning processes, and organizational development.

- Oversee the development and analysis of university strategic indicators, performance measures, and management systems drawing upon institutional data from all sectors of the University.

- Provide fiscal analysis of all budgetary units of the university and ensure that the institution's budget outcomes are consistent with and directly support institutional priorities and overall strategic planning.

- Serve as the University's representative to coordinate the implementation of reform initiatives.

- Maintain University data warehouse, prepare internal and external data reports, and respond to institutional data requests.

- Conduct studies essential to the strategic planning, quality improvement process, and institutional benchmarking.

- Ensure that the University remains in breast of national and international trends, developments, and events related to higher educations and institutional effectiveness.

- Recommend to the president the appointment of the Directors of Offices under his/her jurisdiction.

- Prepare an annual evaluation of the performance of the office of the Vice President for Institutional Planning and Development.

QU Management Handbook

1.5 Roles and responsibilities of the Vice President for Research (VPR)

QU VPR Roles & Responsibilities

- Prepare an annual report that evaluates the efficacy of the duties and procedures that occur within the Office of Research.

- Oversee the development of research programs among faculty and students and promote faculty research in new areas of study.

- Oversee University sponsored research activities.

- Work with Colleges to encourage scholarly endeavor among faculty, particularly those projects that would engender collaboration on research projects (multidisciplinary or otherwise) among faculty members.

- Determine the procedures and criteria for submitting proposals seeking University funding.

- Recommend to the president the appointment of the Directors of Offices and centers (Environmental Studies, Gas Processing, etc.)

- Appoint department and unit heads upon recommendation of the respective directors.

- Ensure that research practice Review the research performed at the University of Qatar in order to ensure that it adheres to accepted ethical codes of conduct.

- Advise the President on significant research issues and concerns that arise within the University.

- Oversee the operations of the research support offices and units and all of its attendant duties.

- Prepare the annual budget proposal for the Office of Research. This task should take into account all operations that directly fall under its purview, including the University-based grants and awards that are issued through the Office of Research.

- Provide technical assistance to faculty engaged in scholarly endeavors.

- Prepare an annual evaluation of the performance of the office of the Vice President for Research and ensure that the offices under the purview of Research carry out their own annual evaluations.

- Negotiate and coordinates grants and awards and oversee the dispersal of such funding when appropriate.

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1.6 Roles and responsibilities of the Vice President for Student Affairs (VPSA)

QU VPSA Roles & Responsibilities

- Serve as the primary advocate for students in the development of University programs, services and policies and procedures.

- Oversee and coordinate programs and services within the Office of Students Affairs including admissions, registration, student centers and services.

- Recommend to the president the appointment of the Directors of Offices (Admission, Registration, Student Services, etc.)

- Appoint department heads upon recommendation of the respective directors.

- Review the budget proposals submitted by the offices operating under the purview of the Office of Student Affairs, and prepare a proposal for students' affairs operations as a whole.

- Develop programs and initiatives to enhance the quality of campus life through a range of student services and activities.

- Recommend programs and services that will promote and encourage student involvement.

- Prepare documents and media that disseminate information about programs, services and policies and procedures affecting students.

- Serve the student-body by providing general problem-solving and information referral assistance for students.

- Prepare reports based upon data collected by the Office of Institutional Research, and evaluations of programs and services that recommend how resources may be used most effectively.

- Oversee student admittance practices and the awarding of scholarships to students.

- Review cases of students who are candidates for academic probation and instruct the Registration Office to take necessary steps.

- Forward courses of action to the Vice President and Chief Academic Officer in addressing cases of students who are candidates for dismissal from the University for academic reasons.

- Prepare an annual evaluation of the performance of the office of the Vice President for Students Affairs and ensure that the offices under the purview of Students Affairs carry out their own annual evaluations.

QU Management Handbook

1.7 Roles and responsibilities of the Director for the Office of EMC Affairs (OEMCA)

QU EMC Affairs Director's Roles & Responsibilities

- Adhere to and work towards the achievement of EMC vision, functions, and goals
- Communicate the EMC vision, decisions, and concerns to the University community
- Process correspondence, reports and any other documentation and action required by EMC accordingly
- Plan and Prepare adequately for the EMC meetings in order to make informed decisions
- Congregate and initiate proposals, studies, and concerns to be discussed by EMC
- Ensure that materials presented to EMC are in line with University policies and procedures
- Oversee the implementation of decisions and secure the necessary resources
- Pursue and coordinate the efforts required for creation and updating of University policies and procedures
- Keep track of University policies and procedures and their updates
- Maintain manual and computerized EMC records including collating and presenting data and to produce reports and statistics as and when required by the VPIPD

QU Management Handbook

1.8 Roles and responsibilities of the Director for the Office of Assessment and Evaluation (OAE)

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                                              Update and monter the university academic
                                                      evaluation systems.


                                              Update and monitor quality assurance within the
                                                            University.


                                              Conduct instructional operations that produce high
                                                 quality and effective academic outcomes.


   QU OAE Director's
       Roles &
    Responsibilities

                                              Develop systems that shall encourage faculty
                                              members to participate in the cultivation of a culture
                                                       of academic excellence.


                                              Implementing the instruments and procedures
                                              necessary to conduct valid annual academic
                                                    evaluations of faculty members.


                                              Ensuring that proper analyses, trends, and profiles
                                              are made available to Department Heads, Deans,
                                              and Senior Administrative officials in order to make
                                              judgments regarding the performance of faculty
                                              members individually or collectively.
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QU Management Handbook

1.9 Roles and responsibilities of the Director of Human Resources

Director of Human Resources' Roles & Responsibilities

- Create and manage H.R. strategy; Develop manpower plans (related budgets) and identify related recruitment requirements

- Develop and implement appropriate succession plans for key positions; Develop and implement programs for identifying and developing employees with high potential

- Establish, review (and update) a performance management framework that ensures that employee behaviour and performance is aligned with QU's objectives and plans;

- Establish, review (and update) grading and salaries and benefits schemes to ensure that QU is able to attract and retain appropriate personnel

- Coordinate and manage recruitment, screening, and interviewing of applicants for departmental positions; provide guidance on selection and placement of employees in positions to achieve departmental objectives

- Advise and assist management and staff in the handling of employee relations issues, complaints and/or grievances and determination of appropriate disciplinary actions

- Review requests for new positions and reclassifications, providing information on job duties, organization structure and salary; Determine budgetary impact of salary actions and assist management with salary budget planning and staffing requirements

- Compile and prepare a variety of reports and analyses reflecting various personnel and/or payroll data as requested; review for appropriateness and facilitate the processing of various personnel and payroll forms; Ensure maintenance of appropriate personnel records

- Manage processes and issues related to employee relocation and transfers; Manage change related processes such as communications and counselling

- Ensure that employee training and development programs/plans are established, implemented and monitored to ensure that QU's work and services are performed in an efficient and effective manner

QU Management Handbook

1.10 Roles and responsibilities of the Director of Finance

Director of Finance Roles & Responsibilities

- Coordinate the long-term plans of QU, assess the financial requirements implicit in these plans and develops alternative ways in which financial requirements can be satisfied

- Establish and execute programs for the provision of the capital (budget) required by QU, including negotiating with the relevant governmental entity and / or financial institution

- Review and approve (where applicable) all agreements concerning financial obligations, such as contracts and other actions requiring a commitment of financial resources

- Maintain relationships with relevant governmental entities, sponsors / donors and financial institutions in conjunction with the University leadership

- Negotiate and supervise the administration of banking arrangements and loan agreements, receive, hold custody of and disburse QU's monies and securities

- Assist the VP & CFO in investing QU's funds as appropriate

- Ensure the maintenance of appropriate financial records and preparation of required financial reports

- Support the University stakeholders when required to arrange insurance coverage

- Participate in procurement decisions as part of the relevant committees)

- Coordinate with Internal Audit to address queries from the State Audit Bureau and External Auditors for provision of information, responding to any issues and preparation of relevant reports

- Monitors accounting systems and recommends new or revised policies and procedures

- Communicate strategic issues / changes to team; builds commitment and confidence;

- Administer the performance appraisal / management system for the Finance Department; Provide feedback to direct reports on overall performance

- Identify training needs for staff; provide or secure training for team members; strengthen the mix and level of skills within the team; participate in the interviewing, selection and hiring of team members

QU Management Handbook

1.11 Roles and responsibilities of the Director for the Office of Faculty & Instructional Development

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                                          Provide systematic and systemic faculty
                                          development opportunities.

                                          Address faculty needs and interests for the purpose of
                                          assuring quality education and academic excellence.
                                          The Office of Faculty and Instructional Development is
                                          responsible for

QU OFID Director's
Roles &
Responsibilities

                                          Design & Implement a comprehensive program of
                                          instructional development.

                                          The office is responsible for proposing, designing,
                                          and implementing training programs and workshops
                                          for the purposes of improving faculty, administrative,
                                          and employee functioning and effectiveness.
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1.12 Roles and responsibilities of the Director for the Admissions Office

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                                          Determine and prepare initiatives that provide
                                          prospective students with timely, accurate, and
                                          attractive admission information.

                                          Determine admission application procedures and
                                          requirements.

                                          Oversee the implementation of admissions policies,
                                          specifically the process of reviewing admissions
                                          applications and recommending admission
                                          decisions.

QU AO Director's
Roles &
Responsibilities
                                          Prepare analytic reports based upon office-
                                          administered data to provide information on trends
                                          among the applicant pool.

                                          Prepare a database for use in admissions policy
                                          planning and decision making.

                                          Prepare a budget proposal concerning the operations
                                          and needs of the Admissions Office, and submit it to
                                          the Associate Vice President of Student Affairs.

                                          Assist the Associate Vice President for Student
                                          Affairs in carrying out his/her assignment of related
                                          duties.
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1.13 Roles and responsibilities of the Director of Business Operations

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                                    Facilitate the forecasting of facilities, accommodation
                                    and asset requirements. Develop plans build and/or
                                    hire the relevant facilities, accommodation and/or
                                    assets (such as vehicles, and other equipment) to
                                    fulfil the requirements

                                    Prepare and present appropriate investment cases for
                                    new or improved facilities and/or assets, and ensure
                                    that approved investments are implemented to agreed
                                    specification, on time and within budget

                                    Ensure that maintenance strategies and plans are
                                    formulated and implemented to maintain and
                                    continuously improve existing facilities and/or assets

                                    Develop service and resource provisioning strategies
                                    such as in-house provision or outsourcing of site
                                    services in order to optimise cost and quality of
                                    service and resource provision

                                    Ensure that relevant material management strategies
                                    (in liaison with procurement) are developed and
                                    implemented

                                    Assess the security and safety requirements and
                                    ensure that relevant security and safety measures
                                    (equipment and resources) are implemented
    Business
    Operations
    Director's
    Roles &
    Responsibilities
                                    Ensure that appropriate archive management
                                    processes and systems are implemented

                                    Liaise with procurement to ensure timely selection
                                    and/or renewal of relevant material and service
                                    contracts including insurance of University assets

                                    Administer the performance appraisal/management
                                    system and provide feedback to team members on
                                    overall performance;

                                    Maintain confidentiality of information at all times

                                    Establish formal service level standards and
                                    agreements with the university constituents. Ensure
                                    that the service levels are formally monitored and
                                    corrective action is taken as required; Ensure
                                    University requests are handled in a timely customer
                                    focused manner

                                    Establish and maintain close and effective working
                                    relationships with key external suppliers and sub-
                                    contractors; Ensure University civil projects are
                                    completed based on the required configurations and
                                    quality
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1.14 Roles and responsibilities of the Director of the Registrar Office

QU RO Director's Roles & Responsibilities

- Oversee the maintenance of the student record-keeping system.

- Prepare periodical reports for students regarding their academic standing and course of study.

- Recommend the dates for the University calendar to be reviewed by the Executive Management Committee, approved by the President and confirmed by the Board of Regents.

- Prepare reports for the Associate Vice President for Student Affairs with the names of students who are candidates for placement on academic probation or dismissal for academic reasons.

- Prepare reports for the Associate Vice President for Student Affairs with the names of students who are candidates for graduation.

- Prepare a budget proposal concerning the operations and needs of the Office of the Registrar, and submit it to the Associate Vice President of Student Affairs.

- Determine course schedules based on the input of the Colleges and Departments.

- Determine the use of lecture halls based on the input of the Colleges and Departments.

QU Management Handbook

1.15 Roles and responsibilities of the Director for the Office of Continuing Education

QU OCE Director's Roles & Responsibilities

- Coordinates non-degree educational programs offered by colleges and departments.
- Monitor the demand for and the quality of training programs offered by the university.
- Assist colleges and departments in advertising and administering continuing education offerings.
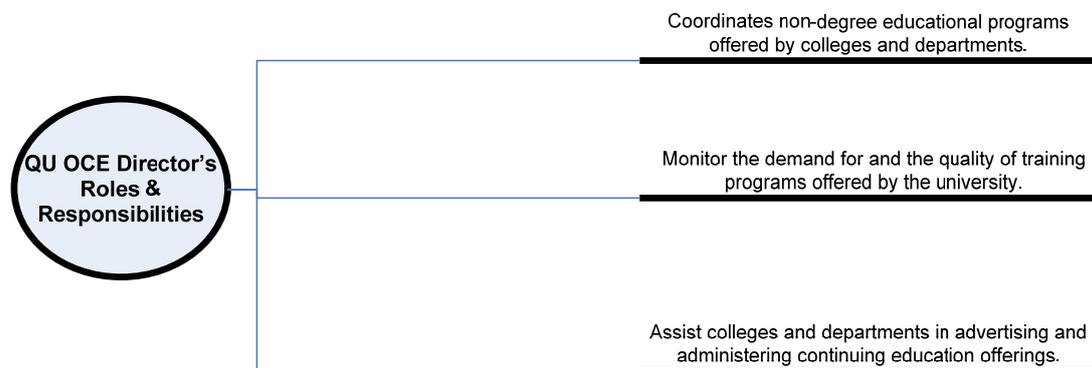
1.16 Roles and responsibilities of the Director of the Foundation Program

QU FP Director's Roles & Responsibilities

- Determine criteria for admittance and graduation requirements for the Foundation Program in each area of study.
- Determine rules for transferring coursework across Foundation Programs to create opportunities for students to change fields of study without retaking Foundation courses.
- Oversee the periodic administration of Math, Computer and TOEFL exams.
- Oversee the periodic evaluation of foundation program instructional staff.
- Prepare reports on student outcomes using data collected by the Office of Institutional Research and Planning.
- Review and negotiate with the Vice President and Chief Academic Officer the Program's budgetary needs, changes proposed to its curriculum, and the number of academic staff it requires.

1.17 Roles and responsibilities of the Director of Housing

Director of Housing Roles & Responsibilities

- Develop housing requirement estimates (faculty and students) based on inputs from colleges and departments

- Advise the VP & CFO with regard to housing configuration, type and capacity and related services provisioning, acquisition and/or outsourcing based on the identified requirements

- Discuss QU's faculty housing requirements with Ministry of Civil Services to ensure allocation of the required number of housing units for the faculty

- Identify suitable buildings and advise the Head of Services procurement to initiate negotiations and finalization of the leasing contract with the relevant landlord/leasing company(s)

- Negotiate and supervise the administration of banking arrangements and loan agreements, receive, hold custody of and disburse QU's monies and securities

- Ensure that relevant contracts for services such as cleaning and student cafeterias are finalized and maintained as appropriate

- Prepare and review service levels and complaints related statistics with the VP & CFO and implement the appropriate actions to maintain/exceed service levels

- Assist the Head of Employee Relations and Head of Recruitment in HR by ensuring that prompt housing and related support is provided for new employees and/or visitors

- Administer the performance appraisal/management system. Provide feedback to team members on overall performance

- Identify training needs for staff and provide inputs to the VP & CFO

1.18 Roles and responsibilities of the Director of Procurement

Director of Procurement Roles & Responsibilities

- Establish and implement short and long term procurement plans, objectives, policies and operating procedures

- Plan, coordinate and administer the operational, financial, administrative, and technical aspects of the procurement process; Serve as a resource to all procurement teams regarding processes, procedures and systems

- Ensure that the needs of university constituents are met on a timely basis

- Ensure appropriate actions by coordinating the implementation of contract negotiations, communications with suppliers or modifying procedure to ensure internal customer satisfaction

- Negotiates contracts with large-scale suppliers to gain appropriate savings and service levels; Ensure that all legal contract requirements are met for QU

- Ensure that new developments / sources are identified and makes recommendations to the QU constituents to reduce costs for the procurement of improve quality materials and services

- Responsible for supervision of activities related to evaluating, assessing and selecting vendors based on capabilities, performance and consistent quality assurance

- Review monthly reports and reviews forecast of purchasing commitments with VP & CFO

- Responsible for all activities (appointment to award) related to the procurement committee for the tendering process; Serve as an operational and technical resource to all of procurement in the communication and resolution of purchasing systems issues

- Ensure maintenance of appropriate procurement records; Ensure that procurement programs and processes are operating smoothly including implementation of training, appropriate use and evaluation

- Coordinate with Internal Auditors, State Audit and External Auditors for provision of information, responding to any issues and ensuring that relevant reports are circulated on a timely basis

- Administer the performance appraisal/management system; tracks all measurement data; provides feedback to team members on overall performance

QU Management Handbook

1.19 Roles and responsibilities of the Director of ITS

Director of IT Roles & Responsibilities

- Provides leadership for the continued development of a progressive information technology environment throughout the University by implementing information technology plans and strategies to support the mission and objectives of the University

- Provides leadership in identifying and promoting opportunities for the application of emerging technologies to support excellence in teaching and learning and to improve support services for students, faculty and staff

- Prioritizes IT projects and initiatives based on the University's strategic and operational priorities; proactively identify opportunities for improvement where technology can be introduced / optimised to provide reduced cost and/or improved efficiencies

- Ensures that information technology in its many forms fully serves University's teaching, research, and service missions, using a model of partnership and collaboration

- Ensures an appropriate campus IT infrastructure in support of administration, research and instruction

- Determines pertinent information required by management in making effective decisions. Ensures that the gathering, processing, distribution and use of this information occurs in a timely, accurate and cost effective manner through on-going review and education programs at executive, management and user levels

- Engages collegiate and administrative units in dialogue on many key levels (Dean, Assoc. Dean/Director, and technical staff)

- Develops and manages the annual operating and capital budgets for the IT Services, consistent with strategic plans and financial guidelines

- Evaluates overall operations of computing and information technology functions and recommends enhancements

- Supports IT staff in continuous development of professional skills as they contribute to the success of the University

- Maintains the security and confidentiality of any proprietary or sensitive information or data in any medium regarding the Qatar University or its students, faculty, or staff. Accessing or disclosing such information or data must be deemed necessary for the performance of one's job responsibilities and must be authorized by the employee's supervisor

QU Management Handbook

1.20 Roles and responsibilities of the Director of External Relations

Direct overall processes for conceptualizing, analyzing, and shaping public image and external relations; work with QU's senior personnel to determine direction and to effect change when needed.

Develop and manage an initiative to increase private donations to QU and cultivate a broader network of development opportunities.

Coordinate promotion with other institutions involved in co-sponsorships, hosting of QU exhibitions, or other collaborative efforts.

Work with faculties and departments to plan for communication of program activities and events; develop strategies and internal systems for publications, promotion, and marketing, both for individual program areas and for QU as a whole.

Generate understanding of and support for QU programs and projects through communication with media, relevant organizations, and the general public; coordinate strategies for public presentation of QU projects and opportunities for partnerships and collaboration in keeping with the QU mission.

Director of External Relations' Roles & Responsibilities

Manage and protect the QU visual brand identity to insure consistency across all communication channels whether events, print communications, advertising, or point of contact.

Direct the editing and production of publications and other printed materials including, but not limited to, books, brochures, exhibition announcements, business cards, and letterhead in line with the QU visual identity guidelines.

Coordinate content and editing of materials that represent QU to the public, such as exhibition wall text, announcements, and others.

Direct the publicity process from gathering information to crafting of media strategies for each release including, but not limited to; production and release of images, response to media inquiries, interviews, and follow-up.

Design, manage, and coordinate publicity campaigns for QU projects.

