Guidelines for Department and Program Chairs

Office of Academic Affairs

Hendrix College

2014-2015

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Calendar/Checklist for Department and Program Chairs

August
- Requests for new faculty are due on August 1
- Prepare for arrival of new faculty

September
- Prepare for curricular additions and revisions

October
- Curriculum forms due October 23

November
- Internally funded sabbatical requests are due on November 1
- Evaluation folders to Area Chair by November 4

December
- Scheduling guidelines and deadlines arrive by email in early December

January
- Externally funded sabbatical requests are due on January 9

February
- Project Grant application deadline is February 2
- Course Schedules are due in mid-February to Area Chairs

March
- Majors Fair is on March 12 (forms due about two weeks prior)
- Informal Evaluations of new faculty should be completed by spring break

April
- *Guide to Academic Planning* edits are due on or about April 1
- Student names and awards for Honors Day due on or about April 17
- *Catalog* edits are due on or about April 15
- Tangible awards for Honors Day due on or about April 23
- Honors Day is on April 30

May/June/July
- Assessment Forms due by May 31
- Last call for fiscal year spending is mid-May
- Fiscal year ends May 31

Job Description for Department and Program Chairs

On the advice of the Provost, the President appoints department and program chairs annually. The Provost consults with the Area Chairs and all departmental faculty members before recommending chair appointments. The usual term of service is three years.

The department and program chairs play a leadership role for their respective departments or programs. The tasks of a department or program chair include the following. (Some of these duties may be delegated to others. Listed items are not rank-ordered in importance.)

Educational Duties—integrating departmental functions into the educational process:

- coordinates the curriculum, course schedule, advising, and advanced placement within the department or program;
- chairs regular departmental or program advisory committee meetings;
- oversees the administration and grading of capstone experiences and comprehensive examinations;
- coordinates the selection of persons for departmental honors (such as prizes or graduation with distinction);
- coordinates student career placement and graduate school and professional school applications;
- oversees departmental acquisitions for the library; and
- keeps in contact with various off-campus constituents for student referral and general off-campus activities.

Administrative Duties—integrating departmental functions within the College structures:

- prepares and submits departmental or program operating and capital budget requests and controls expenditures;
- prepares inventory, orders supplies, and oversees the acquisition and maintenance of equipment for the department or program;
- coordinates the applications for and management of external grants in support of the department or program;
- participates in the scheduled evaluations of departmental or program faculty members;
- coordinates departmental or program self-evaluations and assessment of student learning;
- chairs searches for new departmental or program faculty members and support staff and coordinates their orientation;
- supervises adjunct faculty members, support staff, and work-study students;
- communicates and interprets departmental or program requirements and policies to other parts of the College, prospective students, off-campus groups, and other constituencies;
- confers with the Office of Institutional Advancement and Planning regarding gifts to the College designated for the department or program;
- maintains departmental or program records (such as course enrollments, graduate profiles, or web pages); and
- fulfills other responsibilities as assigned by the Area Chair, the Provost, or President.

Curriculum Issues

Curriculum Proposals

Curriculum proposals should be submitted in the fall semester, except for exempt courses created to accommodate newly hired faculty. The final acceptance date for proposals to be received by the Curriculum Committee is determined by the Chair of the Curriculum Committee and is usually in October. Thus for Chairs, the final acceptance date to get proposals to the Area Chairs is several weeks earlier and is determined by the Area Chairs.

Graduation Requirements for Majors and Minors

Department and program chairs should submit proposals for new majors and minors as well as proposed changes in existing majors and minors using the Curricular Revision Form found on-line. The signature of the chair on the proposal signifies that the department or program has approved the proposals. These proposals are first submitted to the appropriate Area(s) for approval. If approved by the Area(s), the proposals are then submitted to the Committee on Curriculum which evaluates these proposals and submits them to the Council on Academic Policy with one of three notations: recommended, not recommended, or submitted without recommendation. Proposals that span more than one Area must be approved separately by each of the Areas involved in order for the proposal to move forward. The Council on Academic Policy places proposals on the agenda for the forthcoming faculty meeting and circulates them to the faculty to be voted up or down. In faculty meetings the Chair of the Committee on Curriculum presents the proposals, calling on others to present supporting arguments as needed.

New Course Proposals

Department and program chairs should submit proposals for new courses in their departments (or programs) using the Curricular Revision Form found on-line. The signature of the chair on the proposal signifies that the department or program has approved the proposals. These proposals are first submitted to the appropriate Area(s) for approval. If approved by the Area(s), the proposals are then submitted to the Committee on Curriculum which evaluates these proposals and submits them to the Council on Academic Policy with one of three notations: recommended, not recommended, or submitted without recommendation. Proposals that span more than one Area must be approved separately by each of the Areas involved in order for the proposal to move forward. The Council on Academic Policy places proposals on the agenda for the forthcoming faculty meeting and circulates them to the faculty to be voted up or down. In faculty meetings the curriculum committee chair presents these proposals and may call on others to present supporting arguments.

Exempt Courses

In certain cases when new courses needed to be added to the schedule at a time when the Curriculum Committee cannot review the course and send it on to the faculty for approval, these courses are called exempt courses. Examples include courses taught because of faculty hires that occur late in the academic year and courses attached to off-campus programs that change late in the academic year or during the summer.

Exempt courses are approved on a one-time basis using the following procedure. Department or program chairs should complete a course proposal form and obtain approval, if possible, from the appropriate Area Chair(s) and the Curriculum Committee chair. (In this case, the signature of the chair may not represent the decision of the department or program.) The signed form should be sent to the Provost for final approval with copies going to the Registrar and the Associate Provost. Exempt courses do not appear in the *Catalog* and cannot have Collegiate Center codes attached to them. Exempt courses must follow the regular acceptance procedure before being offered in subsequent years as regular courses. In the case that an exempt course is later approved as a regular course with Collegiate Center codes, then those codes are added to the student records for those students who completed the original exempt course.

Changes in Existing Courses

Proposed changes in course titles, prerequisites, or catalog descriptions of existing courses must be submitted by the appropriate department or program chair using the Curricular Revision Form to the Curriculum Committee Chair, the Associate Provost, and the Registrar. If these persons believe the change is relatively minor, meaning that it would not significantly alter the course as it was originally approved, then the change is considered approved and will be listed on the Curriculum Committee Chair's final report. If any one of these persons believes the changes are more significant, the Curriculum Committee Chair will take the proposal to the committee and follow the regular process. The same process should be followed to remove from the Catalog courses no longer being offered on a regular basis. Changes in course numbers must be submitted to the Registrar for approval.

General Education Codes

The Committee on Curriculum is responsible for assigning general education codes to proposed courses and for making changes to codes for existing courses with one exception: The Writing Across the Curriculum Committee is responsible for W2 codes. Exempt courses as described in an earlier section cannot have any Collegiate Center codes assigned to them.

Other than the exception, proposed codes and changes in codes must be submitted by the appropriate department or program chair for evaluation using the Curricular Revision Form found on-line. The signature of the chair on the proposal forms signifies that the department or program has approved the proposals. These proposals are evaluated in the same way as described in the earlier section on graduation requirements for majors and minors. No course may receive more than two Learning Domain codes

Odyssey Codes for Courses and Modules

Course proposals and code requests for new courses are submitted to the Curriculum Committee. The signature of the chair on the proposal signifies that the department or program has approved the proposals. The Curriculum Committee forwards the code requests to Engaged Learning Committee. The Engaged Learning Committee sends codes recommendations back to the Curriculum Committee. The Curriculum Committee forwards course and code recommendations to Academic Policy for discussion and vote by the faculty. Exempt courses cannot have any Collegiate Center codes assigned to them.

Code requests for existing courses are submitted to the Engaged Learning Committee. The Engaged Learning Committee then sends code recommendations to the

Curriculum Committee. The Curriculum committee forwards code recommendations to Academic Policy for discussion and vote by the faculty. Exempt courses cannot have any Collegiate Center codes assigned to them.

One-Time Odyssey Credit Proposals based on Courses or Modules within Courses

Proposals are submitted to the Engaged Learning Committee. The Engaged Committee notifies the Curriculum Committee of Odyssey credit decisions. The Engaged Learning Committee notifies persons submitting proposals of Odyssey credit decisions.

Crossings Program Approval Process

During the academic year before the *Crossing* is offered, *Crossing* teams simultaneously propose their *Crossing* to the Curriculum Committee and to the Committee on Engaged Learning. The Curriculum Committee focuses on the course elements of the *Crossing* while the CEL focuses on the Odyssey experiences included in the *Crossing*. If both committees approve the *Crossing*, the proposal is then forwarded to the Council on Academic Policy for placement on the agenda for a faculty meeting at which time the faculty considers the proposal as with any other curricular revision.

***Catalog* and *Guide to Academic Planning* Updates**

Department and Program Chairs are responsible each spring for updating the department and program information that appears in the *Catalog* and the *Guide to Academic Planning*. Chairs receive a reminder from the Assistant to the Provosts in early March. Note the dates on the chairs calendar that appears earlier. The deadline for the *Guide* is earlier than the *Catalog* because the *Guide* goes to the printer earlier than the *Catalog*.

Please proof sections of the current *Catalog* and the *Guide to Academic Planning* that are relevant to your department or program and edit as necessary. Each department and program is responsible for updating its own information. Changes may be indicated by editorial redlining of photocopied pages or by attaching a completely revised copy of that section. If you choose to attach a completely revised copy, please indicate the page number(s) where that information is presently located. Keep in mind that some changes may require the prior approval of the faculty and/or administrative staff. Do not depend on anyone else updating your sections based on Curriculum Committee actions; chairs are responsible for making these changes. The Associate Provost verifies that those changes are consistent with the faculty votes on curricular items.