Direct the planning, coordination, and logistics of QU public events to manage and present effective programs in keeping with the QU mission

Manage content and design for the QU Web site; coordinate updates; work with QU program areas to craft revisions and additions; coordinate designer and technical support

1.21 Roles and responsibilities of a College Dean

QU Deans Roles & Responsibilities

- Meet regularly with the colleges' Department Heads.

- Appoint committees at the college level to assist him/her in specific matters related to the functions or operations of the college.

- Approve Department Heads' recommendations regarding the outcomes of faculty evaluations.

- Review academic promotions dossiers prepared by the Department Heads and submit his/her recommendations to the Vice President and Chief Academic Officer.

- Review the department heads short and long-term goals for the college.

- Recommend to Vice President and Chief Academic Officer the appointment of Department Heads.

- Review and recommend contract renewals, faculty evaluations, annual increments, and bonuses.

- Appoints faculty within his/her college according to the number of full-time equivalent (FTE) positions allotted to each department.

- Determine the budgetary needs of his/her college according to departments, and include them in the annual budget proposal for the college.

- Determine the delegation of authority to his/her Associate Deans as he/she deems necessary and appropriate. Each Dean shall make clear the operating relationship and delegation of authority granted to his/her Associate Deans.

- Determine the disbursement of allocated funds throughout his/her college.

- Review and negotiate with the Vice President and Chief Academic Officer the college's budgetary needs, changes proposed to academic programs, and number of FTE faculty his/her college requires.

- Review written grievances by faculty that could not be resolved at the department level, and oversee the process of resolving those grievances.

- Prepare a semiannual report to the Vice President and Chief Academic Officer on the current status and future of the college's academic programs of the college.

1.22 Roles and responsibilities of a College Associate Dean

A College Associate Dean is expected to have major roles and responsibilities as it is delegated by the college dean regarding academics or students' affairs. However, QU established a base-line of general roles and responsibilities for the Associate Dean for Academic Affairs, and the Associate Dean for Students Affairs positions.

Associate Dean Academics

- Lead the effort for the College Assessment Plan in collaboration with the appropriate college-based committee(s). This effort may include but not limited to; development, implementation, monitoring/follow up and reporting.

- Lead the effort for the accreditation process in line with QU Institutional policies in this regard, and/or according to the appropriate international standards. The effort must also include the preparation of the college self-study report.

- Review and follow up the effort of the college-based committees and as directed by the college dean.

- Develop and maintain college's curriculum guides, and lead the effort for revision plans related to all programs within the college.

- Follow up Faculty Appraisal process, and develop faculty development plans.

- Prepare periodical reports to the college dean regarding the academic affairs of the college.

- Process sabbatical requests based on QU's policies and procedures.

- Coordinate the college's academic advisory board.

- Serve in the absence of the Dean, or as delegated by the dean in his/her presence.

Lead the effort for the 'students' admission' process into the college according to QU policies and procedures.

Lead the effort for the 'scheduling of classes' process, and coordinate with the appropriate QU office.

Lead the effort for 'Identifying extra human resources' required for each program such as: visiting faculties, and part-time faculties, or practitioners to deliver classes.

Oversee the process of 'students' registration'; suggesting merge, or cancellation of classes to ensure efficiency and optimization of all resources.

Associate Dean Students' Affairs

Assist and support student organizations and activities.

Execute and monitor the process of 'academic advising'.

Supervise the student internship program, developing internship manual and internship contract.

Coordinate the process of 'faculty-student undergraduate research program (QU and UREP)', and archive/maintain relevant documentations.

Respond on an ad hoc basis to student complaints and problems.

Archive, and compile data and statistics relevant to students' enrollment, progress, and other related students information.

Represent the college in all students' affairs meetings within QU or outside and as directed by the college dean.

Provide periodic report about Student Affairs to the Dean.

QU Management Handbook

1.23 Roles and responsibilities of a Department Head

QU Departments' Heads Roles & Responsibilities

- Prepare advertisements for faculty positions and recruits suitable candidates.

- Recommend to the Dean the appointment of new faculty according to the allotted number of FTE to the department and the University's strategic plan. The recommendation(s) should be well documented before they are conveyed to the Dean. The recommendations should include the top three candidates for each position, and the Department Head's preference and rationale.

- Prepare the department's annual budget proposal.

- Approve funded faculty travel unless it is part of the department's budget, and according to University policy and regulations.

- Oversee faculty evaluation operations within his/her department and hold review meetings with faculty members whose evaluation materials have been submitted.

- Appoint committees at the departmental level to assist him/her in specific matters related to the functions or operations of the department.

- Assure mentoring for the new faculty.

- Determine faculty assignments to certain functions or projects.

- Determine the distribution of faculty loads and schedules.

- Oversee the student advisement system within his/her department.

- Oversee the faculty development program within the department.

- Prepare semiannual reports for the Dean on the status and future academic plans of the department.

- Review the short and long-term goals for the department with the department faculty.

- Meet regularly with the faculty in the department.

- Determine workload allocations within his/her department.

- Appoint teaching assistants and technicians.

QU Management Handbook

1.24 Roles and responsibilities of the Director of Student Services

Roles & Responsibilities of the Director of Student Services

- Advises other directors within the Student Affairs sector on routine departmental policies and procedures as needed
- Handles all tasks with precision and completes projects related to calendar specific events such as textbook distribution
- Assists the VP of Student Affairs in the follow through and oversight of administrative tasks on a sector wide level.
- Capacity to provide high level strategic and policy advice in all areas related to student services

1.25 Roles and responsibilities of the Director of the Student Learning Support Center

Roles & Responsibilities of the Director of the Student Learning Support Center

- Acts as administrative liaison to faculty and staff at the university, including the six colleges and various academic departments.
- Independently manages all functions of male and female campus locations including supervision of peer tutor staff, writing specialist, and tutorial program coordinator.
- Ensures quality assessment, training, and workshop design for academic related issues including advising, retention, and offering academic support.
- Create and implement an academic advising program that will train and equip advisors to meet the needs of students in all six colleges and the Foundation program.
- Identify and address the academic challenges of specific populations of students at the university and create programs to address their needs
- Promote an environment of academic support by providing programming and resources for students, faculty, and staff on a range of needed skills such as English language, writing, speaking, or study skills
- Develop ways to involve faculty and staff to foster interaction with students in areas related to academic performance

QU Management Handbook

1.26 Roles and responsibilities of Director of the Student Counseling Center

Roles & Responsibilities of the Director of the Student Counseling Center

Supervises all counselors and management of student mental health and wellness case for the entire university.

Overseas specific wellness and care questions, particularly those of an urgent and serious nature, generated by student cases and provide assistance to the three counselors of the Centers.

Exercises discretion, confidentiality, and judgment in his/her work by serving as a primary counseling administrative liaison to all the faculty and staff of the University.

Develops strong working relationships with key program directors and faculty within the campus for overall student support.

Provides referral service in cases of academic distress or related issues to the SLSC or to extended medical care in particular cases

Implement case management responsibilities amongst trained counseling staff including the development and maintenance of confidentiality with student records and files.

1.27 Roles and responsibilities of Director of the Career Service Office

Roles & Responsibilities of the Director of the Career Service Office

Oversees all aspects of the Career Service Office including supervision and training of staff to advise students and alumni in career planning skills and job search strategies

Coordinates training skills workshops and career forums for all students university wide, including seasonal initiatives such as the Doha Career Fair

Develops of relationships with potential employers, students, alumni, staff and other placement professionals locally

Designs and implements of formal student employment plan to be adhered to by all Colleges, units, and departments across the university

Identifies a diverse group of potential employers for student internships and post graduation employment.

1.28 Roles and responsibilities of the Director of Student Activities

Support of out-going and in-coming exchange students as well as coordination of exchange programs to host students from other institutions

Liaison with other departments and units within the University for publicity and promotion of student programs

Support of diverse student body through relevant activities tailored to their interests including personal development workshops, off campus visits to local sites, etc.

Develop and review of operating procedures for student clubs and organizations

Assist with projects within the Student Affairs sector or the University on a seasonal basis including commencement ceremonies

Roles & Responsibilities of the Director of the Student Activities

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Sq`hm+rt odquhrd+l nshu`sd+`mc l dmsnq` k`qf d Rst cdms @bshuhshdr rs`ee sn needq` ssq`bshud `mc dmf`fhmf oqnfq`l r enq sgd dmshqd rst cdms ancx

Oversee student athletic program including coaches and support for any facilities related issues

Responsible for supervision and programming of all student related activities sponsored by Student Affairs sector in conjunction with other units as appropriate.

Chapter-2
Characteristics of Best Practice of Faculty Members, Student Advisors and Departmental Chairpersons

Purpose of this chapter:

This chapter summarizes a number of characteristics of the best-practice of faculty members, student advisors and departmental chairpersons. These characteristics of best practice faculty members form the department's head expectations from a typical faculty member and student advisors. Similarly, the best-practice characteristics of department chairpersons are those expected by every college dean, and they should be communicated to newly appointed heads along with their duties and responsibilities at QU.

QU Management Handbook

2.1 Characteristics of Best Practices for Faculty Members[5]
Target group: Department Heads, Associate Deans & Deans
Tips for Department Heads:
- *These characteristics may be communicated to new faculty members during their orientation session.*

This section describes QU's expectations from a faculty member, and his/her major professional academic responsibilities. The section presents six major perspectives for a faculty member; as a member of the teaching profession, as a teacher, as a colleague, as a member of the institution, as a member of the community and as a researcher.
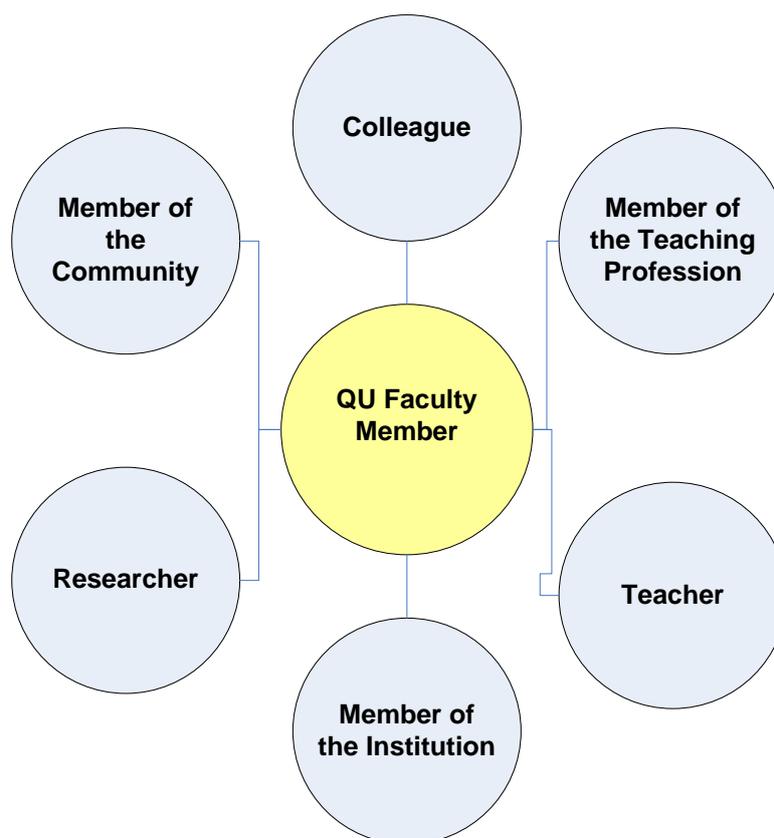
2.1.1 Characteristics of a faculty as a member of the teaching profession
The following points are the key characteristics of a faculty member as a member of the teaching profession: He / She
- Always seeks and states the truth as perceived.
- Devotes efforts towards developing and improving scholarly competence.
- Accepts the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge.
- Practices, fosters, and defends intellectual honesty, freedom of inquiry and instruction and free expression, both on and off campus.
- Avoids allowing subsidiary interests to hamper or compromise freedom of inquiry.

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[5] Extracted from Section 600, Academic Personnel Policies and Procedures, California State University (Northridge), 2005-2006 version.

2.1.2 Characteristics of a faculty member as an instructor

The following summarizes the key characteristics of a faculty member as an instructor:

- Encourages the students' free pursuit of learning.
- Familiarizes students with the discipline's best scholarly standards.
- Demonstrates respect for the student as an individual.
- Adheres to the proper role of an intellectual guide and counselor.
- Does not participate in the formal evaluation or in making any institutional decisions involving a direct benefit to a student who is a blood relative or with whom he/she has any kind of involvement which could reasonably be perceived as an impediment to objectivity.
- Makes every reasonable effort to ensure that evaluations of students reflect their true merit and are based on their academic performance as professionally judged and not on matters irrelevant to that performance, such as personality, degree of political activism, personal beliefs, race, religion, color, disability, gender, ethnicity, or age.
- Treats students with civility, understanding and respect and does not denigrate, humiliate or stigmatize students on the basis of race, religion, color, disability, gender, ethnicity, or age.
- Makes every reasonable effort to ensure that all students are treated with civility, understanding and respect whenever the professor has responsibility for students and is acting in a professional, and/or mentoring manner and that students do not denigrate, humiliate or stigmatize other students on the basis of race, religion, color, disability, gender, ethnicity or age.
- Respects the confidential nature of the relationship between the professor and the student.
- Does not refuse to enroll or teach students on the grounds of their beliefs or the possible uses to which they may put the knowledge to be gained in a course.
- Refrains from forcing students by the authority inherent in his /her instructional role, to make particular personal choices in political action or in their roles in the society.
- Presents the subject matter of a course as announced to students and as approved by the faculty in their collective responsibility for the curriculum.
- Allows students the freedom to take reasonable exception to the data or views offered in a course of study and to make judgment about matters of opinion.
- Avoids exploiting students for his/her own private or personal advantage.
- Ensures that at least 75% of the work done to arrive at a student's grade should be of such nature that it can be equally reassessed by an independent examiner.
- Tries to be transparent as much as possible in dealing with students, and provides them with a written statement of the general basis of evaluation and of the syllabus.

2.1.3 Characteristics of a faculty member as a colleague

The following summarizes the key characteristics of a faculty member as a colleague:

- Shows due respect for the opinions of others in exchange of criticism and ideas.
- Strives to be objective in the professional judgment of colleagues.
- Does not participate in personnel evaluations, such as appointment, retention, tenure or promotion, of a blood relative, or a person with whom he/she has

any kind of involvement that could reasonably be perceived as impairing objectivity.

2.1.4 Characteristics of a faculty member as a researcher

The following summarizes the key characteristics of a faculty member as a researcher:

- Respects and defends his research work area as well as others' research work.
- Works as a team member in a larger group when required to seek the truth of his/her research outcomes.
- Does not participate in making decisions, such as awarding of grants, sabbaticals, or other awards that involve a direct economic benefit to himself or herself, a member of his or her kin, a blood relative, or a person with whom he/she has any kind of involvement that could reasonably be perceived as impairing objectivity.

2.1.5 Characteristics of a faculty member as a member of the institution

The following summarizes the key characteristics of a faculty member as being a member of the institution:

- Seeks, above all, to be an effective teacher and scholar.
- Observes the stated regulations of the institution provided they do not contravene academic freedom.
- Maintains the right to criticize regulations and to seek their revision.
- Limits the amount and nature of the work that can be done outside the institution while fulfilling primary responsibilities within it.
- Recognizes, when considering the interruption or termination of services, the effect of such a decision upon the program of the institution, and gives due notice of intentions.
- Requests a leave of absence or resigns from an academic position when acute conflicts between the claims of politics, social action, and conscience, on the one hand, and the claims and expectations of students, colleagues, and institution, on the other, preclude the fulfillment of his / her substantial academic obligations.
- Refrains from calling attention to grievances in ways that significantly impede the functions of the institution.
- Accepts a share of faculty responsibility for the governance of the institution.

2.1.6 Characteristics of a faculty member as a member of the community

The following summarizes the key characteristics of a faculty member as a member of the community:

- Measures the urgency of any obligations as a citizen in the light of his / her responsibilities for the subject, students, profession and institution.
- Makes every effort, when speaking and acting as a citizen, to be accurate, to exercise appropriate restraint, to show respect for the opinions of others, and to indicate that these words and actions do not represent the University.
- Promotes conditions of free inquiry.
- Furthers public understanding of academic freedom.
- Participate in community actions as required, and to be responsive to community needs as well.

QU Management Handbook

2.2 Characteristics of Best Practice Student Advisors[6]
Target group: Department Heads
Tips for Department Heads:
- *These characteristics may be communicated to all faculty members to whom academic advising is assigned.*

Although teaching, research and community service are considered the prime academic roles of a faculty member, student advising is another important role. As proper student advising could lead to a successful student who follows the study plan and expected to graduate on schedule; in contrast, loose advising will lead to serious graduation delays. Therefore, it was found necessary to highlight a few key characteristics that a good students' advisor must:

1. Have the personal and professional interest in being an advisor.
2. Listens constructively; attempting to hear all aspects of students' expressed problems.
3. Sets aside enough regularly scheduled time sufficient to adequately meet the advising needs of students assigned to him/her.
4. Be well aware of the university (college) policy and practice in sufficient detail to provide students with accurate, functional information.
5. Refers students to other sources of information and assistance when referral seems to be the best student-centered response.
6. Attempts to understand student concerns from a student point of view.
7. Views long-term planning as well as immediate problem solving as an essential part of effective advising.
8. Shares their advising skills with working colleagues who also are actively involved in advising.
9. Continually attempts to improve both the style and substance of his / her advising role.
10. Willingly and actively participate in advisor-training programs, both pre- and in-service.

Additionally, the following student advising reminders could be communicated to all faculty members designated to student advising via email, a casual presentation or during regular departmental meetings. Similarly, these reminders may be communicated during the university orientation session.
1. Care about advisees as people by showing empathy, understanding and respect.
2. Establish a warm, genuine and open relationship.
3. Show evidence interest, helpful intent and involvement.
4. Be a good listener.
5. Establish rapport by remembering personal information about advisees.
6. be available; keep office hours and appointments.
7. Provide accurate information.
8. Refer to catalogs, advisor handouts, the student handbook, etc. when being in doubt.
9. Know how and when to make referrals and be familiar with referral sources.
10. Do not make referrals hastily; similarly, do not attempt to handle situations for which you are not qualified.

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[6] Extracted from the "Advisors' Handbook, Plymouth State University, published by the Plymouth State University, Undergraduate Advising Center, a pdf electronic file, 2007, and The Academic Advising Handbook, Example University, an online pdf document prepared by; Jerry Ford, ED.D., Houston, TX.

11. Have students contact referral sources in your presence.
12. Keep in frequent contact with advisees; take the initiative; do not always wait for students to come to you.
13. Do not make decisions for students; help them make their own decisions.
14. Focus on advisees' strengths and potentials rather than limitations.
15. Seek out advisees in informal settings.
16. Monitor advisees' progress toward education goals.
17. Determine reasons for poor academic performance and direct advisees to appropriate support services.
18. Be realistic with advisees.
19. Use all available information sources.
20. Clearly outline advisees' responsibilities.
21. Follow up on commitments made to advisees.
22. Encourage advisees to consider and develop conversations for future reference.
23. Keep a good record of significant conversation with each department member regarding his/her advisees for future reference
24. Evaluate the effectiveness of your advising.
25. Do not sound critical of other faculty or staff to advisees.
26. Be knowledgeable about career opportunities and job opportunities for his/her advisees.
27. Encourage advisees to talk by asking open-ended questions.
28. Do not betray confidential information.
29. Respond to advisees' questions and interpret their needs as they are seeking action, information, involvement or understanding.

2.3 Characteristics of Best Practice Chairpersons[7]
Target group: Department Heads
Tips for College Deans:
- *These characteristics may be communicated to all new department heads during a casual meeting.*

This section presents some guidelines to the best-practiced characteristics of successful chairpersons. According to a number of sources in this area, successful chairpersons share a number of characteristics as follows:
1. They are honest, forthright and decent.
2. They are fair and evenhanded.
3. They are consensus builders and good communicators.
4. They have goals that are well articulated and shared with the faculty. In addition, they must earn the faculty's respect, support and trust.
5. They get to know their colleagues and fellow administrators.
6. They must know the interest of faculty members (professional and personal) and give a room for them to grow and develop.
7. They are agents of change based on a vision of the future.
8. They understand and appreciate teaching, research and public service.