Once chairs have proofed and edited their materials, return any edited materials to the appropriate Area Chair for review. Once the Area Chair has approved the materials, please forward the materials to the Assistant to the Provosts in Academic Affairs. Please return only materials containing any necessary changes.

The Office of Academic Affairs assumes that if no materials have been received from a specific department or program by the specified deadline, no revisions are needed for that particular department or program. Materials must be returned to the attention of the Assistant to the Provosts, Office of Academic Affairs, by the scheduled deadline. Obviously materials returned early are greatly appreciated.

Managing Degree Requirements

It is the responsibility of the Registrar to maintain degree progress records toward graduation. Requirements for each major and minor can be found in the *Catalog*. Exceptions or substitutions to these requirements for a major or a minor can be approved by the department or program chair of the department in which the major or minor resides. In the case of exceptions or substitutions agreed to by the members of the department, the chair should inform the Registrar by email stating and explaining the exceptions or substitutions. The Registrar uses these exceptions or substitutions in the student's academic audit.

Through Campus Web, chairs have access to some student record information including lists of majors and minors as well as student course histories. To access these forms, sign into Campus Web and select the Faculty Tab and then choose Faculty Chair Reports.

Registration

Chairs are expected to be available on Confirmation and Schedule Change days each semester to answer enrollment questions from the Area Chairs or the Registrar concerning faculty in the department who cannot be contacted.

Staffing Issues

Faculty Evaluation and Mentoring

Section E of the *Faculty Handbook* describes the faculty evaluation system. Particular references to involvement and duties of the department chairs include the following items.

Evaluation of Continuing Faculty

- Department chairs and Area Chairs should consult with new probationary faculty members to develop a workable plan for professional development with explicit steps toward improvement.
- Department chairs should consult with faculty members to develop patterns of faculty activity appropriate to the department.
- Department chairs should mentor new probationary faculty concerning demands on their time that come from opportunities outside the department.
- Faculty members may ask department chairs to evaluate their teaching effectiveness, advising effectiveness, student mentoring, professional development, and community commitment.
- Department chairs are encouraged to attend performances, lectures and other public and campus appearances of the faculty in their departments.
- In the case when faculty being evaluated teach one or more courses outside the department, department chairs should take into account the appropriate program chair's evaluation of the faculty member. Faculty should not agree to these other teaching obligations without consultation with the department chair.
- Department chairs should perform a mid-semester check with all faculty in the first semester of teaching. Chairs have a lot of freedom in defining the mid-semester check, but chairs should look for opportunities to help the faculty member develop explicit responses to student evaluations.
- Faculty members who are being evaluated are encouraged to invite department chairs to visit one or more classes unannounced. However, department chairs may need to initiate such a conversation since the evaluation process requires chairs make classroom visits.
- For faculty members being evaluated, the department chair should study the documents prepared by the faculty member and write an evaluation letter by the date specified by the Provost. The letter should evaluate the faculty member in all three academic areas of performance: student development, professional development, and community development. If the faculty member is standing for promotion or tenure, the letter should include a recommendation for or against promotion or tenure. The chair should consult with other members of the department before writing the letter. The letter should be given to the Area Chair and the faculty member.
- Following the Area Chair review a conference is scheduled with the faculty member, department chair and Area Chair. The five topics of focus for this conversation are delineated in the *Faculty Handbook*.

Evaluation and Mentoring of One-Year Faculty

- Department chairs should monitor and assess the performance of all faculty with special appointments for fixed terms of one year or less (who do not undergo formal evaluations.) This should include a mid-semester check as noted in the previous section.

Evaluation of Adjunct Faculty

- Department chairs should instruct adjunct faculty how to conduct student evaluations and then discuss the results with them.

Evaluation of Department and Program Staff

Administrative and support staff in Academic Affairs are evaluated annual by the appropriate department and area chairs. Forms for these evaluations reside in the Provost's office.

Annual Informal Evaluation Process for Merit Raises

In the beginning of the fall semester, Area Chair distribute the Annual Review Form to the faculty. Each faculty member completes and returns the form and an updated vita to the Area Chair by the end of September. A copy of the form also goes to the department chair. The department chair should include on the department chair form any additional information relevant to the process. A copy of this form also goes to the Area Chair. Department chairs are reviewed by their Area Chair and the Provost, Area Chairs by their department chairs and the Provost.

The Area Chair also rates each faculty member in Area using the following rubric based on performance in the three designated dimensions.

5	Superior performance, exceeding expectations in all or most aspects of faculty responsibility
4	Fine performance, meeting expectations in all aspects of faculty responsibility, exceeding expectations in some aspects of faculty responsibility
3	Fine performance, meeting expectations in all aspects of faculty responsibility
2	Meeting expectations in some but not all aspects of faculty responsibility
1	Not meeting expectations in several aspects of faculty responsibility (or did not return form).

The Area Chair discusses and possibly revises the ratings with the Provost within the two weeks following submission. The Provost determines individual merit raises based on the ratings depending on the size of the salary raise pool after considering rank and promotion adjustments. The forms are kept in the Academic Affairs office until the next formal evaluation is completed. The President distributes compensation letters stating distinctly merit raises, equity increases, and adjustments to the faculty by a date to be determined by the Board of Trustees. The Provost gives the Area Chairs a summary of the new compensation amounts. If faculty members have individual concerns or questions, they should contact their Area Chair first.

- As with the formal evaluation process, this process begins with self-assessment by each faculty member.
- All areas use consistent information in evaluating faculty members' performance.
- It is the responsibility of each faculty member to track and submit accomplishments each year.
- According to the *Faculty Handbook*, each faculty member is to submit an updated vita each year.
- The Annual Review Form facilitates completion of a faculty member's self-evaluation during the formal review process.
- The College should support those activities on which faculty members are evaluated.

The Annual Review Forms for the faculty member and department chair appear online in the Faculty Resources section.

Faculty Appointments and Family Relationships

Department chairs should neither initiate nor participate in institutional decisions involving a direct benefit (initial appointment, retention, tenure, promotion, salary, or leave of absence) to members of their immediate families. When such cases arise, then the chair involved shall recuse himself or herself from such discussions. The Committee on Faculty appoints an appropriate replacement for the recused if necessary. Further details appear in Section F of the *Faculty Handbook*.

Requesting New Positions

Openings in faculty positions at Hendrix occur ordinarily in one of two ways. A newly created position may be authorized by the President on the recommendation from the Committee on Faculty, or an existing position may fall open through the departure of a current faculty member. In the former case, the authorization of the newly created position defines it and assigns it to a department of the faculty. In the latter case, the Committee on Faculty recommends the definition and placement of the open position after a comprehensive review of the college's needs for staffing. In both cases authorization of the new position is made by the President, who acts on the recommendation of the Committee on Faculty.

Criteria for new positions include the following topics: enrollment demands, reducing reliance on adjuncts, curricular weaknesses, curricular strengths, desirable new curricular areas, faculty diversity, and the support of general education and interdisciplinary programs.

Department and program chairs may make formal proposals to the Committee on Faculty requesting recommendation of the definition and placement of an open faculty position, or of some anticipated opening, in a particular field and department. Proposals must be accompanied by a completed Job Requisition Form. The Committee on Faculty considers such proposals, but its discussion is not limited to the range of proposals that have been made to it. Rather, the Committee has the responsibility of monitoring all of the college's needs for faculty staffing (whether these have been proposed by a department or not) and of making recommendations accordingly.

Ordinarily the Committee on Faculty conducts a preliminary review of openings and possible openings for the academic year at its planning session at the beginning of August.

Within a few weeks of the opening of the academic year, the Committee on Faculty ordinarily reviews the college's needs in light of the available openings and makes recommendations to the President. At this time the committee also reports on anticipated needs and openings. The recommendations include general definitions of the positions involved, their assignments to specific departments, and general indications about the level of rank and experience to be sought. When a position in a given department has been authorized, the chair is notified by the Provost and is asked to give preliminary consideration to the two matters discussed in subsequent sections: appropriate membership for the search committee and the method of advertising the position.

Hiring of Faculty

Search Committee Composition and Search Criteria

The Provost, in consultation with the department chair and the Committee on Faculty, identifies an Ad Hoc Search Committee. For tenure-track searches, the group usually includes the area chair, the department chair, continuing full-time department faculty members, a faculty member from the same area but not from the department, a faculty member from outside the area, and two students. In large departments, the chair in consultation with the department may limit the number of departmental faculty serving on the committee, but care should be taken to ensure appropriate representation with regard to rank as well as gender and ethnicity. The department chair usually leads the search committee. All search candidate files, communications, and committee proceedings are confidential. For non-tenure-track searches, the composition with regard to the Area Chair, departmental faculty, and students is the same, but faculty outside the department are not required. Continuing non-tenure track faculty are eligible to be search committee members.

Committee members are appointed by a letter from the Provost informing them that further correspondence concerning the search comes from the chair. While every attempt is made to balance search committees as far as possible, no member of any search committee is representative of a special constituency. Rather, every member should assess candidates in light of needs of the college as a whole.

In an organizational meeting, the chair of the committee describes the process of the search, including the method of advertisement and application, the manner in which applications are being processed, the anticipated procedures for identifying finalists, and the interview process. A provisional timetable for the search, worked out in collaboration with the Area Chair and the Provost, should also be discussed with the committee at this stage. At this organizational meeting the chair should describe the position in detail, and outline the characteristics desired in the successful applicant. The Area Chair or the Provost should also discuss at this point the necessity of strict confidentiality in the search process, including limiting access to the files to those directly involved in the search, subjects and questions that are inappropriate to the selection process, and should outline the general criteria sought in all new faculty at Hendrix. The promise of excellence in teaching, indications of continuing scholarly vitality and productivity, and the prospect of active collegial participation in the life of the college are the principal general considerations relevant to the assessment of candidates. This initial meeting is also the occasion for discussion of matters such as the college's commitment to increasing the ethnic and gender diversity of its faculty and staff.