Unsuccessful chairpersons also share common characteristics to which their failure may be ascribed. These characteristics could be summarized as follows:
1. They always try to control others; they do not attempt to let the faculty participate in the departmental governance.
2. They lack a source of inspiration or ideas.
3. They do not show the leadership characteristics.
4. They are humorless.

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[7] Academic Leadership: a practical guide to chairing the department, Deryl R. Leaming, 2nd Edition, Anker Publishing Company, 2007, ISBN: 978-1-933371-17-7

5. They are socially awkward around others.
6. They buckle under pressure and abandon their principles.
7. They fail to hold faculty to high standards.

Chapter-3
Best Practice Management Strategies Related to Academic Departments and Colleges

Purpose of this chapter:
This chapter summarizes a number of strategies that are known to be practiced by top academic administrators internationally. These strategies focus on three key elements: (a) Dealing with different behaviors of faculty members, (b) Improving communication between departments' chairpersons and faculty members and (c) Improving the overall departmental management skills. Additionally, these strategies will be disseminated by a number of workshops organized by the university.

3.1 The Strategy for Establishing a Departmental Vision[8]
Target group: Department Heads
Tips for College Dean:

- *This strategy may be communicated to all new department heads during an organized workshop.*
- *The guidelines for conducting External Analysis provided in this handbook may be a good starting point for strategic planning, and for developing a clear departmental mission and vision statements.*

Developing a departmental vision is the main key element for any successful academic department. Although, this handbook presents few strategic planning tools that shall make the process of developing a departmental vision much easier, this section presents only a generic approach in developing such a vision.

There are a number of questions that should be asked first within the department in order to come up with a clear vision for the department. Here are examples of these questions:

- How does each course in the curriculum relate to the department's objectives, mission statement, the community values and QU's mission?
- Does the department have enough resources?
- Is the department well connected and interactive with its stakeholders such as alumni and external constituents?
- Does the department need more support from the top administration?
- How will the future departmental vision fit the current resources?
- Does the department need fresh people and ideas injected into it?

The above questions can be translated into a number of actions that the department chairperson should implement and share with other faculty members. These actions are:

Action_1: Establish clear Program Objectives and Course Outcomes, and a Mapping Chart between Objectives and Outcomes.

Action_2: Establish a departmental chart of resources for personnel, facilities, budget and space.

Action_3: Develop a clear and concise plan for exposing the department to external stakeholders.

Action_4: Develop a clear and concise list of requirements that should gain the department the support of the top administration.

Action_5: Evaluate your current human capital resources, and update as needed to strengthen them by appointing the best qualified faculty members and personnel.

3.2 The Strategy for Improving Departmental Administrative Work
Target group: Department Heads
Tips for College Dean:
- *This strategy may be communicated to all new department heads during an organized workshop.*

The following serial actions shall assist the department chairperson in improving his/her departmental administrative work. These actions are summarized as follows:

Action_1: Prepare a short list of the department's essential responsibilities for teaching, research and services.
Action_2: Prepare a detailed action plan [task, who, when and deadline].
Action_3: Organize a meeting with the faculty to discuss the action plan, and to get feed back.
Action_4: Approve the Action Plan agreed by the department faculty members.
Action_5: Schedule periodic meetings to report progress.
Action_6: Measure & monitor the progress and solve problems.
Action_7: Guide the department towards the achievement of its targets.
Action_8: Encourage dialogue among the faculty members.

3.3 The Strategy for Managing Departmental Changes[9]
Target group: Department Heads
Tips for College Dean:
- *This strategy may be communicated to all new department heads during an organized workshop.*

There are a number of key actions for dealing with departmental changes. These actions are summarized as follows:

Action_1: Ease and smooth the change
The department chairperson should always select the least drastic change plan to solve any problem. Changes could be temporary at the beginning, and become permanent afterwards.
Action _2: Select the proper timing
It is not always possible to hire a new chairperson to make a change without facing resistance and conflicts with the existing faculty. Unless it is necessary, and in some cases whenever it is applicable, a change maybe postponed until the existing opposing faculty terminates his/her contract with the department.
Action _3: Perform planning
Careful planning always leads to optimal results. A department chairperson should always plan for any changes to avoid possible chaos and disruption.
Action _4: Establish communication
As mentioned earlier in this handbook, successful leaders have strong communication skills. Therefore, a department chairperson should communicate the departmental action plan effectively by choosing the right words, informing the faculty, presenting options, being open and honest and by explaining the consequences of not combating weaknesses.
Action _5: Anticipate opposition

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[9] Academic Leadership: a practical guide to chairing the department, Deryl R. Leaming, 2nd Edition, Anker Publishing Company, 2007, ISBN: 978-1-933371-17-7

Opposition is a common circumstance when certain faculty members could not be convinced by certain changes in an academic department. To overcome such problems, the following techniques are recommended:

- Meet individually with those who are likely to oppose change, and discuss the matter objectively with each one.
- Send resisting faculty members to workshops or conferences.
- Treat the faculty member's concern with dignity.
- Use outside consultants to recommend changes.

Action _6: Demonstrate leadership

The following key principles shall demonstrate good leadership characteristics:

- Have and sustain a vision.
- Define change in terms of the discipline's culture.
- Reinforce the message through a variety of media.
- Use external validation and drivers.
- Realize that faculty, staff and students are each different in terms of understanding changes.
- Make all faculty members accountable.
- Involve the students in the change.
- Highlight the department success throughout the university and beyond.

3.4 The Strategy for Improving Faculty Morale[10]
Target group: Department Heads
Tips for College Dean:

- *This strategy may be communicated to all new department heads during an organized workshop.*

This section presents a summary of key actions for improving faculty Morale in academic departments. These actions should be implemented by all department chairpersons.

Action_1: Establish communication

Naturally, all faculty members want to know what is going on; they want to know that they are a part of an institution. And one of the key reasons for deteriorating faculty morale is keeping them in the dark regarding department's budget, issues, policies and procedures.

Action _2: Let faculty know they are appreciated

Faculty members should be always appreciated when they are assigned tasks and have completed these tasks successfully. This strategy is considered among the most important strategies for improving faculty morale.

Action _3: Involve faculty in the governance of the department

Whenever it comes to the implementation of major policy decisions at the department level the faculty input must be considered. For example, if there is any special departmental promotion policy, it must be initiated by an internal committee. Additionally, budget decisions and distribution must be communicated with all faculty members.

Action _4: Establish a positive tone of cooperation

Whenever faculty members are working together, department morale will be enhanced. Therefore, it is extremely important for the faculty members to know that working together is very much expected and appreciated.

Action _5: Treat all faculty members fairly and without favoritism

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Action _6: Look for opportunities for providing faculty with consultations.
Faculty morale could be boosted effectively if the department chairperson tries to distribute consulting requests apart from his/her personal feelings.

Action _7: Treat all faculty members as professionals and with respect

Action _8: Spread the work around
In other words spread the governance of the department across all faculty members. The department chairperson should be very objective and selective in assigning tasks to each faculty member based on his/her positive skills. In general, seniority as well as areas of expertise must be taken into consideration while assigning and delegating tasks.

Action _9: Avoid the unilateral contract
The idea of unilateral contract is among the major reasons for decreasing faculty morale. A unilateral contract is simply keeping the faculty in the dark regarding his/her academic performance for promotion requirements, and when the faculty member asks for promotion, it is simply not granted. In other words, a department chairperson must be very concerned about the academic development plan of his/her faculty.

Action _10: Tolerate differences
In other words a department chairperson should be open-minded towards any idea coming from another faculty member in his/her department even though it is different from the one he/she has proposed.

3.5 The Strategy for Maintaining Relationship with the Dean[11]
Target group: Department Heads
Tips for College Dean:
- *This strategy may be communicated to all new department heads during an organized workshop.*

This section lists a few actions for maintaining the relationship between the department chairperson and his/her college dean. These actions are listed below.
- **Action_1:** Keep the dean informed. "All College Deans need to know what is going on. A dean does not like to be taken by surprise"
- **Action_2:** Keep the channels of communication open. "Deans need to know the departmental goals and objectives, and they need to be informed about any potential problems as well. Moreover, keeping these channels of communication open between the department and the college increases the faculty morale"
- **Action_3:** If you disapprove of your dean's actions, offer constructive criticism and positive suggestions, not insults, especially in secret to other faculty.
- **Action_4:** Consult your dean before taking difficult decisions
- **Action_5:** Convey to your faculty a sense of partnership with your dean
- **Action_6:** Take responsibility of your decisions
- **Action_7:** Meet deadlines
- **Action_8:** Abide by your allocated budget
- **Action_9:** Know the QU Bylaws, Policies & Procedures and work accordingly.

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[11] Academic Leadership: a practical guide to chairing the department, Deryl R. Leaming, 2nd Edition, Anker Publishing Company, 2007, ISBN: 978-1-933371-17-7

- Action_10: Try to solve your department problems by yourself before going to the dean
- Action_12: Be a strong advocate for your faculty and department, but be collegial. "Deans expect you to be an advocate, but they do not want you to hurt other departments in the process"
- Action_13: Be honest and forthright
- Action_14: Be understanding of your dean and his/her role

3.6 The Strategy for Dealing with Negative Faculty[12]
Target group: Department Heads, Associate Deans & Deans
Tips for College Dean:
- *This strategy may be communicated to all new department heads during an organized workshop.*

This section presents a summary of best-practiced actions for dealing with negative faculty. A negative faculty attitude can be very harmful to any academic department. A negative behavior can harm morale, intimidate other faculty and even make the chairperson consider his/her resignation. There are some guidelines on how to deal with such negative attitude, and these guidelines are summarized into a number of key actions as follows:

Action_1: Listen carefully. A good administrator must be a good listener.
Action_2: Ask faculty for their advice.
Action_3: Don't make snap judgments.
Action_4: Keep your door open.
Action_5: Admit it when you make a mistake.
Action_6: Look for ways to compliment faculty.
Action_7: Treat everyone honestly and fairly.
Action_8: Write things down such as: agreements with faculty members.
Action_9: Compromising is not always a sign of weakness.
Action_10: Remember that you are their administrator, but they are not your employees.
Action_11: Always remember that a faculty member might not be wrong just because he/she sees things differently from the way you do.

3.7 The Strategy for Dealing with Difficult Faculty
Target group: Department Heads, Associate Deans & Deans
Tips for College Dean:
- *This strategy may be communicated to all new department heads during an organized workshop.*

This section presents a summary of best practices / actions for dealing with difficult faculty. Difficult faculty members could be grouped into the following categories:
- Faculty members with a Substance Abuse Problem.
- Obstinate Faculty Members.
- Weak Classroom teachers.
- Department Gossipy members.

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[12] Managing People: a guide for department chairs and deans, Deryl R. Leaming, Anker Publishing Company, 2003, ISBN: 1-882982-53-3

- The Department Snitches.
- The Loud, Abusive Faculty Members.
- The Lean, Mean Venting Machines.
- The Unmotivated Faculty Members.

There are some guidelines on how to deal with each category, and these guidelines are summarized into a number of key actions as follows:

Action_1: Communicate directly with the faculty member who has a Substance Abuse Problem. Faculty member with a Substance Abuse Problem such as drinking or smoking could be treated by an open, clear, face-to-face meeting where the department chairperson can state the institutional policy that prohibits drinking alcohol or smoking at work. The department chairperson can also state the negative effect of such habits on the faculty member's academic performance, and make it clear that such action may lead to his/her dismissal.

Action_2: Communicate indirectly with the obstinate faculty. The Obstinate Faculty Member, who insists on doing everything his/her own way, could be treated by another faculty member with whom he/she usually gets well along with.   The department chairperson should also show his/her willingness to facilitate any action that might help such faculty to do things the way it should be done.

Action_3: Help the weak classroom teacher. The Weak Classroom Teacher could be treated in a number of actions such as:
- Make the faculty video tape his/her class, and try to work on rectifying his/her points of weakness.
- Arrange for him/her to be peer visited by his/her colleagues.
- Suggest that the faculty member should ask his/her students for class evaluation.
- Have the faculty participate into a professional development plan for improving teaching skills.

Action_4: Isolate the department gossip.   The Department Gossip who enjoys passing on information about colleagues, particularly negative ones could be treated by simply isolating him/her. Always try to educate other faculty not to listen to such faculty member.

Action_5: Isolate the snitch. The Department Snitch who is always eager to run to the dean, vice president or even the president with every departmental problem could be treated by bringing his / her problem to the faculty's attention, who should try to solve it. Additionally, an ad-hoc departmental committee could be formed to look into these problems when they occurred and try to formulate solutions. If there are no departmental problems at all, the case might be even worse! Try to isolate the faculty member and discuss his/her attitude with your administrative superiors.

Action_6: Give more attention to the loud and abusive faculty member. The loud, abusive faculty members could be treated by giving them more attention to some extent. If such technique does not work, then always try to hold your ground, keep control of yourself and speak calmly with him/her.

Action_7: Stand up to the lean, mean and venting faculty member. The Lean, Mean Venting Machines are those faculty members who are most dangerous to the institution.   They seem to take pleasure in hurting others, and believe that the modern society allows this kind of cruel behavior. As a chairperson you should make it clear that you will take the side of those being abused.

Action_8: Give more attention to the unmotivated faculty member. The Unmotivated Faculty Members who have lost their enthusiasm and who are no longer energetic nor productive should be treated with more care and special attention. Careful meetings and communication during the performance appraisal evaluation is the

most suitable time to discuss the reason behind such low motivation, and try to find solutions for their concerns.

3.8 The Strategy for Evaluating Curriculum Courses[13]
Target group: Department Heads, Associate Deans & Deans
Tips for College Dean:
- *This strategy may be communicated to all new departments' heads during an organized workshop.*

This section presents a key strategy for evaluating the curriculum. Two important actions should be taken into consideration when implementing such a strategy: (1) performing a course audit, and (2) organizing a departmental retreat. However, as these assessment-based actions are generic and could be applied to any academic department, each department should follow the instructions and/or guidelines published by its accreditation organization or board.

Action_1: Perform a course audit

This strategy shall enable the department chairperson and his/her faculty to examine in depth each course presented in the curriculum in terms of objectives, outcomes and methodologies. The following guidelines could be followed:
- Develop and/or update the existing course outlines that are going to be audited.
- Obtain course outlines of similar courses from well-known international universities.
- A presentation should be organized by each faculty in which he/she is presents the course(s) he/she is teaching.
- The presentation contents should focus on:
  - Course objectives
  - How the course objectives will be achieved
  - What kind of assessment will be adopted
  - Course grade distribution.
  - Text books
  - Any innovative or unusual teaching techniques that will be used.
  - Variance from the original outline.
- Faculty members should be challenged to defend their teaching methodologies, assignments and grading.
- Evaluation for each presentation should be conducted.
- Adjustments and necessary actions should be taken for each course.

Action_2: Organize a departmental retreat

This strategy is simply a form of semi-casual meeting outside the university between the department chairperson and all the faculty members to discuss curriculum issues. The retreat could be sponsored by any of the external constituents of the department or by the university and it could last for a full day or even a complete weekend. Careful planning is required to organize such a meeting in order to be: objective, effective and inclusive of all academic issues related to the curriculum. Additionally, this retreat should be documented and its minutes should be taken. The following is a sample agenda of a departmental retreat.

An example of what the retreat agenda may include:
- Certain courses which are not taught within the curriculum. Should we keep them or not? Why should we keep them and why not?

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[13] Managing People: a guide for department chairs and deans, Deryl R. Leaming, Anker Publishing Company, 2003, ISBN: 1-882982-53-3

- Courses with no accurate titles, or with no adequate titles.
- Course descriptions that are not adequate or accurate.
- New courses
- Re-evaluation of the list of pre-requisites
- Curriculum adequacy according to the external constituents' needs and objectives.
- Adequacy of non major courses
- List of elective courses
- Adequacy of assessment tools
- Updating text books

3.9 The Strategy for Introducing New Courses[14]
Target group: Department Heads
Tips for College Dean:

- *This strategy may be communicated to new departments' heads during an organized workshop.*

This section presents a strategy that could be applied when new courses are to be included in the curriculum. The strategy could be implemented through a number of actions summarized as follows:

- Action_1: Allocate the required resources? Physical (facilities & space) and human resources.
- Action_2: Determine if there is any conflict of teaching interest with other departments. If any exists, a meeting with that particular department must be scheduled to discuss why it is important to propose such a course, and what new topics the course will cover unique from the other department.
- Action_3: Determine if the proposed course duplicates any other course and to what extent.
- Action_4: Check the library resources, and request additional resources as needed.
- Action_5: Determine how the course will fit into the curriculum.
- Action_6: Analyze how this course will affect the allocated faculty teaching load (enrollment).
- Action_7: Determine the number of students anticipated to register into the proposed course.
- Action_8: Determine the frequency of the course offering.
- Action_9: Determine the course learning outcomes which should be linked to the program objectives.
- Action_10: Determine the appropriate assessment methodologies for the proposed course.

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[14] Managing People: a guide for department chairs and deans, Deryl R. Leaming, Anker Publishing Company, 2003, ISBN: 1-882982-53-3

3.10 The Strategy for Eliminating Existing Courses[15]
Target group: Department Heads
Tips for College Dean:
- *This strategy may be communicated to all new departments' heads during an organized workshop.* Similarly, when eliminating existing courses few actions must be followed. These actions are to:
- Action_1: Check the course-enrolment during the past 3 years.
- Action_2: Examine the effect of eliminating the course on the department faculty enrolment and their contracts terms and conditions.
- Action_3: Determine the factors that are in favor of keeping the course(s).
- Action_4: Determine the factors that are in favor of eliminating the course(s).
- Action_5: study the contents of similar courses taught in similar departments in well-known universities.
- Action_6: determine if the course is a core, major, minor etc.

3.11 The Strategy for Recruiting a Faculty Member
Target group: Department Heads
Tips for College Dean:
- *This strategy may be communicated to all new department heads during an organized workshop.*

This section provides some useful tips related to recruiting and hiring faculty within academic departments. As recruiting and hiring of personnel can change the culture of any academic department, this process is considered one of the most important processes that any departmental chairperson can conduct to elevate the academic level of his/her department.

"Recruiting a number of new faculty members is much more than simply adding new colleagues to share teaching and service responsibilities. It is also an opportunity to bring about desired changes by recruiting colleagues with particular areas of expertise that the department needs." [16]

The two major factors that need to be considered when recruiting new faculty are: (1) exact needs and (2) advertisement. A department chairperson must always decide before he/she advertises for a new position what kind of person he/she is exactly looking for. Additionally, the department chairperson should develop a list of primary and secondary competencies he/she is looking for and expects from such a new faculty member. Similarly, the department chairperson should focus on the areas he/she needs to develop such as teaching, research or service and the particular academic area. Furthermore, a department chairperson should do more than advertise the position he/she needs for the department. A department chairperson should seek all possible leaders in the field and on his/her mailing list to elicit potential candidates for the position. Simply, a department chairperson should *aggressively seek* new faculty members.

Additionally, the following is a list of typical reference check questions needed to be asked by the department chairperson regarding the potential candidate:
- How long have you known the candidate? In what capacity?

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[15] Managing People: a guide for department chairs and deans, Deryl R. Leaming, Anker Publishing Company, 2003, ISBN: 1-882982-53-3

[16] Bensimon, E. M., Ward, K., & Sanders, K. (2000) "The department chair's role in developing new faculty into teachers and scholars" , Bolton, MA:Anker.

- How would you rate this candidate from academic, teaching, and research perspectives?
- How is the candidate's personality? His/her team-working abilities?
- How would you describe the candidate's willingness to change a department?
- Is the candidate responsible?
- What are the major points of strength and weakness of the candidate?
- Is the candidate growth-able?
- What are the major constraints in recruiting this faculty? Cost? Etc.