Position Advertisement

All faculty searches at Hendrix ordinarily are advertised in general higher education publications, in at least one venue specific to the discipline involved, and on the Hendrix website, via the Director of Human Resources. Because discipline-specific journals or employment bulletins may be the best sources of prospective applicants, and because the lag time between submission and publication of an advertisement varies widely, chairs of search committees should ascertain, immediately upon notification from the Provost of the authorization of a position, the closing dates for submission of advertisements in relevant employment bulletins. That information should be conveyed immediately to the Provost. Announcements may also be sent out to selected graduate schools and to networks of colleagues in other institutions. Because this mailing may be among the most productive source of applicants, the department should consider carefully to which graduate schools and individuals announcements should be sent.

Barring stylistic requirements imposed by particular journals, the advertisement is written by the department chair and should include the following information: the department and the academic level of the position; the date at which evaluation of candidates begins; the name of the person to whom to send applications, vitae, and letters of recommendation; and the fact that Hendrix is an Equal Opportunity Employer and encourages the development of a diverse academic community. Model advertisements appear at the end of this section.

The advertisement should indicate that a complete application consists of a letter of application addressing the candidate's interests in and qualifications for the position, a *curriculum vitae*, transcripts (graduate and undergraduate) and three letters of recommendation. The advertisement may set an application deadline beyond which materials are not considered, or it may simply state that review of materials begins on a specified date. In the latter case, the committee is free to consider late-arriving materials.

In cases in which the timing of national or regional disciplinary meetings makes possible recruitment activities at those gatherings, members of the search committee attending them are encouraged to distribute advertisements, to recruit candidates, and even to conduct interviews with candidates in those settings. No more than two members of the search committee are funded by the recruiting budget. However, additional faculty may apply for Faculty Travel funds to cover their expenses.

Receiving and Screen Applications

Advertisements should ordinarily instruct applicants to send their applications to Professor X, Chair, Department of Y, Hendrix College. On receipt of each application, the chair of the committee should review it briefly and turn it over to the area or departmental assistant. The assistant should maintain a file on each applicant, containing all material that has been received pertinent to that applicant's candidacy. Each application should be acknowledged with a brief letter of thanks. Sample letters are included below.

The initial round of applicant screening may take place in one of two ways. In one case, the chair and members of the committee from the relevant department may form a subgroup to read all applications carefully and then identify a leading group of candidates. Otherwise, all members of the committee may go through the applicant files to identify a leading group. The precise method used for this initial screening is at the discretion of the committee chair. Depending upon the size of the applicant pool and other variables, this group may range in size from approximately half a dozen to two dozen. In addition to this screening process, the file of any applicant put forward by any individual member of the committee, or by any continuing, full-time department member not on the committee, should be placed in the leading group for the inspection of all committee members. **This group might also include the results of a group of faculty members performing interviews at a professional meeting.** Members of the search committee should then be informed of the existence of this leading group. The faculty assistant may isolate their files for convenience, and all members of the committee should read these dossiers. Care should be taken to limit access to these files to those directly involved in the search, and members are advised to avoid making marks on any of the official documents provided by the candidate. All written communications with the candidate, including emails, should be included in the dossier.

After the leading group of candidates has been identified, the chair of the search committee should call a meeting of the committee, offering ample time for all committee members to read the files in the leading group. At that meeting the committee, acting corporately, should identify a group of semifinalists or finalists.

Identifying Finalists

If the group of well qualified applicants is large, and the prospects for discriminating among several well qualified candidates are not clear, the committee may wish to identify a group of four to six to be interviewed by telephone. When telephone interviews are used, a small group should be identified to conduct them. This group should include ordinarily no more than four persons including the chair of the committee, one other member of the department, a faculty member outside the department (when included on the committee), and a student.

Telephone interviews should be carefully designed beforehand to focus on specific issues that have been raised in prior discussion of the applicant's candidacy. It is often difficult to get a reliable general sense of the candidate over the telephone, and committee members' perceptions of the candidates based on telephone interviews often vary widely. Therefore, care should be taken to design the interviews to answer specific questions, and each member of the interviewing team should know beforehand what role he or she is to play in the interview. Long, drawn-out telephone interviews can be draining, and should be avoided.

In order to minimize candidates' frustration following telephone interviews, when the chair calls candidates to set up this round of telephone interviews, he/she should say something like the following: "After this round of telephone interviews, we invite one or more candidates to campus. If that results in a hire, all other candidates are notified immediately. If it does not, the process is repeated, and continues until the position has been filled. This can run into weeks or even months, so you might not hear from us for some time. If you need to know the precise status of the search and your candidacy in the interval, you should contact me."

When telephone interviews are used, the same group should interview each candidate who is called. The candidate should be apprised of the status of her/his candidacy in a preliminary call placed by the chair to set up a time for the extended conversation. After the calls have been made, the interviewing group should then proceed with the identification of finalists to bring to campus for interviews.

Either with or without preliminary telephone interviews, the committee should identify two finalists to invite to campus for interview. If, after both have been interviewed, neither is found acceptable for the position, further on-campus interviews may be conducted, depending on the particular circumstances of the search.

Campus Interviews

A sample itinerary for candidates is included below. Each candidate meets with the President, the Provost, the department, the search committee, the Committee on Faculty, and a representative group of students, who should ordinarily include student members of the search committee. The chair of the committee should work with the Provost's assistant in scheduling days for interviews and the details of each candidate's schedule. In inviting each candidate to campus for interview, the chair should map the process out for the candidate in reasonable detail.

Candidates are ordinarily asked to pay for their own travel and to document their expenses for reimbursement by the college following the processing of their receipts. This process usually takes seven to ten days. Candidates should be advised not to expect reimbursement while they are on campus. Documentation of candidates' expenses should include relevant names, dates, and receipts. Vouchers for search expenses must be signed by the Provost and copies of the vouchers kept in the Provost's office. In cases in which reimbursement arrangements are not feasible, the college can make arrangements to provide an airline ticket for the candidate. Members of the search committee are reimbursed for expenses they incur in entertaining candidates or in shuttling them to and from campus. The Payment Request Form is available at the faculty resources webpage. Usually, search committees entertain each candidate over at least one meal off-campus. To facilitate conversation and control expenses, the college pays for the meals of the candidate and ***no more than four members of the search committee***. On these occasions committees are not expected to scrimp, but extravagance is to be avoided. The appropriate faculty assistant makes arrangements for lodging for each candidate, and it is the chair's responsibility to see that each candidate is met at the airport (where appropriate), conveyed to his or her lodging, and brought to campus.

Most members of the search committee have opportunities for informal conversation with candidates. Since excellence in teaching is an essential factor in appointment to the Hendrix faculty, it is highly desirable that students and faculty members should also attend the candidates' lectures. The interview of the candidate with the search committee should be managed by the chair so that it enlarges the committee's understanding of the candidate, rather than simply repeating earlier questions and answers. In particular, the interview should give the committee an opportunity to assess the following:

1. the candidate's command of the relevant academic subject matter and/or professional abilities;
2. the candidate's understanding of and enthusiasm for the aims of Hendrix College;
3. the candidate's promise as a contributor to the college's continuing academic advancement;
4. the candidate's command of the language and of skills of conversation and discussion;
5. the candidate's promise for continuing intellectual vitality and scholarly productivity.

It is often useful, at the time candidates are selected for on-campus visits, to determine areas which are to be explored in interviews. At the same time, the structure of the interview should be flexible enough to allow for any appropriate line of inquiry or discussion.

Recommendations and Appointment

After candidates have been interviewed on campus, the search committee meets to consider a recommendation. The committee may recommend that both candidates are acceptable, that neither is, or that one is but not the other. If both are recommended, the committee should also rank them.

The Committee on Faculty also makes a recommendation in each search and may recommend to the President in any of the ways just indicated. The search committee should be reminded at the time of making its recommendation of the role of the Committee on Faculty.

Both recommendations are carried to the President by the Provost. After the decision, the Provost then contacts the candidate who has been approved and extends the college's offer. Depending on circumstances, the candidate may be allowed to consider a pending offer for a period of several days. Upon receipt of oral acceptance, the Provost informs the chair of the search committee and prepares a letter of appointment for the President's signature. When a signed copy of that letter is returned by the candidate, the appointment is formally completed, and the search is over.

Closing the Search

When the Provost is notified that the successful candidate's letter of appointment has been returned with his or her signature, the Provost cues the chair of the search committee to write the remaining applicants, informing them that the search has been closed with an appointment. A sample letter for this purpose is included below. Candidates who were invited to campus for interview but not appointed should be called by the chair of the committee and offered the college's thanks for their interest and participation in the process. Such candidates should also receive a letter similar to the one provided below for this specific purpose.

Application materials for the successful candidate should be forwarded to the Office of the Provost. The contents of all of the other dossiers are to be placed in secure storage in the office of the departmental or area assistant and retained for one year from the closure of the search. Notes made by individuals should be destroyed.

Final Comments

Searches sometimes have unusual twists and turns. Committees may become deadlocked. Qualified candidates may fail to appear. Circumstances external to the search, such as the scheduling of candidates, other searches, or other college activities may impede and retard its progress. It is sometimes necessary to close a search without an appointment. In such cases it is extremely important that all parties understand precisely the status of the closed search. The position may retain its authorization and the search may be simply postponed. The search may be closed and the position returned to the pool for possible reassignment. The position may be redefined, in terms, for instance, of qualifications desired, or from a tenure track to a one-year appointment, or vice versa. In all such cases the responsibilities of the search committee and the Committee on Faculty are parallel to their ordinary roles in the processes of authorization and appointment.