3.12 The Strategy for Retaining a Faculty Member[17]
Target group: Department Heads
Tips for College Dean:
- *This strategy may be communicated to all new department heads during an organized workshop.*

Retaining a quality faculty should be a top priority for any chairperson. Therefore, retaining productive faculty members requires a continuous program aimed at the following actions:
- Action_1: Helping faculty members stay current in their field of expertise.
- Action_2: Providing resources that support teaching, research, and services.
- Action_3: Promoting and improving faculty morale.
- Action_4: Involving all faculty members in the governance of the department, and in setting the department's goals.
- Action_5: Supporting faculty members when they encounter any personal problems.
- Action_6: Engaging them in making major decisions.
- Action_7: Promoting fairness (equity).
- Action_8: Improving the working environment.

3.13 The Strategy for Terminating a Faculty Member's Contract[18]
Target group: Department Heads
Tips for College Dean:
- *This strategy may be communicated to all new departments' heads during an organized workshop.*

Sometime, despite the best retention and mentoring strategies a department chairperson may follow, a faculty member can prove beyond reasonable doubt that he/she is a bad fit for the department. By all means, losing more than one quality faculty member can be devastating to any department. Additionally, terminating a quality faculty term of office based on personal differences with the department chair could be catastrophic. Different strategies should be attempted to keep a faculty member and align him/her with the departmental objectives before reaching such a decision. In general, the following actions are among the most commonly practiced procedures that should be followed when terminating a faculty.
- Action_1: Act with care to avoid suffering dire consequences.

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[17] Academic Leadership: a practical guide to chairing the department, Deryl R. Leaming, 2nd Edition, Anker Publishing Company, 2007, ISBN: 978-1-933371-17-7

[18] Academic Leadership: a practical guide to chairing the department, Deryl R. Leaming, 2nd Edition, Anker Publishing Company, 2007, ISBN: 978-1-933371-17-7

- Action_2: Act fast. No matter how uncomfortable a chairperson may feel about having to tell a faculty that he/she is not going to be recommended for renewal, continuing to reappoint such faculty will bring even more discomfort.
- Action_3: Consult with your dean before making such a decision.
- Action_4: Review the situation with the university legal officer, and consult the University's policies in this regard.
- Action_5: Check your moral compass. In other words, analyze the impact of such decision on the other faculty members.
- Action_6: Tell them in person.

3.14 The Strategy for Improving Faculty Development[19]
Target group: Department Heads, Associate Deans & Deans
Tips for College Dean:
- *This strategy may be communicated to all new department heads during an organized workshop.*

This section presents key actions for the strategy of improving faculty development. As a department chairperson you need to find ways for motivating faculty members to grow and develop. A number of actions may be considered for such strategy as follows:
- Action_1: Team up with other departments for teaching and research workshops.
- Action_2: Encourage sabbatical leave for faculty.
- Action_3: Initiate faculty exchange programs.
- Action_4: Develop a released time plan for conducting research.
- Action_5: Encourage university growth opportunities such as training workshops.
- Action_6: Take on special assignments. For example, the office of the VPCAO may assign a few faculty members to work in the office for assistance related to academic issues such as: faculty, programs, policies etc.
- Action_7: Facilitate faculty participation in regional and national conferences.
- Action_8: Apply for faculty development grants such as: summer research grants.
- Action_9: Experiment with new teaching technologies. One of the most useful strategies in this area is to conduct specialized college-based forums for exchanging faculty members' ideas on teaching methodologies, such as those based on IT techniques.
- Action_10: Develop a new specialty area. This strategy can refresh the faculty member and can prevent cases in which the faculty loses his/her interest in teaching because of having to teach the same course over and over.
- Action_11: Team-Teach with a colleague. This strategy is called co-teaching and it involves of teaming up more than one faculty in delivering the same course. This encourages faculty members' exchange of ideas and experiences.
- Action_12: Develop a faculty orientation program.
- Action_13: Produce faculty guides.
- Action_14: Establish special interest groups.

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[19] Academic Leadership: a practical guide to chairing the department, Deryl R. Leaming, 2nd Edition, Anker Publishing Company, 2007, ISBN: 978-1-933371-17-7

3.15 The Strategy for Leading a Fundraising Campaign
Target group: Department Heads & Deans
Tips for College Dean:

- *This strategy may be communicated to all new departments' heads during an organized workshop.*

This section presents key actions for the strategy of fundraising for academic departments and colleges. These key actions may be considered for such strategy as follows:

- Action_1: Organize and sponsor a fundraising day to show how funds allocated to the department are considered a valuable investment for all external stakeholders.
- Action_2: Search and obtain information about potential donors.
- Action_3: Communicate the fact that "academic enterprise and fundraising are linked" to all faculty members.
- Action_4: Seek the department alumni.
- Action_5: Always reward external contributors regardless of the amount they contribute.
- Action_6: Use the External Relations Department for exposing your department to the public.

Chapter-4
Essential Management Strategies and Tools

Purpose of this chapter:

This chapter presents some essential management strategies and tools directed to department heads and office directors. These strategies and tools should be communicated to the executive personnel in each department. Additionally, the Office of Institutional Planning and Development shall organize a series of workshops for proper dissemination of these key managerial strategies.

QU Management Handbook

4.1 Strategy for Managing Administrative Time Effectively
Target group: Department Heads
Tips for the College Dean:
- *This strategy may be communicated to all new department heads during an organized workshop.*

This section presents key actions for the strategy of timesaving. These key actions may be considered for such strategy as follows:
- **Action_1:** Prepare a to-do list every day.
- **Action_2:** Develop an electronic archiving system by implementing new IT tools and software.
- **Action_3:** Train your executive assistant to handle all of your paper-work, memos and minutes.
- **Action_4:** Use pocket organizers.
- **Action_5:** Be straight forward with others.
- **Action_6:** Reject irrelevant meetings or assignments.
- **Action_7:** Take a walk around the campus.

4.2 Strategy for Conducting Interviews
Target group: Department Heads & Deans
Tips for College Dean:
- *This strategy may be communicated to all new department heads during an organized workshop.*

This section presents key actions for the strategy for conducting interviews for the purpose of hiring faculty members or other academic/administrative personnel.

As interviewing is not just asking a number of questions it is an art of communicating with others, so as to get the information you need. Therefore, some of the key elements mentioned in this strategy are as follows:
- Why am I interviewing this person?
- How to connect with the person I am interviewing?
- What questions should be asked?
- How can I plan and prepare for the interview?
- How to begin and end the interview?
- What if the person I am interviewing does not respond as expected?

Action_1: Decide on the prime purpose of the interview which is to gather information related to the person's academic experience and behavioral characteristics. So make it clear that this is the prime objective of the interview.
Action_2: Plan and prepare for the interview by having all questions ready and set, reserve a comfortable area and atmosphere, be clear about what you want to get, and what you need to know.
Action_3: Start the interview with its objective, and make it clear to the person.
Action_4: Always begin the interview with the main objectives, stating that you want to add value to your organization by the contribution made by the person you are interviewing.
Action_5: Establish a good connection with the interviewee by: active listening, providing good impression about your organization and making the interview very comfortable.
Action_6: Make sure that your interviewing questions verify any previously sent documents such as curriculum vitae, and then get information about the person in more detail.

Action_7: Avoid leading questions, and instead focus on questions that begin with phrases such as: I need to know, tell me about, what you think about etc. Leading questions do not fully extract the information from the person you are interviewing.
Action_8: Focus on the questions that will lead to the information you need to know about the person you are interviewing.
Action_9: If the interview diverts to other topics, bring it back by asking a question related to the topic and the objective of the interview.
Action_10: Try to minimize your hand gestures as much as possible; they could be distractive.
Action_11: Always be specific, clear and brief.
Action_12: Maintain your eye contact with the interviewee.

4.2.1 Successful interviewing skills
The following characteristics summarize some key skills that are best known for successful interviewers. The interviewer should:
- Be a good listener.
- Be flexible.
- Be a good planner of his meetings.
- Know his / her organization very well.
- Have a strong commitment to his / her organization.
- Be persistent.
- Have the ability to convince others.
- Have the ability to research quickly and accurately.
- Be honest regarding the information he provides the interviewee with.

4.3 Strategy for Preparing Successful Presentations
Target group: Department Heads
Tips for College Dean:
- *This strategy may be disseminated via workshops.*

This section presents key actions for the strategy of making successful presentations. These key actions were extracted from a number of sources and are summarized as follows:
Action_1: Plan for your presentation by gathering enough information to make your case.
Action_2: Know your audiences. Are they executives who do not have time? Are they other faculty members or colleagues who are focusing on details?
Action_3: Know what your audience is expecting from you, and focus on it.
Action_4: Always make sure to determine how much your audience already knows. There is nothing boring more than attending an outdated presentation.
Action_5: Plan your presentation with slides: information about the presentation, an outline, objectives, material and body slides, closing remarks and an open discussion.
Action_6: Quickly outline your presentation.
Action_7: Always try to sell benefits not features. In other words, focus on how your strategy will improve the organization (QU in this case).
Action_8: Avoid un-attributed quotes and undefined comparisons.
Action_9: Use accurate language in your slides.
Action_10: Use comfortable styles for your presentation slides such as: colors, designs and graphics.
Action_11: Keep your presentation's slides simple.
Action_12: Focus on your presentation not on yourself.
Action_13: Believe that you know about your presentation more than anybody else.

Action_14: Never tell your audience that you are nervous.
Action_15: Be always prepared for your presentation by having a backup system.

4.4 Strategy for Chairing Departmental Meetings (communication)
Target group: Department Heads

This section presents key actions for the strategy of chairing departmental meetings. It is highly recommended that at least one departmental meeting is scheduled every month. Obviously, this frequency may increase as it is deemed necessary depending on the department's size and activities. Some of the key guidelines (strategy actions) recommended are as follows:

Action_1: Develop a clear, concise and brief Agenda for the meeting.
Action_2: Be always on time, and make it clear to everybody that this action is certain.
Action_3: Allocate appropriate time for the discussion of all items.
Action_4: Approve the previous minutes.
Action_5: Suggest how certain issues can be handled.
Action_6: Make sure that issues which can be resolved are resolved and finished during the meeting.
Action_7: Whenever necessary take votes for major issues that you are not certain about.
Action_8: Avoid distractions from those who are considered negative faculty members.
Action_9: Try to deal with the negative faculty members by giving them the floor to speak and express their opinions.
Action_10: It is extremely important to have some one from the department faculty members to be responsible of the minutes, and make sure to review these minutes before their endorsement and distribution to the rest of the faculty members.
Action_11: Generally, for any other non departmental meetings you should introduce newcomers and visitors.
Action_12: Speak up the decisions reached clearly at the end of the meeting.
Action_13: Terminate the meeting when all issues were resolved.
Action_14: Always try hard to provide the right environment for the meeting such as: refreshments, lighting, climate and available meeting's resources.
Action_15: Develop an internal document for policies and procedures that organize departmental meetings.

4.5 Strategy for Agenda preparation and Taking Minutes of Meetings
Target group: Department Heads

Although this section might sound trivial, the following key actions are recommended when taking down the minutes of a meeting:

Action_1: Before the meeting the Agenda should be clear and should contain: Location and time of the meeting, subjects to be discussed, list of attendees and invited attendees.
Action_2: Decisions reached should be clearly recorded in the minutes. In case of departmental meetings the department chairperson should always lead the meeting, and the decisions recorded in the minutes must be reiterated to the attendees by the minute's taker.
Action_3: Subjects on the meeting agenda should always start with words such as: to decide, to discuss, to approve, to select, to explore, to resolve etc.
Action_4: Decisions on a meeting minutes should start with verbs such as: approve, form, communicate, organize etc.

Action_5: Be straight in recording the minutes, and strike the balance between brief concise statements, and lengthy descriptive ones.

Action_6: Try to utilize practical IT tools/devices to facilitate your minutes taking and writing. Examples of these devices include electronic note pads, tablet PCs, electronic flip charts and white boards. These devices help to reduce the time needed for recording and writing the minutes to a great extent.

4.6 Strategy for Preparation of Job Advertisements
Target group: Department Heads and College Deans

This section presents key actions necessary to be known by academic-based administrators for preparing job advertisements. These actions are as follows:

Action_1: Ask for needed documents only such as:
- curriculum vitas
- candidates philosophy statement in teaching, research and community services
- sample of a syllabus for a course that the candidate is teaching
- sample of a final exam extracted from a course that the candidate is teaching
- the candidate's proposed development plan

Action_2: Do not indicate any salary range; if you do, this may limit your searching options.

Action_3: Avoid any statements that may indicate that a salary is proportionate to experience.

Action_4: Clearly indicate that the position is either tenure-track, temporary etc.

Action_5: Indicate whether any required qualification applies at the time of application or at the starting date for the position.

Action_6: List the required documents.

Action_7: Specify the submission format (hard or electronic), and the deadline, address etc.

Action_8: Follow the human resources department's advertisement forms whenever applicable.

4.7 Electronic Archiving System
Target group: Department Heads, College Deans and Office Directors

The Division of Institutional Planning and Development has taken the initiative to develop a temporary electronic archiving system for all QU approved documents based on the organizational breakdown structure (OBS) of the university. This electronic archiving system will serve as an online storage system, and it utilizes the current QU web portal system.

Additionally, OIPD recommends a file naming convention according to the following format: Owner_Subject_Version_Date_Language.File Extension

- The Owner section of the file name represents the office in which the document was originated such as: P= President, VPCAO= Vice President Chief Academic Officer, ME= Mechanical Engineering Department, CVE=Civil Engineering Department etc.
- The Subject section of the file name should indicate a clear identification of the file contents such as: Agreement, Policy, Bylaws, Guideline or other typical subject names.

- The Version, *which is optional*, indicates the revision number of the document (if applicable), and it is presented by numbers such as: 1.0, 2.4 etc.
- The term Date indicates the date in which the file was saved. For example: 12June08, 1Feb09 etc.
- The language section represents the language of the file content. Hence AR for Arabic and EN for English
- The File Extension varies according to the file type. For example: .XLS, .DOC, .PPT etc.

<u>Examples:</u>

A document containing the Academic Bylaws version 2 (latest version) in Arabic format.
1. BOR_Bylaws_[2]_June_07_AR. Doc

Academic Policies & Procedures for Promotion approved by EMC and belongs to VPCAO. The document is an approved second version in May 2008 and was written in English.
2. VPCAO_ PromotionPolicy_[2]_May_08_EN . Doc

Guidelines for initiating new academic programs document. The document's owner is the Office of the EMC Affairs in April 2016 and written in Arabic.
3. OEMCA_ GuidelinesForNewPrograms _[4]_April_16_AR.Doc

A policy owned by the External Relations Department regarding hospitality, that was written in English in 2009.
4. ER_ HospitalityPolicy_[1]_Jan_09_EN.Doc

Minutes of the 3rd Civil Engineering Departmental meeting in Fall 2007.
5. CVE_3rdMeeting_Fall_07_EN.Doc

Minutes for the College of Engineering 5th ABET Committee meeting in 2007.
6. COE_5thAbetCommittee_Fall_07_EN.Doc

It should be noted that for this system to be used effectively, a list of abbreviation for all academic units, colleges, offices must be available.

Chapter-5
Characteristics of Best Practicing Managers and Leaders in Academic Institutions

Purpose of this chapter:

This chapter summarizes key characteristics of the best practicing managers and leaders in the academic institutions. No matter what material was included in this handbook, the best practices may not benefit our academic community within QU unless they are communicated to all chairpersons/ college deans and office directors, who would be trained in the use of these practices.

QU Management Handbook

Target Group: All academic-based administrative positions

The following characteristics are among the top most known characteristics of best practicing managers and leaders in academic institutions. These characteristics are summarized as follows:

They are agents of change: An effective leader must compose for the institution a vision of a desired future state. This vision may be shared with other administrative positions within the institution.

They use common sense: Although it might be hard to define a common sense practice, it is the ability to take the right action, at the right time, and most of the time.

They serve their constituents: Top leaders serve their faculty, staff and students. If a leader uses his/her personal position for self- aggrandizement, the others will realize that, and will usually work against him/her.

In some cases they are flexible: Policies conceived and developed by university officials have good motivations to exist. However, sometimes they maybe overlooked if they conflict with common sense, particularly when nobody is harmed by the decision made.

They have compassion: "How would I like to be treated?" Is always a good guiding question whenever a leader is dealing with complex situations that involve people.

They treat each person as an individual: In other words; treating everybody differently, and being fair toward all other faculty members and staff. Every faculty and staff member deserves an attention.

They are honest: Honesty is an essential characteristic of a good leadership, in all areas. It is very important and critical in the area of faculty evaluation.

They have ethics that are beyond reproach: No matter any departmental chairperson, or a college dean or an office director may dislike the idea of being a role model; they actually are. Additionally, if these key positions are expecting to have the trust and respect of faculty and staff members, honesty must rule together with all the other ethical characteristics.

They empower others: Accomplishing a goal or realizing a vision can not be done single-handedly. It involves team-work and team work management. Therefore, the best academic leaders let other faculty members and staff act.

They get around their territories: whether a departmental chairperson or a college dean, good leaders go around their departments/colleges/ offices and see what is going on. It is a good and common practice by good leaders to (such as a college dean) to visit a faculty in his/her office, or even during class and ask whether everything is going well or not?

They are secure: A good leader always feels secure. They simply have no fear of making mistakes.

They think big: Good leaders know their dreams very well with regard to their departments or colleges. Therefore, they are able to communicate their visions with others effectively until they are realized. Giving the time for helping faculty members and staff is never a waste; it is part of the department chairperson's job and/or the college dean too. In fact this makes them leaders.

They are secure: A good leader always feels secure. They simply have no fear of making mistakes.

Chapter-6
Common QU College Committees' Structure

Purpose of this chapter:
This chapter presents commonly formulated college-based committees at QU and their functions. Although different colleges may require different committees this chapter summarizes a base-line committee structure that is common among the different QU colleges.

QU Management Handbook

6.1 Common Practice College-Based Committees[20]
Target group: Department Heads and College Deans
Tips for Committee Heads:
This section describes the QU common practice college-based committees, which shall form a base-line committees' structure at QU. These committees are as follows:

1. Programs Review & Academic Quality Assurance Committee
2. Students Affairs & Career Committee
3. Research & Scholarly activities committee
4. Academic awards Committee
5. Industrial & External Relations Committee
6. Information Technology Committee

NOTE: In the case of ad-hoc or standing committees, it is up to the discretion of the College to create such committees as per their requirements.

NOTE: In some committee structures it is advisable to have between 3-5 members in the committee to maintain effective deliberations and communications among members.

6.1.1 Programs Review and Academic Quality Assurance Committee
Tips for Committee Heads:
- *Refer to strategies 3.1, 3.8, 3.9 and 3.10 in chapter_3*

The primary goal of this committee is to regularly review the various academic programs in the college, and make recommendations to the dean concerning new program requirements; courses, preparations etc. for these programs. Additionally, the committee should review matters pertinent to the accreditation and assessment processes associated with the relevant leading regional and/or international accreditation bodies, and to provide college and departmental leadership all accreditation-related assessment efforts.
Another objective is to prepare and implement a comprehensive plan in pursuit of either regional or international academic standards for the different academic programs in the college. In addition, this committee is supposed to ensure the quality of the different academic program outcomes that different constituents' may need. The responsibilities of this committee are as follows:

- Preparing periodic self study reports to identify major strengths and weaknesses within each academic program.
- Ensuring that programs are inline with the general international academic standards, and that they fit within the general mission of the university.
- Making recommendations to Dean, Department Chairs and/or other departmental faculty groups for implementing continuous improvement and assessment processes at the college, program, curriculum and course levels.
- Communicating with regional or external accreditation institutions to facilitate an overall accreditation plan.
- Representing the different academic programs which are seeking accreditation in all communications with external accreditation institutions.
- Preparing all documents required for the accreditation process.

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[20] Extracted from the College of Education and the College of Arts & Science Committee Structures' documents at Qatar University

- Monitoring the overall progress effort of the different academic programs which are seeking the accreditation.
- Tracking the progress of individual departments / programs in meeting accreditation expectations and deadlines;
- Establishing an academic quality assurance system for each program within the college based on specific performance indicators targeting the different program outcomes, or as suggested by the accreditation body.
- Preparing annual quality reports, and providing advice on improving the overall academic performance for each program.