Sample Search Documents

Sample Letters

March 7, 2012
Name
Dear Name:

Thank you for your application for the position of (name of position) at Hendrix. The materials you have submitted will be reviewed carefully, and I will be in further contact with you regarding the status of your candidacy as the search progresses.

Sincerely,

Name
Chair, Department of X

February 25, 2012

Name
Address

Dear Name:

Thank you for your application for the Assistant Professor position in the Hendrix department of Paleontology. The materials you have submitted will be reviewed carefully. However at this time, your ____ and ____ have not yet arrived.

I will be in further contact with you regarding the status of your candidacy as the search continues.

Sincerely,

Name
Department of X

June 2, 2012

Name
Dear Name:

Many thanks for your letter of May 23 regarding the candidacy of (name of candidate) for the post of (name of position) here at Hendrix. Your assistance in our consideration of his candidacy is greatly appreciated.

Sincerely,

Name
Chair, Department of X

June 21, 2012

Name
Address

Dear Name:

I am writing to let you know that the open ______[tenure-track paleontology]_____ position at Hendrix College has been filled. Thank you for your interest in the position. We wish you the best of luck in your search.

Sincerely,

Name
Chair, Department of X

Sample Advertisement

HENDRIX COLLEGE

FACULTY POSITION

Hendrix College invites applications for the position of Assistant Professor of __. The College seeks to extend its tradition of excellence in teaching and scholarship by attracting faculty who combine mastery of their disciplines with broad intellectual interests and commitment to the aims of a liberal arts college. The position listed is tenure track and will begin in Fall, 20__. The doctorate is required for appointment as assistant professor; ABD's will be considered for appointment as instructor.

Application should include a letter addressing the candidate's interest in teaching in a demanding liberal arts environment, a curriculum vitae and three letters of recommendation, (including the phone numbers and email addresses of the referees), and transcripts of all graduate and undergraduate work. Application materials should be sent to: Dr. __, Chair, Department of __, Hendrix College, 1600 Washington Avenue, Conway, AR 72032. Review of materials will begin [date], and will continue until the position is filled.

Hendrix is a distinguished liberal arts college with an endowment of $145 million, sheltering a chapter of Phi Beta Kappa, located in Conway, Arkansas, thirty miles from Little Rock at the foothills of the Ozark Mountains. The College, related to the United Methodist Church, has a strong commitment to excellence in teaching liberal arts. Hendrix is an equal opportunity employer. Women and members of minority groups are especially encouraged to apply. Please visit our website at www.hendrix.edu

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Sample Interview Schedule

[Candidate's Name]

Monday, January 23, 2012

4:00 p.m.	Research/Professional Activity Presentation Title and Location
6:00 p.m.	Dinner List Participants

Tuesday, January 24, 2012

7:00 a.m.	Breakfast with Department chair
8:00 a.m.	Provost and Associate Provost Office of Academic Affairs
9:00 a.m.	Time with Department
10:00 a.m.	Committee on Faculty List committee on faculty
11:00 a.m.	Campus Tour
12 noon	Lunch with Students List students
1:30 p.m.	Teaching Presentation: title and place
2:30 p.m.	President Fausett Hall
3:00 p.m.	Search Committee List names of faculty and students Meeting place
6:30 p.m.	Reception and dinner Place

NOTES:

1. Attach curriculum vitae and evaluation form; send to all those meeting the candidate.
2. Make sure someone is assigned to take the candidate from meeting to the next.

Sample Evaluation Form

Evaluation of Faculty Candidate

Candidate__________________________ Interview Date __________________

Position ___________________________ Your Name _______________________

Please Return to Committee Chair Today	Low		Med		High
1. Your evaluation of candidate's background and sense of ability to be an effective teacher in the classroom. Comments	1	2	3	4	5
2. Your sense of candidate's interpersonal skills, the ability to relate to students, colleagues and staff. Comments	1	2	3	4	5
3. Your sense of candidate's likely contribution to the campus outside of teaching and advising. Comments	1	2	3	4	5
4. Your overall evaluation of the candidate's likelihood of becoming a successful faculty member (should the candidate be invited to	1	2	3	4	5

become a member of our academic community?). Comments

Please elaborate on any of the above in what you consider to be strengths or concerns, and indicate how you would compare this candidate to others (candidates for this position or those whom you've seen in the past in comparable positions). Use back if necessary.

Special Strengths Favoring Candidate

Particular Concerns Regarding Candidate

Hiring of Adjuncts

The first step in hiring adjunct faculty members is to obtain authorization from the Provost. Once the Provost has approved the position, the department or program chair is responsible for recommending a candidate for hiring by the Provost. A copy of the candidate's *c. v.* should be sent to the Provost. The Provost writes the appointment letter.

EAF (Employee Action Form)

These forms are the way that new hires get assigned an office, keys, a computer, an email address, etc. When Academic Affairs receives a signed appointment letter back from a new hire (full-time as well as adjuncts), an EAF is begun by Academic Affairs. As much of the form as possible is completed and sent to Human Resources. Another copy (without salary information) is sent to the area administrative assistant who consults the department chair about office space, computer needs, specialized software needs, and keys. As soon as possible, the completed form should be sent to Human Resources. The sooner this is done, the sooner the new hire has keys, telephone number, email address, and computer available.