Membership

It is recommended to have at least one member from each department in this committee. The committee may be headed by the Associate Dean for Academic Affairs in each college.

6.1.2 Student Affairs and Career Committee

Tips for Committee Heads:

- *Refer to QU Student Handbook*
- *Refer to section 2.2 for communicating the section to students' academic advisors.*
- *This committee may be made up of faculty members who serve as undergraduate students' advisors for each program and the College Associate Dean for Student Affairs.*

The primary goal of this committee is to monitor all students within the college who are under probation or who have received academic warnings, and try to identify causes of such academic weaknesses. The committee may also seek any approach that shall raise the academic standard of those students. Additionally, the committee is charged with all matters related to students such as: activities, disciplinary actions and their overall participation in each program. Finally, the committee shall prepare for annual career conferences as directed. The responsibilities of this committee are as follows:

- Identifying major causes of students' academic weaknesses or deficiencies.
- Preparing and implementing a short term strategic plan to raise the academic achievements of such students.
- Preparing and implementing a long term strategic plan to support the academic achievements of students who are under warning.
- Seeking alternative solutions that shall guide the committee work.
- Investigate cases of academic dishonesty, and make recommendations to the college dean according to QU's Students' Integrity Code.
- Proposing activities that shall promote the relationship between students and faculty members.
- Preparing and organizing for career conference activities within the college and as directed by the university.
- Selecting attendees of career conferences and preparing the proper invitations.
- Organizing the career schedule of activities.
- Collecting and distributing financial contributions received from external constituents as directed by the university.
- Following up and coordinating with all other supporting committees.

Membership

The Committee's membership will be made of at least one member from each department *whenever applicable* and shall be headed by the Associate Dean for Student Affairs in each college. Based on current QU experience in such committee structure, an average number of 5-6 members should be adequate.

6.1.3 Research and Scholarly Activities Committee

Tips for the Committee Head:
- *Refer to the appropriate QU Research Policies and Procedures.*

The primary goal of this committee is to act as a link between the college and the office of the Vice President for Research. The responsibilities of this committee are as follows:

- Proposing a policy and a plan that shall promote and encourage all research activities within the college.
- Studying all research proposals within the college.
- Identifying eligibility requirements, and proposing college-based policies and procedures related to research activities within the college if applicable.
- The College Dean or the committee may add additional responsibilities as is deemed necessary for its function.

Membership

Senior faculty members who are active in research with fair representation of the different departments within the college.

6.1.4 Academic Awards Committee

Tips for Committee Heads:
- *Refer to the individual faculty members' appraisal system results.*
- *Record the event in the QU Prizes Handbook*

The primary goal of this committee is to identify and choose nominees from the faculty members for annual academic prizes based on their academic achievements in teaching, research and services. The committee may also identify three different prizes, one for each domain (teaching, research and service). The responsibilities of this committee are as follows:
- Prepare a primary list of nominees from faculty members who excelled in their annual academic achievements in the three main domains: teaching, scholarly work and services.
- Coordinate with other committees within the college to solicit financial contributions from external constituents.
- Follow up all advertisement and announcements related to this annual activity.
- Coordinate with the different departments or programs in this activity.
- Update the prize handbook and establish a record for all winners.

Membership

The Committee's membership will be made of at least one faculty member from each department whenever applicable, and headed by the college Dean or his/her Associate Dean.

6.1.5 Industrial & External Relations Committee
Tips for Committee Heads:
- *Consult with the Department of ER whenever it is appropriate.*
- *Organize an annual College-Industry Retreat.*

The primary goal of this committee is to strengthen the link between the college and its external constituents in all aspects. In addition, this committee shall enhance the internal relationship between all faculty members, and supervise all social and cultural activities. Finally, the committee shall strive to find all means and methods that shall increase the number of its external constituents every year. The responsibilities of this committee are as follows:

- Coordinating with the different college-based committees and other academic departments within the college to establish a Master Coordination Plan with all external constituents annually.
- Coordinating with the different college-based committees and other academic departments within the college to identify the common needs of the external constituents that the college might need to cooperate with.
- Identifying sources of external financial support for the college in order to meet the external needs.
- Coordinating with the different departments within the college to organize the annual scientific forum.
- Supervising the annual college farewell party.
- Organizing annual college picnics and parties.
- Coordinating the orientation for new faculty members in the college.

Membership
The Committee's membership will be made of at least one faculty member from each department whenever applicable, and headed by the college Dean.

6.1.6 Information Technology Committee
Tips for Committee Heads:
- *Consult with the Department of IT whenever it is appropriate.*
- *Refer to the QU Web policies and procedures.*

The primary goal of this committee is to establish, supervise and maintain all electronic and web site information of the college. The responsibilities of this committee are as follows:

- Supervising the overall college web site contents and information, and undertaking the responsibility of updating the content periodically.
- Coordinating with all academic departments in this regard.
- Preparing the college web site contents according to the QU policies in this regard.

Membership
The Committee's membership will be made of at least one faculty member from each department whenever applicable, and headed by one of the college's Associate Deans.

QU Management Handbook

6.2 Tips for Managing Departmental/College-based Committees

The following tips may be applied by the department head to manage departmental committees effectively:

- Although the QU Academic Bylaws empower all academic-based administrative positions such as: department heads, associate deans and deans, QU feels it is extremely important to engage all faculty members within each department in the department's governance. This strategy is even more important when it comes to crucial academic decisions such as: appointing new faculty/personnel, terminating existing faculty/personnel, initiating new programs, modifying existing one(s), budget allocation and any other major academic matters related to the department in general. Therefore, forming different committees on the department level with different roles and objectives will always increase the stability of such department in achieving its academic goals effectively.

- All head of departments should seek an equal-opportunity approach when forming any departmental-based committee. QU feels that all faculty members should be given the opportunity to excel, serve and integrate with other faculty members within the same department and/or at the college level.

- It is necessary for each department/college –based committee to have its goals and objectives set clearly so each member understands why such committee was formed, and when it will be terminated.

- Similarly, the department head should distribute the role of each committee within the department, and seek equal-effort or task distribution among all members in each committee.

- Department heads and college deans are advised to suggest the frequency of committees' meetings. Such step is very important to be monitored by each committee chairman in order to ensure reaching the goals set at the beginning without any delays.

- Similarly all department heads and college deans are advised to ask for routine Committee Progress Reports and set an agreed frequency for such effort. It may be necessary for each department to establish what is called "The Department Calendar" in which pre scheduled committee reports, meetings and other milestones are published in advance and known to all faculty members within the department/college.

- Department heads and college deans are requested to rotate the faculty roles within the established committees. However, care should be taken not to make such rotation disturbing to faculty members or hindering the performance of a certain committee. In other words, if a faculty member has excelled in his/her job within a certain committee and requests to be in that committee for more than one cycle such a request should be granted.

- Each committee should start with an action plan once it has been formed to ensure proper management and achievements of its intended goals.

Chapter-7

Summary of Major QU Administrative Processes Related to Academic Departments

Purpose of this chapter:

This chapter summarizes QU major processes related to academic departments such as: performance appraisal, budget and recruitment processes. As these processes are approved by the current QU Bylaws, it is expected that they will be evaluated and improved whenever necessary.

QU Management Handbook

7.1 Process (1-A): Evaluation of Academic Employees
Target group: Department Heads and College Deans
Tips:

- ***Refer to the detailed version of QU Faculty Appraisal System at the end of this handbook***.
- *The College may ask for a seminar given by the Director of Assessment and Evaluation Office every year.*

Qatar University strongly believes that continuous improvement is the heart of any institutional work. This section summarizes the process of faculty evaluation based on the approved QU's faculty appraisal system. However, detailed information regarding the faculty evaluation process is included in the Faculty Handbook of QU. According to the QU General Bylaws, the Faculty Evaluation Appraisal System is the tool for evaluating the academic performance of each faculty member at the University. Faculty evaluation is a mandatory process, which applies to all faculty members at QU, and should be conducted annually unless otherwise directed by the Office of Assessment and Evaluation (OAE). The appraisal system is maintained by the OAE and it is the responsible entity for supervising the implementation of the process in collaboration with the corresponding colleges/units. Additionally, OAE should renders the technical assistance needed for its implementation unless otherwise indicated. The results of the Assessment and Evaluation system should be used as a source of evidence in the decision making process regarding: the annual increment raise, and contractual changes.
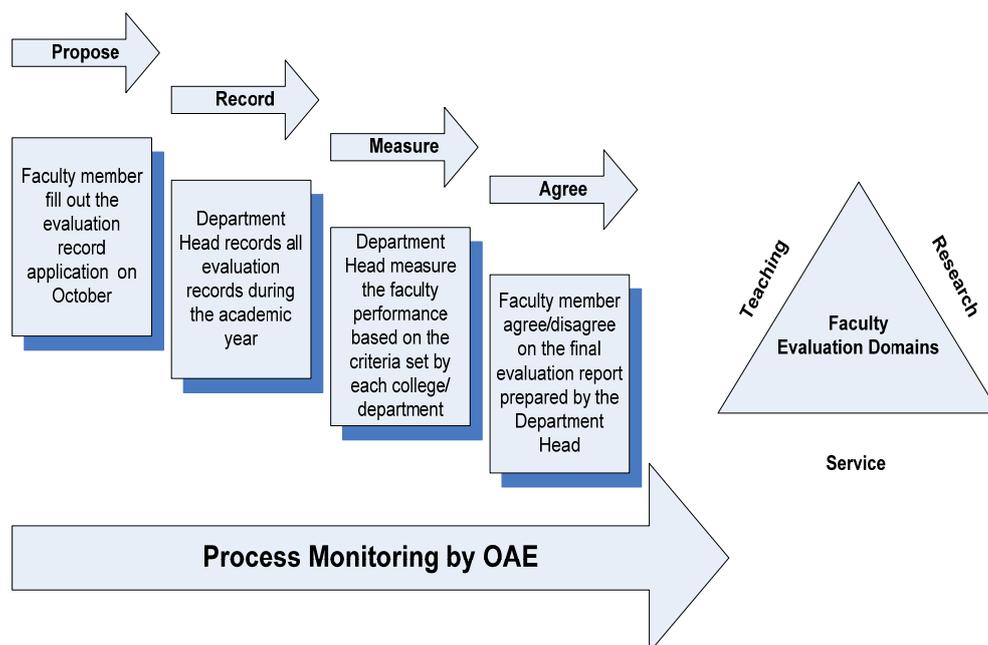
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7.2 Process (2): Evaluation of Non Academic Employees
Target group: Office Directors
Tips:
- *Refer to the HR Appraisal System Manual.*
- *Encourage your employee to attend the workshops organized by the HR in this regards.*

This section summarizes the process of evaluating non academic employees at QU. The section is extracted from the HR policies and procedures at QU.

Employee and Head of Section/Unit agree employee objectives for the year including training and development needs and pass on to the HR Director

↓

Employee may request reviews during the year after initial objective setting process

↓

At year end, the Head of Section/Unit schedules a performance assessment meeting and informs the HR Director who enters date into the system diary

↓

Head of Section/Unit conducts annual performance review meeting as scheduled and prepares appraisal form including performance rating and proposed training

↓

HR Director determines annual increment and sends proposed increment to the Department Director for input.

↓

Once approved by the Vice President, a letter confirming increase is sent to the employee and information is entered into the system which is reviewed by HR Director for accuracy

7.3 Process (3): QU Budget Preparation Cycle
Target group: All administrative positions

The following figure summarizes the QU process of budget preparation according to QU policies and procedures.

```
┌─────────────────────────┐      ┌─────────────────────────┐      ┌─────────────────────────┐
│ QU Seeks approval of the│      │ Procurement department  │      │ QU Budget is presented  │
│ budget format by the    │      │ clears internal         │      │ to the Ministry of      │
│ Budget Committee        │      │ requisitions up to the  │      │ Finance by the VPCFO    │
│                         │      │ end of Sept. of the     │      │                         │
│                         │      │ current year            │      │                         │
└─────────────────────────┘      └─────────────────────────┘      └─────────────────────────┘

┌─────────────────────────┐      ┌─────────────────────────┐      ┌─────────────────────────┐
│ A Budget Memo is sent   │      │ Procurement department  │      │ Finance department      │
│ to all Deans and        │      │ clears purchase orders  │      │ prepares the spending   │
│ Directors by the VPCFO  │      │ up to the end of Sept.  │      │ plan                    │
│                         │      │ of the current year     │      │                         │
└─────────────────────────┘      └─────────────────────────┘      └─────────────────────────┘

┌─────────────────────────┐      ┌─────────────────────────┐      ┌─────────────────────────┐
│ Base budget data &      │      │ Finance department      │      │ Spending plan is        │
│ budget format is        │      │ prepares next year      │      │ presented to EMC        │
│ provided by the Finance │      │ budget for chapters 2   │      │                         │
│ Department              │      │ & 3                     │      │                         │
└─────────────────────────┘      └─────────────────────────┘      └─────────────────────────┘

┌─────────────────────────┐      ┌─────────────────────────┐      ┌─────────────────────────┐
│ HR provides details on  │      │ a detailed analysis for │      │ VPCFO informs cost      │
│ current QU positions,   │      │ Fourth Chapter projects │      │ centers with the        │
│ and vacant positions    │      │ is obtained by the      │      │ spending plan           │
│                         │      │ Business Operation      │      │                         │
│                         │      │ department              │      │                         │
└─────────────────────────┘      └─────────────────────────┘      └─────────────────────────┘

┌─────────────────────────┐      ┌─────────────────────────┐      ┌─────────────────────────┐
│ HR determines the       │      │ QU Budget is revised    │      │ Finance department      │
│ percentage for the      │      │ with Cost Center by the │      │ uploads Oracle system   │
│ following year annual   │      │ Finance department      │      │ with the spending plan  │
│ increment               │      │                         │      │                         │
└─────────────────────────┘      └─────────────────────────┘      └─────────────────────────┘

┌─────────────────────────┐      ┌─────────────────────────┐
│ Finance department      │      │ Budget is presented to  │
│ prepares 1st. Chapter   │      │ EMC by the Finance      │
│ budget                  │      │ Department              │
└─────────────────────────┘      └─────────────────────────┘

┌─────────────────────────┐      ┌─────────────────────────┐
│ 2nd and 3rd chapters    │      │ Budget is presented to  │
│ budget are proposed by  │      │ BOR by the QU President │
│ the cost centers        │      │                         │
└─────────────────────────┘      └─────────────────────────┘
```

Budget Responsibilities shown by color codes:

President

VPCFO

Finance Department

HR

Business Operations Department

Cost Centers

Procurement Department

QU Management Handbook

7.4 Process (4): QU Recruitment & Selection[21]
Target group: All administrative positions
Tips:

- *Department heads may refer to strategies 3.11, 3.12, 3.13 and 3.14*

The following figure summarizes the hiring process at QU according to the HR policies and procedures.

```
┌─────────────────────────────────────────────┐
│            Head of Department forms           │
│  a Recruitment Committee within the department│
│          (3-5 members if aplicable)           │
└─────────────────────────────────────────────┘
                      │
                      ▼
┌─────────────────────────────────────────────┐
│ Department Head & Committee work on setting   │
│          the criteria for selection           │
└─────────────────────────────────────────────┘
                      │
                      ▼
┌─────────────────────────────────────────────┐
│ Department Head & Recruitment Committee       │
│ suggests possible outlets for placing         │
│ advertisments                                 │
└─────────────────────────────────────────────┘
                      │
                      ▼
┌─────────────────────────────────────────────┐
│ Suggested possible outlets are sent to        │
│ HR Director                                   │
└─────────────────────────────────────────────┘
                      │
                      ▼
              ( Advertisement          ┌──────────────────────┐
                  Process      ───────▶│ HR Receives candidates'│
                   Starts  )           │   requests and lists  │
                                       └──────────────────────┘
                                                  │
                                                  ▼
                                       ┌──────────────────────┐
                                       │ Initial Screening     │
                                       │ based on the Criteria │
                                       │ set by each Department │
                                       │ Head Starts           │
                                       └──────────────────────┘
                                                  │
                                                  ▼
                                       ┌──────────────────────┐
                                       │ Final Screening Process│
                                       │ and Selection of       │
                                       │ Candidates is done     │
                                       └──────────────────────┘
                                                  │
              ( Contract/                         │
                Position        ◀─────────────────┘
                Negotiation
                process
                starts )
                   │
                   ▼
┌─────────────────────────────────────────────┐
│ Candidates are invited to visit QU & give a   │
│ seminar in their related field of expertise.  │
└─────────────────────────────────────────────┘
                   │
                   ▼
┌─────────────────────────────────────────────┐
│ Candidate is offered the QU Job Contract      │
└─────────────────────────────────────────────┘
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[21] Extracted from the QU Human Resources Policies & Procedures

Chapter-8
Guidelines for Initiating New Academic Programs[22]

Purpose of this chapter:

This chapter presents the necessary guidelines required for initiating new academic programs. As these guidelines were derived from the a-k program criteria, it is quit important that any new program must demonstrate sufficient rationale for its initiation by meeting these criteria before seeking the approval of QU EMC and the BOR. During the last three years, a number of newly developed academic programs at QU based their submitted initiatives on the attached Program Initiation template. The template is a self-explanatory element yet once it is completed most of the new program requirements will be met. Additionally, this chapter summarizes the process based on the input-tool/techniques-output style derived from the PMI guidelines.

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[22] Please refer to the QU Policy for initiating new academic programs, QU Faculty Handbook.

QU Management Handbook

8.1 Initiating New Academic Programs[23]
Target group: Department Heads
Tips:
- *Refer to strategy 3.1.*
- *The attached template may be used as a guideline.*

8.1.1 Introduction
These guidelines are intended to support Qatar University's decision making process for launching or initiating a new program, department or college. They are general guidelines in the form of a template that shall aid QU internal stakeholders to identify the primary needs for making the proper decision by QU higher administration. This template has been successfully applied, revised and updated during the past few years when new programs were established at QU. The following section presents a series of key questions that the Executive Management Committee (QU-EMC) and the Board of Regents at Qatar University are generally interested to have answers for. Some of these crucial questions are key elements in the QU-top administration's decision making process.

As academic programs are mainly composed of a set of key components usually called *program criteria*, these key components are highlighted in the subsequent sections to demonstrate how the response to the criteria for new academic programs at QU are evaluated. In most cases these key elements should include but need not be limited to: program, *institutional role and considerations, instructional resources, students and admission requirements, faculty, facilities, budget and capital equipment*. The QU-EMC and QU-BOR, which are considered the top QU administrative bodies, are usually interested in addressing such key elements through a number of questions and critique discussions in order to make sure that these key elements are fulfilled or met once the proposed program is approved. Therefore, this document focuses on these key elements only rather than going into further details, which are kept for the accreditation body.

8.1.2 The Process for the Initiation of New Academic Program
There is no unified format that shall describe the initiation processes of all academic programs in general. However, Figure 8.1 presents a process-type guideline that shall aid in initiating new programs based on general studies. These studies shall convince the QU-EMC to make the proper decision when evaluating a new program proposal. From an administrative point of view launching an academic program is not an easy process; however, if it is properly completed it shall result in a very sustainable program that will last for a number of years under steady-state situation. Furthermore, launching a new college within QU is considered a major milestone; hence, more extensive analysis and feasibility studies might be required. This analysis may go further forward by educating the local community about the necessity of having such a college.

8.1.2.1 The Main Inputs (motivating or driving factors)
There are two main components that are mainly necessary for completing the initiation process of new academic programs. These components are called the inputs for such processes. Additionally, these inputs are nothing other than the internal and external constituents' requirements for launching a new program. In other words, the inputs are the main driving factors and catalyst for having a new program. The internal constituents for QU are Qatar University's faculty members, staff, students or administration, also known as Qatar University's internal

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[23] Extracted from the "Guidelines for Initiating New Academic Programs at QU" internal document at OEMCA.

stakeholders. They are stakeholders because they are partners in the overall institution rights and responsibilities. External constituents of QU, on the other hand, are the external stakeholders such as: local ministries, governmental agencies, the local private sector etc.

Sometimes direct request orders either explicitly or implicitly by both external and internal stakeholders of QU to launch a new program may be considered to be a strong catalyst. In many cases, if the internal constituents have gone through an extensive research, their role might go further forward by educating the external stakeholders about the proposed new program. In this case, more program promotion campaigns would be required to educate the local community about to the importance of launching such a program.

8.1.2.2 Input tools and techniques

To validate the support of internal and external constituents for any new program, a number of tools and techniques must be applied. These tools and techniques may be but not limited to: feasibility analysis, direct interviews, statistical data, trends, direct surveys, signed memorandums of understandings etc. These tools and techniques, if applied, are considered very strong supporting inputs the decision made on either to or not to initiate the proposed program.

8.1.2.3 The Proposed Program (The Main Process)

The main part of the initiation process is the new program's proposal itself. The proposal is considered the main element which presents the overall rationale for launching the proposed program. It should be written in a very organized, concise, focused and structured format. The main components of such proposal are: program information, rationale, institutional role & strategic plan, institutional considerations, program, faculty & staff requirements, students and admission requirements, administration, facilities and capital budget, evaluation & assessment and accreditation. Any other elements may be presented in subsequent appendices.

8.1.2.4 The Output (the new program)

The anticipated output from this detailed process of new program initiation process aims to fulfill the following:

- A program that shows a clear vision and mission, which enhances the role of Qatar University locally, regionally and internationally.
- A program that is generally approved and required or supported by QU's external and internal stakeholders.
- A program that is designed to last for a reasonable number of years (sustainable).
- A program that produces measurable outcomes and that is designed on the basis of clear objectives.
- A program that would lead the State of Qatar towards achieving its national goals.
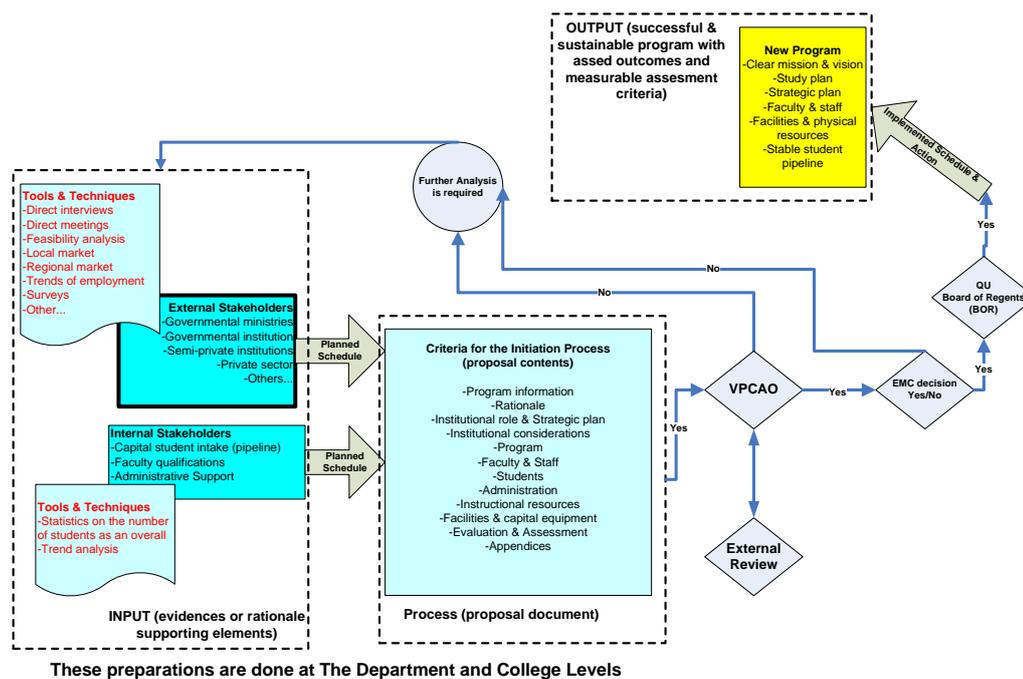
**Figure 8.1: The Process of Initiating New Academic Programs
& Tools/Techniques for Program's Rationale**[24]

8.2 Elements of the Proposal of a New Academic Program

8.2.1 (A) Program Information & Overview

This section should present an overview of the program, and it should follow a format of an executive summary. Usually decision makers are looking for the executive summary as an overall representation of the complete submitted document. Such a summary should clearly include a description of the academic program/department/college and a rationale statement for offering such entity at the proposed time. Additionally, a clear statement about when the program will be initiated must be included in this proposed document. Clear, short, concise and subject-directed statements are key elements for writing this section.

8.2.2 (B) Rationale (Needs & Evidence)

This section is considered an argument for initiating the proposed program, department or college. Needs for such program should be clearly communicated through clear evidence such as: surveys, direct requests, industry needs etc. No doubt this section is the most important section in submitting such proposal to QU-EMC and then QU-BOR. The proposal should address most of the following questions:

What evidence the local or regional institutions have to support the need for the program?

The question should be answered explicitly. All executives expect an answer to this question to be disseminated through different pieces of evidence and facts such as: survey data, summaries of focus groups or interviews, documented official direct requests for the program from students, faculty, and external constituents, etc. A

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[24] **(please refer to phase 2 of the Policy for Initiating New Academic Programs at QU- Faculty Handbook)**

summary of the key elements required for initiating new programs in a process-type format, which is illustrated in Figure 8.1.

What does Qatar-wide service-area employment need to initiate the proposed program? Is there evidence of regional or national needs for the type of qualified individuals that the proposed program would produce? If yes, it should be presented.

What are the numbers and characteristics of students to be served? (Intended for full time or part time students)

What is the estimated number of graduates of the proposed program over the next five years? On what information are these projections based?

Are there any other compelling reasons for offering the program? (Such as direct a request by external stakeholders)

Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups), or the existence of Memorandums of Understanding (MOU) with local governmental sectors etc. Then discuss considerations given to making the complete program available to other part-time students.

8.2.3 (C & D) Institutional Role & Considerations (i.e. Purpose and Relationship of Proposed Program to QU's Mission and Strategic Planning)

This section should clearly present all objectives of the proposed program. Additionally, it should demonstrate how the proposed program supports the mission and strategic plan of QU. How the proposed program contributes to attaining long-term goals and directions of QU. It is expected that some key questions must have very convincing answers. Some of these questions may be but not limited to: how the proposed program will meet the needs of the State of Qatar. Answers must support the fact that the proposed program would enhance the State's capacity to respond effectively to social, economic, and environmental challenges and opportunities. Institutional considerations such as provisions for transferring students into and out of the program should be also included in this section if required.

8.2.4 (E) Program & Course of Study

In this section the proposal should briefly describe the proposed curriculum in a list format. Course numbering presenting each grade level is also important to be highlighted in this section. Brief course description is necessary and should be included in the document.

8.2.5 (I) Instructional Resources

The proposal shall also provide a discussion of any non traditional learning modes to be utilized in the new courses, including, but not limited to: (1) the role of technology, and (2) the use of career development activities such as practical sessions or internships. Most importantly, it should briefly present the specific learning outcomes that the students get from each course.

8.2.6 (G) Students Recruitment and Admission Requirements

Some of the critical questions in this area are aimed at providing a brief information about the overall admission requirements of the program. Some of these questions are as follows: (1) Is the proposed program intended primarily to provide another program option to students who have already been attracted to the institution, or is it anticipated that the proposed program will draw students who would not otherwise come to the institution? (2) Does the proposed program have any additional admission requirements besides the general admission requirements of QU? If yes, what are they?

(3) Will there be any enrolment restriction? If so, then this section should include the specific limitations and their rationale. Finally, the criteria for admitting students to the proposed program must be explicitly addressed and quantified.

8.2.7 (H) Program Administration

This section should show how the proposed program will be administered, and should specify the required positions for program administration. Additionally, other annual administration requirements (if any) should be highlighted in this section.

8.2.8 (J)Facilities and Capital Equipment

This section should clearly indicate the required capital equipment such as: classrooms, office spaces, number of offices, required labs, equipment etc.) Additionally, this section should provide a tentative plan for procuring such capital equipment. Finally, the section should include any anticipated extra expenses for the purchase of equipment for the program once it is approved and initiated.

8.3 Program Accreditation

This section is necessary to briefly focus on identifying any regional/international accrediting body that has established standards in the area pertinent to the proposed program. In addition, if such bodies exist, a list of their established standards should be provided.

8.4 QU Template for Initiating New Academic Program[25]

The following template maybe used as a guideline when writing the proposal for initiating a new academic program.

A.   Program Information: General descriptive information should be provided for the proposed program.
A1.   Name of institution
A2.   Name of department, division, school or college
A3.   Title of program
A4.   Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.
A5.   Intended location of program
A6.   Description of institutional review and approval process
A7.   Summary description (not to exceed 2 pages) of the proposed program
A8.   Statement either that no new or additional resources are required or that compensatory reduction/increase or reallocation of resources will take place if needed
A9.   Program Mission, Objectives and Outcomes

B.	Rationale: There should be a valid purpose and documented need for the program.

B1.	State the program objectives.

B2.	Explain and quantify the needs addressed by this program, and present evidence that the program fulfils these needs.

B3.	If an external advisory or steering committee was used to develop the program, identify the committee members and their affiliations and describe the committee's role.

C.	Institutional Role: The program should be clearly related to the institution's published role and mission.

C1.	Explain how the program is consistent with the published role and mission of the University and how it is related to the University's academic planning.

D.	Inter-institutional Considerations: The program should be consistent with all policies of the Board of Regents pertaining to the coordination and collaboration between the local institutions of higher education

D1.	Describe provisions for students' transfer (into or out of the program)

D2.	If external affiliations are required, identify providing agencies. (Indicate the status of any arrangements made and append letters of agreement, if appropriate.)

E.	Program: The program should meet a recognized educational need and be delivered in an appropriate mode.

E1.	Prepare a typical curriculum display for one program cycle for each sub-major, specialty or option, including the following information:

a.	Names of courses, departments, catalog numbers, and brief course descriptions for new courses, preferably as these will appear in catalogs.

b.	Required courses in area of specialization and options, if any.

c.	Course distribution requirements, if any, within the program, and general education requirements.

d.	Total number of free electives available after specialization and after the general education requirements are satisfied.

e.	Total number of credits required for the completion of the program or for graduation. Present evidence that the program is of appropriate length as illustrated in conformity with appropriate accrediting agency standards, applicable industry standards, or other credible measures, and comparability of lengths with similar programs in the state or region.

F.   Faculty and Staff: The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary for the success of the program.

F1.   Describe the faculty who will be assigned to the program. Indicate
        Total full-time equivalent (FTE) positions required for the program, the proportion of program faculty who will be in tenure/track positions as applicable, and whether faculty positions will be new positions or reassignment of existing positions.

F2.   List anticipated support staff, the percent of their time to be spent in
        The program, and whether these are reassignments or new positions.

F3   Summarize the annual costs fro faculty and support staff by indicating salaries and fringe benefits (adjusted for the proportion of time devoted to the program). Distinguish between existing resources and new resources. Specify in the narrative if resources are to be provided by more than one department.

G.   Students: The program should be designed to provide students with a course of study that will contribute to their intellectual, social and economic well-being. Admitted students should have the necessary potential and commitment to complete the program successfully.

G1.   Describe the potential students for the program and the primary source
        Of these students. Indicate the extent to which the program will attract new students or will draw students from existing programs and provide a specific rationale for these assumptions. (i.e. Students Demand supported by evidence such as: surveys and/or other methods)

G2.   Estimate the proposed program size and provide projected annual full-
        Time, part-time, and FTE enrolments for one complete cycle of the program.

G3.   List the program admission and retention requirements for students.
        Provide descriptions of the specific criteria and methods used to assess students' ability to benefit from the program. Describe how satisfactory academic progress will be determined.

H.   Administration: Administrative oversight for the program should be sufficient to ensure quality.

H1.   Indicate how the program will be administered and the degree to Which this work will affect the administrative structure in which it is located.

H2.   Indicate the titles of the persons who will have administrative responsibility for the program and the amount of time each will spend on the program. Indicate total full-time equivalent (FTE) positions required for the program.

H3.   Indicate additional annual administrative personnel needed to be associated with the program

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I.   Instructional Resources: The instructional resources should be sufficient in quantity, quality and timeliness to support a successful program.

I1.   Estimate the number and cost of relevant prints, electronic and other Non-print library materials needed (and those available) for the program.

I2.   Identify and evaluate other instructional resources and instructional Support equipment (such as computers, laboratory equipment and supplies) in terms of overall capability to satisfy the needs of the program. If these instructional resources are considered insufficient or if upgrading is necessary for the development of the program, the additional needs should be detailed and their cost estimated.

I3.   Estimate annual expenditures for instructional resources. Distinguish between existing resources and new resources. The information should reflect the annual operation and maintenance of the instructional resources, recurrent costs and costs for necessary additions

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J.   Facilities and Capital Equipment: Facilities and capital equipment should be sufficient in quantity, quality and timeliness to support a successful program.

J1.   Describe the facilities and capital equipment (e.g., classrooms, office Space, laboratories, and telecommunications equipment)

J2.   If new or renovated facilities are necessary, explain the requirements, costs and expected date of completion.

J3.   Estimate the annual additional expenditures for new program facilities and capital equipment.

J4.   Indicate whether the needed facilities are included in the institution's master plan.

J5.   Library resources (Current & Future)

K.   Evaluation: Appropriate criteria for evaluating the success of a program should be developed and used.

K1.   List the performance measures by which the institution plans to
        Evaluate the program. Indicate the frequency of measurement and the personnel responsible for performance measurements. Describe provisions made for external evaluation, as appropriate.

K2.   Describe and quantify the program's criteria for success.

K3.   (Accreditation) If the proposed program is eligible for specialized accreditation,
        Indicate name and address of the accrediting agency and a list of accreditation requirements. If specialized accreditation is available but not sought, indicate reasons.

K4.   Standards based on Professional Association (if any)

L.   External Review. This section should present the external review process including the comments received, the department and/or college deliberations.

M.   Assessment
        This section should present in details how the program outcomes and student success will be assessed, this could be done through:

- Assessment plan that includes:
    1. When and where program outcomes will be assessed
    2. A matrix relating outcomes to objectives;
    3. A matrix relating courses to learning outcomes
    4. Assessment tools for each program outcome
- Pedagogical methods used to support program outcomes/standards.
- Assessment of teaching effectiveness.
- Assessment of students' progress and achievements.
- Reference cited: surveys, demand reports /studies/ state/ International/ specialize guiding policies professional Accreditation agencies
- Reference cited: surveys, demand reports/studies/state/International/policies of professional Accreditation agencies

8.5 QU Guidelines for Terminating Academic Programs[26]

Continuous monitoring and evaluation of the academic programs may show the need for terminating a program based on the following:

- Direct input from external stakeholders (constituents) requiring no more graduates from such disciplines.
- Evidence of a structured feasibility analysis showing a decreased trend of students' enrollment in such disciplines.
- Evidence of results based on direct surveys targeting the job market and job availability for graduates of those disciplines.
- An Academic Evaluation Committee at the level of the college must be formulated by the VPCAO to analyze such decision and to explore means and methods for restructuring these academic programs if possible.
- If the results obtained by such a committee are negative, based on an EMC decision, a phasing out plan must be developed immediately.
- Such phasing out plan may focus on four major criteria: student, faculty, other academic programs benefiting from the program under termination and capital equipment.
- The phasing out plan must address all the students in the current pipeline of the program and a comprehensive course requirements plan for each student batch must be developed.
- The phasing out plan must include termination requirements of faculty and staff and/or utilization of existing human resources in other programs within the university.
- The phasing out plan must include a comprehensive de-procurement plan of all related physical equipment and laboratories within the program.
- The phasing out plan must address other internal academic programs benefiting from the targeted program and explore solutions to overcome difficulties arising from such an issue.

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[26] Based on a previous document for the Nursing Program phasing-out plan at QU.

Chapter-9
Decision Making Process at QU[27]

Purpose of this chapter:

This chapter presents the decision-making process at QU. As the Executive Management Committee (EMC) headed by the President and all other Vice Presidents is considered to be the top decision making authority, this chapter highlights the process of QU decision making to all academic-based administrators. It is deemed absolutely necessary to include this chapter to clearly communicate the process with newly appointed college deans and department heads as one of the most important processes at QU.

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[27] An OEMCA Internal Document

QU Management Handbook

9.1 The QU Decision Making Process
Target group: All administrative positions

The decision making process at QU is carried out by the Executive Management Committee (EMC). The function of the Executive Management Committee is to provide assistance and advice to the President in discharging his/her duties and responsibilities, and to coordinate the academic and administrative functions of the University. And according to QU Bylaws section (1.2.2.2.1) the Executive Management Committee (EMC) should comprise the University's President (who serves as its Chairperson), and all the Vice Presidents. However, other individuals may be incorporated within the Executive Management Committee at the request and discretion of the President.
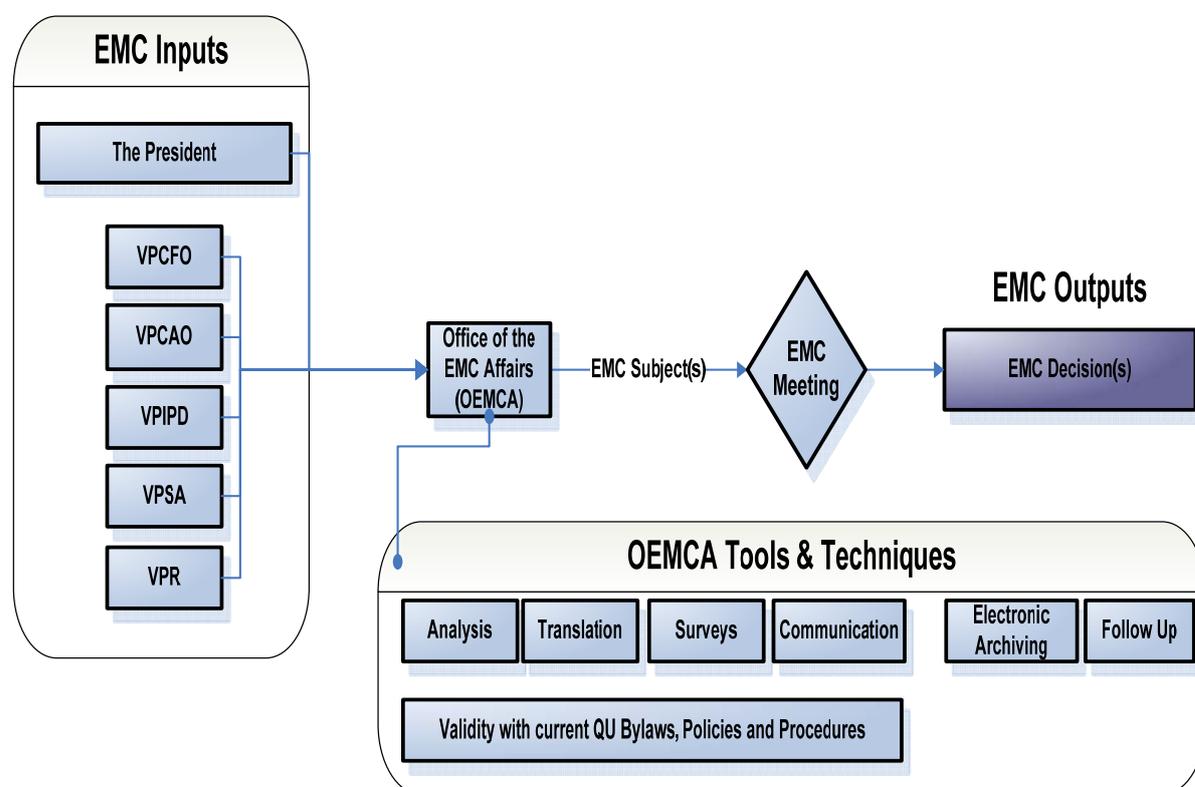
A Typical EMC Process

Figure 9.1: The EMC Framework

9.2 Office of the Executive Management Committee Affairs Main Objectives
The following sections represent the main objectives of the OEMCA:
1. The office serves as staff to the Executive Management Committee for the development of management reports and data gathering. The Office prepares background information and agenda for EMC meetings, and maintains a record of decisions that have been made during the meetings.

2. The office interacts with all the units within QU, conducting follow-up research and communication with parties affected by EMC decisions, and maintaining the University's policies, etc.

9.3 The EMC Decision Making Process

OEMCA is responsible for organizing all EMC meetings in a timely manner based on the recommendations of the President. Figure 9.1 represents the overall framework of the EMC decision making process. Inputs to the EMC meeting are all subjects scheduled for the meeting and originated from any EMC member regarding academics, administrative, financial, students, research or institutional issues. The Office of the Executive Management Committee Affairs is then responsible for processing all kinds of EMC documents through a number of tools and techniques (functions) as presented in Figure 1. These tools and techniques are described in more details as follows:

Analysis: This means direct interpretation of all the documents related to EMC to ensure integrity and non violation to QU's General Bylaws. In addition, all documents are checked against style and language to ensure effective communication with the QU community.

Surveys: in many cases the OEMCA may request and/or participate in conducting surveys by the Office of Institutional Planning and Development (OIPD) in order to disseminate certain EMC decisions.

Communication: The OEMCA is responsible for communicating all EMC decisions to the college authorities at QU through EMC members. This communication process is conducted by extracting the relevant EMC decisions to each responsible owner in a form of a well-instructed and clear format to ensure maximum efficiency in executing these decisions.

Follow up & Monitoring: The OEMCA is responsible for monitoring and following up all EMC decisions through a number of progress reports as deemed necessary. These progress reports shall inform all EMC members of the status of all previous EMC's subjects and decisions executed, delayed, under implementation, or which need further EMC decisions.

Updating QU Bylaws/ Policies and Procedures: In many cases the OEMCA will carry out an updating process to current QU's bylaws, policies and procedures as directed by the EMC. In such case, the OEMCA shall communicate with the relevant EMC owner to facilitate such action.

Development of new bylaws, policies and procedures: As directed by the VPIPD and other EMC members the OEMCA may be involved in the development of any new policies and procedures related to academics, faculty, students' affairs or any other operational policies/procedures. In such case, the office is fully responsible to conduct a comprehensive study on existing international best practiced policies and procedures to assure well-structured, informative, reliable set of policies and procedures for QU. OEMCA may suggest additional resources to assist in carrying out this task effectively. The office may also formulate an ad-hoc university-based committee to analyze, formulate and draft any new policy. Generally, OEMCA should check the conformity of newly developed policies with respect to QU operative bylaws.

Translation: OEMCA shall be responsible for providing bilingual versions of all bylaws, policies and procedures via translation. In such case, OEMCA may consult with internal and external linguistic experts to carry out this task. OEMCA shall review the translated document to ensure the best representation of the original document.

Electronic Archiving: One of the main responsibilities of the OEMCA is to archive all EMC documents in a manner that ensure fast, accurate and easy accessibility to all relevant EMC subjects and decisions. This electronic archiving system should be

interactive to facilitate fast retrieval of any EMC-based document by any EMC member at any time.

9.4 EMC Procedures

As presented in Figure 1 the process of conducting an EMC meeting could be summarized as follows:

1. As directed by the President an EMC meeting may be scheduled to discuss a topic or a number of topics related to: academic, administrative, financial, institutional, research, faculty and/or students affairs.
2. Topics scheduled on an EMC meeting may be originated from the EMC Chair Person (the President) or other EMC members.
3. An appropriate time frame should be allowed to the OEMCA and other EMC members to review the EMC material. Documents and relevant materials for any topic should be submitted to the OEMCA four days prior to the EMC meeting in which such topic will be presented.
4. The Director of the OEMCA schedules all topics needed to be discussed in any EMC meeting according to their priorities and after discussion with the VPIPD and the President.
5. EMC documents are reviewed to ensure conformity with the approved Bylaws, policies/procedures adopted by QU.
6. The Director of the OEMCA shall submit a written report to the VPIPD related to any subject(s) on an EMC agenda if he/she feels that certain violations of QU bylaws occurred, or if he/she feels that a certain document is not in line with international standards and best practices.
7. Based on the request of any EMC member, the President may call any individual to participate in the deliberations of the related EMC subjects under discussion.
8. The OEMCA is fully responsible for scheduling EMC meetings, as well as, organizing the EMC related material/documents.
9. The OEMCA then revises the recorded minutes to ensure that structured and informed decisions could be forwarded to all EMC members.
10. The OEMCA monitors and follows up all EMC decisions in a timely manner to ensure the proper execution of all EMC decisions and as directed by the President and the VPIPD.
11. OEMCA electronically archives all related EMC documents accordingly.

Chapter-10
Guidelines for Planning & Management of Academic Operations & Initiatives

Purpose of this chapter:

This chapter presents useful guidelines for the planning and management of operations/initiatives related to academic departments. The chapter presents a few basic planning techniques and should be complemented with a training workshop on Microsoft Project or similar scheduling packages.

Guidelines for the planning and management of academic operations and initiatives[28]

Target Group: All department heads, college deans and office directors[29]

10.1 Introduction

In reality, any project or initiative must go through a number of phases from its initiation phase until its being terminated. Similarly, departmental/office initiatives are considered small projects that must go through a number of phases as presented in Figure 10.1.
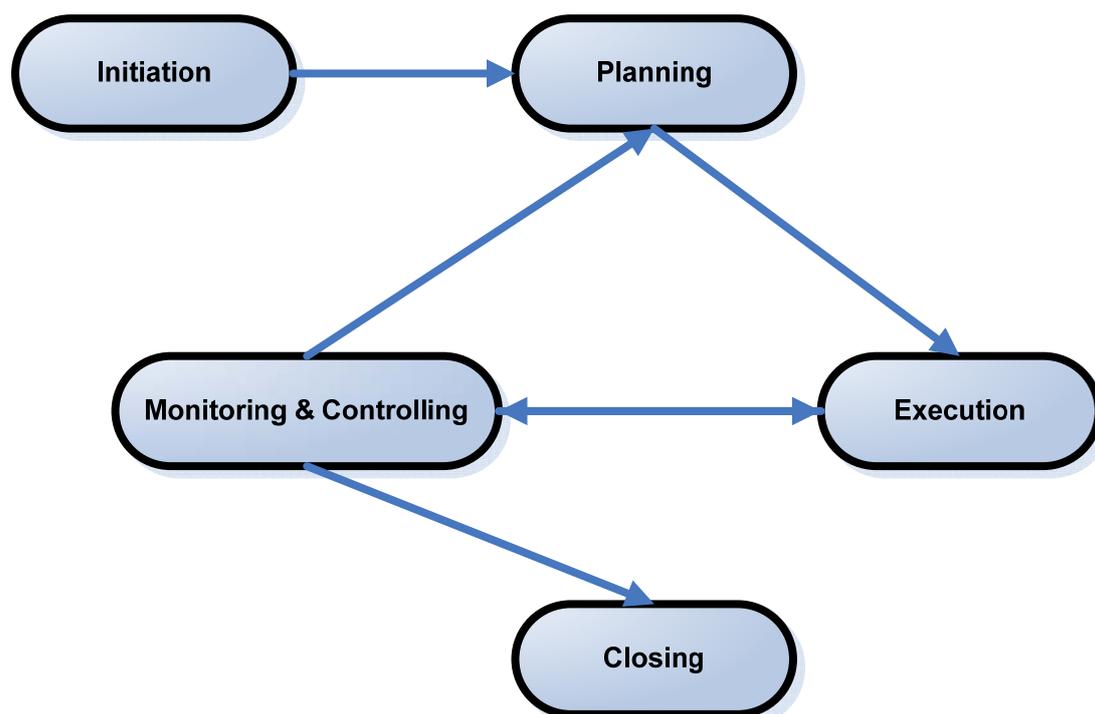
Figure 10.1: Phases of Departmental/College Initiatives or Projects

Departmental/office initiatives result from the strategic planning process of the institution, college or the department/office itself. As in most strategic planning processes, these strategic planning processes must end with a number of initiatives that are needed to be executed so as to satisfy certain goals and objectives. These initiatives are considered within the initiative's (project) Initiation phase (refer to Figure 10.1). However, during the execution phase of the initiative the only governing rules are the policies and procedures set by the department/office or the institution. Moreover, appraisal systems play the biggest role during the monitoring and controlling phases of these initiatives.

This chapter deals with the planning/scheduling phase only of the initiatives/projects within academic departments, colleges and offices. Figure 10.2 presents the

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[28] Based on the guidelines in the Project Management Body Of Knowledge (PMBOK) document, 3rd. Edition, 2004, Project Management Institute (PMI).

[29] Individuals who are interested in exploring an easy-to-learn, yet very comprehensive, resource in basic management tools and techniques may refer to: www.mindtools.com.

planning phase of an initiative according to the Project Management Body Of Knowledge (PMBOK)[30] published by the Project Management Institute (PMI).
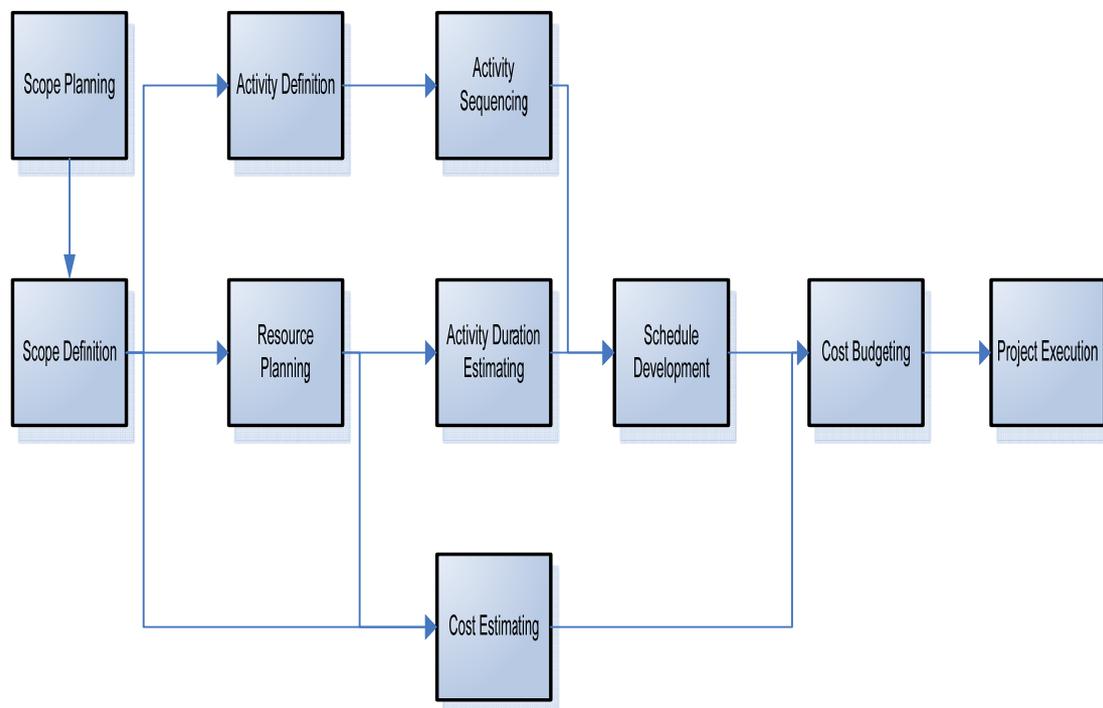
**Figure 10.2: Planning and Scheduling Processes
based on the PMI PMBOK document**

10.2 Scope Planning Process

Any departmental initiative such as major strategic projects and tasks should have a clearly defined scope and communicated to all faculty members within the department. During this Scope Planning process a written scope statement is expected to be the final output resulting from such a process.

Example

The following example shows a typical scope statement for a departmental-initiative for curriculum change as a response to the request of all external stakeholders of the department.

"*Based on the findings resulted from our last meeting with all external stakeholders the Department of Civil Engineering should start modifying its curriculum to strengthen the students in certain areas. These areas are: knowledge of ethics, environmental and safety issues related to civil engineering. The newly developed curriculum must be ready for implementation by Fall 2008*"

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[30] A project management software based on the PMBOK guidelines, that offers detailed management templates for planning, executing and monitoring projects (initiatives) could be found on this web address: http://www.mpmm.com/.

The scope statement shows three characteristics that a typical scope statement must have: project justification (why?), project deliverables (what?) and project conditions (when?).

10.3 Scope and Activity Definition Processes

As presented in Figure 10.2 the next process in this example is to define the scope into a number of actions (tasks) grouped according to their related attributes, and the resulting figure is known as the Work Breakdown Structure (WBS) of the project.

The New 2008 CVE Curriculum
1.0.0

Administrative Issues
1.1.0

Academic Issues
1.2.0

- (1.1.1) Form departmental-based committee headed by the department's chairperson.
- (1.1.2) Review, analyze and interpret external stakeholders' comments and suggestions.
- (1.1.3) Analyze current study plan to review each course outcomes inline with stakeholders' remarks.
- (1.1.4) Study similar programs regional and international.
- (1.1.5) Develop an action plan.
- (1.1.6) Distribute actions.
- (1.1.7) Develop the new plan.
- (1.1.8) Organize a critique meeting.
to Approve the plan.

- (1.2.1) Analyze and review current program mission and vision statements.
- (1.2.2) Review current program objectives to incorporate the newly suggested objectives of strengthening the students in ethical, environmental and safety aspects.
- (1.2.3) Review each course outcomes.
- (1.2.4) Update outcome/objectives relationship chart.
- (1.2.5) Approve all new objectives and course outcomes.
- (1.2.6) Seek college and EMC approval.

Figure 10.3: WBS of New Curriculum Initiative (departmental project)

As shown in Figure 10.3, this departmental initiative (project) name is: The New 2008 CVE Curriculum. And it is placed on the top of the WBS. Similarly, a number of actions are to be taken in order to execute such a project. These actions are grouped under two categories: academic and administrative. Hence, the Action List could be rewritten as follows:

- (1.1.1) Form a departmental-based committee headed by the department's chairperson.
- (1.1.2) Review, analyze and interpret external stakeholders' comments and suggestions.
- (1.1.3) Analyze current study plan to review each course outcomes in line with stakeholders' remarks.
- (1.1.4) Study similar regional and international programs.
- (1.1.5) Develop an action plan.
- (1.1.6) Distribute actions.
- (1.1.7) Develop the new plan.
- (1.1.8) Organize a critique meeting.
- Approve the plan.
- (1.2.1) Analyze and review current program mission and vision statements.
- (1.2.2) Review current program objectives to incorporate newly suggested objectives for strengthening the students' ethical, environmental and safety aspects.
- (1.2.3) Review the outcomes of each course
- (1.2.4) Update the outcome/objectives relationship chart.
- (1.2.5) Approve all new objectives and course outcomes.
- (1.2.6) Seek College and EMC Approval.

In other words, in order to carry out this departmental project, a total of 13 tasks (or activities) must be completed (1.1.1 through to 1.2.5).

10.4 Resource Planning Process

According to the PMBOK document the resource planning process determines what resources are needed for each task in terms of people, equipment and material. However, in the case of academic departments these resources could be classified as follows:

- Human resources; faculty and staff
- Physical resources; laboratories, classrooms, computer equipment etc.
- Other resources, such as external consultants.

For the above example:

Activity	Resources	Remarks
1.1.1	Plan Committee (group of 4 faculty members)	
1.1.2	None	
1.1.3	Meeting Room	Schedule the room
1.1.4	None	
1.1.5	Meeting Room	Schedule the room
1.1.6	Plan Committee	
1.1.7	Plan Committee	
1.1.8	Meeting Room	Schedule the room
1.2.1	Plan Committee	
1.2.2	Plan Committee	
1.2.3	Plan Committee	
1.2.4	Plan Committee	
1.2.5	Plan Committee	
1.2.6	Plan Committee	

10.5 Activity Sequencing Process

This process involves key information related to all activities and their relationships with each other. In other words, the department chairperson should develop a list of all activities involved in the department's initiative (project) showing the dependency of each activity on other activities. For the current example, the following dependency list could be generated:

Activity	Dependency
1.1.1	None
1.1.2	1.1.1
1.1.3	1.1.2
1.1.4	1.2.2
1.1.5	1.1.4,1.2.2
1.1.6	1.1.5
1.1.7	1.1.6, 1.2.2
1.1.8	1.2.5
1.2.1	1.1.2

1.2.2	1.1.2
1.2.3	1.2.2
1.2.4	1.2.3
1.2.5	1.2.4
1.2.6	1.1.8

10.6 Activity Duration Estimation Process

This process requires setting an estimated duration to complete each activity based on previous experience in similar projects, and based on the discussion with all members of the project.

Activity	Duration (working days)
1.1.1	1
1.1.2	1
1.1.3	2
1.1.4	10
1.1.5	1/2
1.1.6	1/2
1.1.7	7
1.1.8	2
1.2.1	1/2
1.2.2	1
1.2.3	4
1.2.4	7
1.2.5	2
1.2.6	10

10.7 Cost Estimating Process

This process requires the setting up of an estimated cost for each activity in the project. In the above example this process is not applicable.

10.8 Schedule Development Process

The scheduling development process involves using one of the planning and scheduling tools such as Microsoft Project 2003 or 2007 or any other similar package. The schedule of the small departmental project, in the example above, may look similar to Figure 10.4. The schedule shows that if the project starts on December 30[th] 2007 it may be finished by the first week of February 2008. So this departmental project will take almost one month to be ready for implementation.

Task Name	Duration	Start	Finish	Prede
- (1.1.1)	Task Name (Name) 2/07 Help on Name	Sun 30/12/07		
- (1.1.2)	2/07	Mon 31/12/07	١	
- (1.1.3).	2 days	Tue 01/01/08	Wed 02/01/08	٢
- (1.1.4)	10 days	Wed 02/01/08	Tue 15/01/08	١,
- (1.1.5)	0.5 days	Wed 16/01/08	Wed 16/01/08	٤;١,
- (1.1.6)	0.5 days	Wed 16/01/08	Wed 16/01/08	٥
- (1.1.7)	7 days	Thu 17/01/08	Fri 25/01/08	٦;١,
- (1.1.8)	2 days	Mon 21/01/08	Tue 22/01/08	١٣
- (1.2.1).	0.5 days	Tue 01/01/08	Tue 01/01/08	٢
- (1.2.2)	1 day	Tue 01/01/08	Tue 01/01/08	٢
- (1.2.3)	4 days	Wed 02/01/08	Mon 07/01/08	١,
- (1.2.4)	7 days	Tue 08/01/08	Wed 16/01/08	١١
- (1.2.5).	2 days	Thu 17/01/08	Fri 18/01/08	١٢
- (1.2.6)	10 days	Wed 23/01/08	Tue 05/02/08	٨

Figure 10.4: Microsoft Project Schedule for New Departmental Curriculum Project

10.9 Cost Budgeting Process

This process requires the allocation of a budget for each activity in the project. For the above example this is not applicable.

10.10 Project Execution

This process involves the actual implementation plan of the project. In the above example the execution phase starts when the new program is implemented in Fall 2008. At that time the departmental initiative is within its execution phase and must follow all governing QU bylaws, policies and procedures and an institutionally-approved evaluation system.

Chapter-11
QU Guidelines for Annual Increment Calculations[31]

Purpose of this chapter:

This chapter will help the Head of Units and Deans to easily calculate the annual increment for their staff on basis of their performance appraisal and the budget allocated. The Unit Head (UH) in this chapter means head of department, director, dean, or any senior administrator in charge of evaluating his/her subordinates.

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[31] Based on QU-Human Resources Policies.

QU Management Handbook

11.1 General Information

Generally, the UH should fill the **<u>Employee Increment Form</u>** and forward it to the dean or his/her superior for final approval. The UH should not exceed the allocated budget. As such information is confidential. The UH should not disclose private data for personnel under his authority to any person other than his/her superior for approval.

11.2 Directions for completing the form

1. Access the form by using the given link and entering your email ID and password
2. Insert the employee's performance rating in the appropriate column "PER. RATE". This rating can be obtained from the employee's performance appraisal evaluation. This rating should be from "0" to "5" points.
3. The "0" performance rating means the employee member is not eligible for an annual increment. (Note: For poorly performing staff under probation, refer to point number 6)
4. The page will automatically calculate the **<u>approximate</u>** per cent increment for each employee in accordance with total department budget. This calculation is shown in column "**% OF INC**". Moreover, the page will automatically calculate the amount of increment in Qatari Riyals based on faculty/staff member's salary in column "**PROP. QR INC**".
5. The UH must review the proposed increment amount given in column "**PROP. QR INC**" according to his/her best judgment, and place the actual increment amount in the next column "**ACTUAL QR INC**". The total amount of increments should not exceed the unit's budget.
6. The UH may not grant any increment to the employee who is on medical or other types of leave, resigning or leaving, or for the newly recruited employee whose performance has not been appraised. Faculty/staff member on special leave such as sabbatical, scholarship, or training may be granted an increment based on the evaluation report or justification of the UH.
7. Once the UH finishes filling the form, he/she should verify the entry and use the "**Save for later**" button to review later, or click "**Approve**" to submit the form to the superior or next level of hierarchy.
8. The dean/department head can view all units concerned in his college/department under the organizational drop-down button. If the dean/department head sees inconsistency among any of the units under the department, he/she should click on" Rollback" to send back the form to the UH to refill. If he is satisfied with the completed form, he should click "Approve "button to forward the form to HR. The UH is responsible for notifying the faculty/staff members of their increments in order to strengthen communication and transparency.

11.3 Best judgment from the Department Head is required

Although the performance evaluation is the most important factor for the UH to determine the annual increment for the staff member, it should not be looked at as the only factor for determining the increment. The increment has a past aspect such as performance, but also has a future aspect to encourage better achievement. Therefore, the Department Head should consider other factors such as hierarchy of grade, qualifications, skills, experience, and potential of the faculty/staff member. **For example, the following cases need best judgment from the head of the department:**

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1. When two faculty members have the same performance evaluation or rating, but one has a lower job grade than the other; the UH may award the faculty with a higher job grade a larger percentage to relatively increase his/her salary. Note that the performance rating should not be changed, and also the award should not be related to faculty's personal financial situation.
2. When a faculty member's performance evaluation is poor, the Department Head needs to decide and inform the faculty/staff member of not giving him/her any increment as a disciplinary action.
3. When the faculty/staff member is newly recruited (after the beginning of the academic year), but his performance has been reviewed; the UH may award him/her a lower increment (pro-rate) or may not award him/her any increase if his/her salary is at a good start compared to his/her colleagues.
4. When a Qatari faculty/staff member is about to resign/close to retirement, his/her pension solely depends on the last basic salary; therefore, the UH shall take into account that the current increment will be the final increase in the person's salary.

Example:

Job I.D.	Full Name	Job Title	Grade	Min. Salary	Max. Salary	Current Salary	Rate	%	Proposed	Actual
ID_1	Sample_1	Prof.	Academic_B	22,500	37,200	25,000				
ID_2	Sample_2	Prof.	Academic_B	22,500	37,200	29,000	5.0	4.4	1268.8	1,136.7
ID_3	Sample_3	Lecturer	Academic_E	10,000	14,000	12,025	4.0	3.6	554.8	554.8
ID_4	Sample_4	Coordinator	Non Academic 117	5,800	8,950	6,050	4.0	3.6	554.8	554.8
ID_5	Sample_5	Section Head	Non Academic 115	9,800	13,900	13,310	3.0	2.7	359.4	359.4
						85,385	4	4	2,738	2,606

No. of Eligible Staff   =   4
Department Increment Budget   =   2,988
Total Increment Given   =   2,606
Balance   =   383

Chapter-12
Guidelines for QU Supporting Academic Staff[32]

Purpose of this chapter:
This chapter presents the necessary guidelines governing all academic supporting staff at QU. The chapter summarizes the key roles and responsibilities of lecturers and teaching assistants as well as the general regulations governing national supporting academic staff.

Although this chapter is comprehensive enough, QU has embarked on drafting a complete set of policies related to scholarships for potential national candidates.

Target group: Lecturers
Tips for Department Heads:

- *This chapter should be communicated to all new lecturers and teaching assistants during an organized orientation session,*

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[32] An internal VPCAO's Office document.

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12.1 Introduction

Supporting Academic Staff is a term that classifies Lecturers and teaching Assistants who are both vital components of the academic setting at Qatar University. Their assistance is essential to the fulfillment of the role, scope, and mission of QU's academic programs. This Document provides a guideline for both academic categories. Qatar University lecturers and TAs should read this document thoroughly to understand their roles and responsibilities. The reference in this document to the duties of both Lecturers and Teaching assistants should be used by Department chairs as a baseline, and each department should develop roles and responsibilities for its lecturers and TAs based on the peculiarities of the discipline, guided by this document

12.2 Lecturers

The Lecturer title is typically limited to individuals who have a Master's degree or higher and are contracted by the University for conducting teaching as well as other academic functions relevant mainly to teaching.

They carry complete responsibility for a course and function in the same manner as the faculty members (or instructional academic staff); e.g. choosing the course material and having full grading responsibilities. Lecturers are expected, in accordance with their contract, to devote 80-90% of their working time to teaching and instruction. The remaining 10 or 20% can be allocated to university service after consultation with the academic unit head.

Since the primary duty of a Lecturer is teaching, the main criterion for appointment is excellence in teaching. However, it is recognized that the diverse characteristics of the different colleges may make it appropriate for them to set additional criteria.

Areas and disciplines where academic staff is hired as lecturers:

- **Foundation Program;** Lecturers are hired to support the pre-college students to upgrade their learning skills and develop their proficiency in language, mathematics and computer skills that will result in laying a strong background for students' success in their studies thereafter.

- **Arabic For Non-Native Speakers Program:** Lecturers are hired to teach Arabic to non-native speakers.

- **Foreign Languages Department:** to teach advanced language skill courses.

- **Other Professional Disciplines:** Lecturers can be hired in other professional disciplines where longer contact hours, practical and hands-on teaching as deemed required by the discipline E.g. Journalism, Radio and Television and Law.

12.2.1 General Regulations for Lecturers

1. For those who possess a Ph.D. and are eager to advance their career by being promoted to a higher academic rank, specifically Assistant Professor, they are encouraged to apply to any open position in their field of specialization if such vacancy is available on the university website.

2. Applications will go through the normal process of filling a vacant academic post in accordance with the university recruitment policies and procedures.
3. Performance of lecturers will be evaluated annually through the academic appraisal system.

12.2.2 Duties and Roles of Lecturer

QU established a base line for the major roles and responsibilities of a lecturer at any academic program. This base line is based on many years of experience with different academic programs, and is considered to be the minimum academic expectations from a lecturer at QU. Such base line summarizes lecturers' roles and responsibilities as follows:

1. Teach introductory and/or other professional and technically–based courses.
2. Prepare and deliver lectures, tutorials and practical classes
3. Assess other faculty in evaluating student assignments and grading student performance
4. Organize and conduct field trips and supervise internship and field studies
5. Serve on departmental or faculty committees dealing with general departmental and administrative concerns, as assigned by his/her superiors.

12.3 Teaching Assistants

QU values the role of teaching assistants in the overall academic process. In addition, teaching assistants are a supporting part of the QU academic human resources body. Teaching Assistants (TAs) are academic staff members who hold a minimum of a Bachelor's degree, and they are hired primarily to support the undergraduate learning process at Qatar University under the supervision and guidance of a faculty member.

Teaching Assistants are expected to support undergraduate learning through a variety of activities including direct teaching, person-to-person and small-group activities, tutoring, conducting problem-solving sessions, delivering practical/lab sessions, overseeing and encouraging the use of University learning resources including publications and audio-visual and computer-based equipment, and other learning support methods and materials. A contribution to all aspects of educational activity, including assessment of student work in courses for which Teaching Assistants are involved and as assigned by the principle course instructor, attendance at relevant meetings, and assistance with the development of learning materials, will be required. Teaching Assistants will be available for these duties five days per week.

At QU there are **two categories of teaching assistants**:
1. **Nationals**: As QU exerts no effort in attracting and reaching out to those young promising talents, who possess attributes 'to be future faculties' and are committed to pursue postgraduate studies abroad. These are contracted by the University because they show great potential and promise for investment by the University in their careers.
2. **Non-nationals** are contracted to assist mainly in the practical/lab sessions and to carry out duties outlined later in this chapter.

12.3.1 General Regulations for National Teaching Assistants

1. Prior to applying to the University, he/she should possess a TOEFL score of at least 480 (paper based), and preferably an admission to one of the graduate Institutes on the Emiri/National List of Higher Education Institute in SEC (Supreme Education Council).
2. All national teaching assistants are committed to pursue graduate studies abroad within one year from their contract commencement and according to the following guidelines:

A.   A National TA who is holding a BA or BS , and   is expected to pursue a Master Degree (**MSc, MA)**

1. Once he/she acquires acceptance in one of the MSC/MA programs on the Emiri or National list or on the Higher Education Institute List and starts his/her postgraduate program he/she will be granted a higher grade.
2. A maximum of two years will be granted to him/her as clemency or grace period to allow him/her to obtain admission, and upgrade his/her English proficiency up to the score stipulated by the Higher Education Institute. Failing to do so, his/her contract will be terminated.
3. Upon the completion of the MSC/MA degree, pursuant to undergoing a successful interview with the University-Wide Recruiting Committee, chaired by the President, and upon receiving the committee's recommendation, he/she will receive a salary raise up to 10% of the basic salary.
4. Receiving full credit of a 10% salary increase depends on the completion time of the MSC/MA program and on it matching the intended one.
5. Requesting a time extension to complete the MSC/MA program will adversely affect the salary raise.
6. If 2 years (or more, subject to program of study designated by the offering university) elapse from the start of the Master program and no MSC or MA degree is granted the University will have the right to terminate his/her contract.
7. After successfully obtaining his/her MSC or MA, he/she is expected to advance his/her career through obtaining an admission for Ph.D. studies in one of the graduate institutes on the list developed by the Higher Education Institutes, within a year of his completion of his/her MSC/MA studies. Failing to pursue his/her advanced graduate studies, the University will have the right to terminate his/her contract.
8. During the time a Teaching Assistant is on campus, either during the period prior to starting his/her scholarship abroad (during the clemency period), or the period subsequent to receiving his/her MSC or MA, the period in which he/she might need to review the different options for pursuing his/her Ph.D., he/she is assigned the duties of a Teaching Assistant as outlined below.
9. During the scholarship, the teaching assistant has to sign a consent letter indicating that he/she does not object that his/her Head of department to contact the TA's supervisor and request information such as evaluation report, transcripts, grades or any relevant information during the scholarship period.

B.   TA who hold a MA or MS , and is expected to pursue a Ph.D.

1. Once he/she acquires acceptance in one of the Ph.D. programs on the Emiri or National list or on the Higher Education Institute List and starts his/her study program he/she will be granted a higher grade.

2. Upon completion of the Ph.D. degree he/she will be eligible for promotion to Assistant Professor based on the University-Wide Human Resources Committee's decision.

3. If five years elapse and no Ph.D. is granted after receiving the scholarship, the University will have the right to terminate his/her contract.

4. If the Ph.D. holder lacks teaching experience, or his/her instructional capabilities need further enhancement, or if his/her command of English is not adequate for lecturing purpose, he/she will not be entitled to promotion to the rank of an assistant professor or he/she might undergo a probation period under her/his current academic grade for one year. Such a decision will be based on the evaluation and recommendation by his/her academic unit, and the outcome of the interview of the University-Wide Recruiting Committee.

5. During the period before, between, and after obtaining a scholarship for pursuing graduate studies for MSC/MA or Ph.D., the national TA is expected to perform duties of the teaching assistant outlined below.

6. During the scholarship, the teaching assistant has to sign a consent letter allowing his/her Head of department to contact the TA's supervisor and request information such as evaluation report, transcripts, grades or any relevant information during the scholarship period.

12.3.2 General Regulation for Non National Teaching Assistants

1. Non-National TAs are being hired through the standard recruiting procedures for vacant positions being advertised, and their recommendation forwarded from the academic unit follows the same typical recruitment procedures for any other academic vacant position.

2. Appointment grade differs according to the qualifications; the responsibilities he/she will be charged with, and duties expected from him/her. The qualification is not the decisive factor in determining the grade, rather the scope of the job he/she will be accountable for, and the outcomes expected to deliver, play the major criterion in the placement of the appointee.

3. For those hired on grade "F", they are expected to fulfill their duties outlined below, autonomously/individually, or with minimum supervision from a senior. Those placed in grade "F" are expected to take over independently practical session/labs/tutorial sessions, Introductory Service Courses, provided they have the ability to do so. TA hired on grade "F" is usually expected to hold at least an MSc or MA, or has equivalent professional qualifications and practical experience. For the latter to be appointed on this grade he or she must demonstrate proficiency, capabilities, and skills needed to perform the expected job objectives and outcomes.

4. For those hired on grade "G", are expected to assist in teaching under complete supervision and guidance of a senior faculty. Assignment of teaching/instructional duties jointly with other academic colleagues of higher academic credentials is the decisive rationale in appointment of TA on grade "G" . TA in grade "G" is usually expected to hold at least a BS or BA. However, candidates with MS or MA can also be appointed to the "G" grade. Appointment of non national TAs to a particular grade is subject to job requirements and qualifications required as it is set by the department/program concerned.

12.3.3 Duty and Roles of Teaching Assistants

Note that these are general duties. Some may apply, others may not, as duties and responsibilities will differ from one department to another and from one college to another. However, what follows represents a general outline on the university level, and each department should develop roles and responsibilities for their TAs accordingly. Also for performance evaluation reasons all Heads of Department are expected to develop detailed Job description for their TAs.

1. Assisting with instruction and supervision of students in field studies, field trips, internship, etc.
2. Compiling and updating manuals and guidelines related to practical sessions, lab sessions, internship, and field trips, etc. under the supervision of the instructor.
3. Preparing problem sheets and handouts needed for lab/practical settings under supervision of the instructor.
4. Providing tutorial support for students related to the theory and practical components of their program.
5. Managing, operating and running laboratory. This includes but not limited to assistance in setting up equipment, maintaining laboratory supplies and resources, and organizing materials for laboratory practice experience.
6. Assisting with the development of simulated laboratory and classroom learning experience.
7. Searching for, retrieving, and summarizing up-to-date literature related to topics addressed in courses or in practice experiences.
8. Preparing lists of useful resources for student use on selected topics.
9. Assisting with grading student examinations, tests, quizzes, project laboratory exercises and assignments under the direct supervision of course instructors.
10. Providing academic assistance to students during office hours.
11. Assisting with senior students' graduation projects and research related to the mission of the university.

12.3.4 Roles and Responsibilities of Academic Department/Colleges regarding their Teaching Assistants

Due to the fact that specific duties of the Teaching Assistants vary between departments, departments and colleges should:

1. Provide a clear strategic plan for recruiting national TAs as part of Qatarization of the academic supporting staff. This should be based on the department academic plan and its future vision.
2. Provide specific job description detailing the specific courses (Problem-solving sessions; practical/lab sessions) which he/she will be assisting in.
3. Provide an orientation for **the Teaching Assistant** presenting them with guidelines on what it takes to be a TA in that department.
4. Assign a mentor for each Teaching Assistant who in coordination with the Head of Department should develop, supervise, and monitor a customized Professional Developmental Plan for each Teaching Assistant to ensure that he/she is keeping up with the new advancement in his/her area of specialization, and acquiring the newly introduced effective instructional methodologies in his discipline.
5. Prior to traveling to pursue his/her studies, the department should exert all effort to support and advise the National TA, to ensure that the specialization he/she is pursuing is aligned with the mission of the Department. While abroad, the department should remain in contact with

the TA and his/her supervisor to follow up on his/her progress in her/his studies.

6. Department head has to collect and document progress reports from both the TA and his/her supervisor independently. These reports are essential, for the Head of department to determine his/her annual increment.

7. The Head of Department is responsible for presenting his own evaluation of any request for extending a scholarship's period to the Dean. The evaluation, whether it entails approval or denial, should be a factual and evidence based decision, that takes into consideration the performance of the Teaching Assistant, his grades, his supervisor's reports, circumstances, and factors that impede the accomplishment of his/her studies within the original period. The Dean should consider the report, confer his own assessment, and then forward it to the VP&CAO. The VP&CAO will then look into the report and decide either to grant or deny extension of the scholarship period.

12.3.5 Teaching Load

1. All Lecturers are required to teach **16-20 hours per week**

2. All TAs who are expected to teach independently , need to cover not less than **15 hours and up to 20 hours per week.** These 15-20 hours should be contact hours (office hours as well as grading hours should not be calculated towards these hours)

3. Any other administrative work such as academic advising, committees' membership, assisting in department/college student survey/events etc. should not be counted towards the teaching load.

4. All TAs who are performing their duties jointly, or under supervision of other senior faculties should not be assigned less than **15 and up to 20 teaching hours per week.** Their teaching hours should be supervised and administered by the course instructor.

12.3.6 Procedures of Appointment/Promotion of TAs

All issues related to appointment/promotion of Qatari national Lecturers and Teaching Assistants are administered by the **Human Resource Committee For Teaching Assistant/Lecturer appointment and promotion**

Rationale

The committee's main tasks are as follows:

1. Reviewing and recommending the appointment and promotion of Qatari National Teaching Assistants.

2. Evaluating and assessing the academic capabilities and interpersonal skills of applicants recommended for Teaching Assistants positions in Qatar University.

3. Evaluating and assessing the academic capabilities and interpersonal skills as well as their potential to fulfill the duties and responsibilities for higher academic rank they are recommended for.

4. The decision of the committee is final and binding

Committee Members

Qatar University President	Chair
Vice President and Chief Academic officer	Member
Human Resources Director	Member
Director of Recruiting	Member

Human Resources Legal Advisor   Member

The committee will invite the pertinent Dean or Academic Unit Director to present their case and dossier of the applicant for evaluation/appointment/recruitment for the HRC

Process

Following the receipt of a Recruitment/Promotion application with the relevant recommendation from the academic unit, HRC will meet to review/evaluate/ recommend Qatari nominees only for the following academic posts: TA, lecturer, Assistant Professor. The merit of assessment will be based on the academic credentials, interpersonal skills, commitment, readiness and potentiality to fulfill the duties of academic rank; he/she is recommended for by their pertinent units in Qatar University.

The final decision will be based on:

1. **A** Review/assessment of the application of candidates recommended for hire in an open academic position as a TA/lecturer.
2. An Evaluation of the Candidate's future plans and commitment to pursue her/his postgraduate studies.

Based on her/his credentials, the committee makes a decision regarding the academic rank he /she will be appointed at, the financial package he/she will be offered, and the duration of contract he/she will be offered, which stretches from one to two years.

Appointment/Promotion

HRC meets a TA who has obtained a postgraduate degree from abroad. The committee convenes to evaluate and assess the academic credentials, skills and readiness of Qatar University TAs who are returning to QU after completing their scholarship and obtaining their Ph.D. degrees:

1. Assess the report submitted by the Dean that outlines the achievements the TA has accomplished, and include the Deans recommendation regarding the promotion of the candidate to higher academic rank.
2. Evaluating a candidate's future plans to advance his/her career, either to pursue a higher graduate studies (if he/she did not receive his/her Ph. D), or to be involved in post doctoral research activities, in the case he/she has received the Ph.D.
3. Evaluating his/her readiness to take over teaching responsibilities. Taking into consideration, his/her professional development needs in the area of teaching based on earlier experiences he/she had in teaching during the course of her/his studies in QU or abroad.

HRC Decision Process

Based on the above HRC will decide the academic rank he/she will be appointed to, and will decide on the financial package he/she will be entitled to. HRC may consider up to a 10% increase from the beginning of the salary scale, he/she is entitled to, for those who are considered by HRC as high achievers:

1. Those who have received their postgraduate degree from prestigious universities on the Emiri list;

2. Those who have received their postgraduate degree within a shorter period of the prescribed time by the scholarship;
3. Those who have been active in research and have published a number of papers in top tier journals in their discipline, during their course of graduate studies;
4. Any other academic achievement that is deemed eligible for reward by HRC.

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