Area or Building Administrative Assistants

Area or Building Administrative Assistants report to the appropriate Area Chair although many of the duties described below involve the department and program chair. Department and program chairs should refer problems and conflicts to the Area Chair and serve as an intermediary between department faculty and the assistant.

Faculty Administrative Assistants are to provide support for the academic endeavors of individual faculty, departments, areas, and in some cases, special programs such as Journeys, the Steel Center, the Center for Entrepreneurial Studies, etc. Academic endeavors include the work of the faculty in teaching, advising, preparing recommendations for students, professional development, grant management, and committee work; of departments/programs in budget management and capital outlay requests, course scheduling, curriculum development, maintaining student records as appropriate, meeting scheduling, recruiting, and assessment; of areas (where appropriate) in faculty evaluation and the other work of the Area Chair; and of special programs, in scheduling speakers, etc. They are also expected to manage their own offices, including supervising student workers, ordering supplies as necessary, managing and prioritizing the work load, maintaining office machines in good working order, responding to inquiries and requests from students, other faculty and staff, and off-campus constituencies, as appropriate, and to make sure new faculty are properly oriented to the operations of the office and their individual offices adequately furnished.

Unless otherwise specified, their salaries are based on 10-month annual appointments, beginning August 1 and ending May 31, and their holidays during the academic year are limited to those in which all offices are closed. As non-exempt, 10-month employees, they do not accrue sick leave, vacation leave, or personal leave days, although with the supervisor's permission, they may work at other times, for instance during the summer, in order to compensate for days missed during the academic year. Their hours are 8 a.m. to 5 p.m., with an hour for lunch (adjustments may be made for that portion of the year when summer hours are in effect), for a total of 40 hours per week. These times may be adjusted out of necessity, but they are not expected to work more than 40 hours in any given week.

Assistants are not expected to grade student work, to perform work for faculty or staff that is not related to their professional responsibilities, to provide assistance for individual faculty projects that preclude performing routine work serving larger numbers of faculty or students, or to run personal errands.

Work such as photocopying for classes should be submitted at least 24 hours before needed. Larger projects that involve more than photocopying, such as preparing grant applications, manuscripts, or brochures, should be submitted at least a week before they are needed. Longer lead time may be required during hours of peak demand, as for instance in the spring when class schedules and budgets are due. Faculty should consult with assistants ahead of time to make sure their work can be completed in a timely fashion. In cases of competing priorities, assistants should consult with the appropriate Area Chair for assistance in resolving conflicts.

Faculty are reminded that while the assistants' offices are of necessity high traffic areas, they are also the assistants' work spaces, and should not be thought of as general gathering places for casual conversation. Note the new policy about staff evaluation as described in an earlier section.

Staff Employees

Some departments hire staff employees such as lab managers. The department chair is the supervisor of these employees and should work with Human Resources to comply with all appropriate personnel policies. A copy of the *Staff Handbook* containing these policies can be obtained from Human Resources. The hiring of such employees should be coordinated with the Provost's Office and Human Resources. Note the new policy about staff evaluation as described in an earlier section.

Student Employees

Student Assistants for research, secretarial, laboratory, or clerical work are provided through the work study programs administered by the Office of Financial Aid, subject to limitations of budget and student availability.

There are two types of work study programs available on the Hendrix campus: Federal Work Study (FWS) and the Hendrix Work Program (HWP). No student will be allowed to work until a fully completed hiring packet is on file with Financial Aid office. Direct students to www.hendrix.edu/getworkstudy for more information and to download the packet.

Federal Work Study eligibility is based on financial need as determined through the FAFSA. Students who qualify for FWS will have this award indicated on their financial aid award notification. The maximum award for this program is $2,000 for the year. Students may not work in excess of their awarded amount. The departmental budget is charged for 100% of the wages earned under this program.

Students who do not qualify for Federal Work Study may be hired through the Hendrix Work Program. Any student eligible to work in the U.S. may qualify for this program. The number of hours the student works depends upon the department's budget and the agreed upon work schedule. The departmental budget is charged for 100% of the wages earned under this program.

Students approved for Federal Work Study (FWS) should receive hiring priority for two important reasons: FWS students demonstrate true need over Hendrix Work Program students, and the College is required to spend its FWS allotment, or else it may be decreased. If no FWS student meets the criteria or needs of a supervisor, then an HWP student can be hired.

To hire a work study student, job descriptions must be listed online through "Hire Hendrix." More information can be found at www.hendrix.edu/hireworkstudy. Please consult with your department chair or area assistant for the full policy and guidelines.

Hire Hendrix *(hereafter HH)* is the College's online job and internship posting board. Using HH as the centralized location for work study listings ensures job-seeking students have access to opportunities, as well as visually showing students the number and variety of work study positions that exist. This ~~new~~ hiring procedure should dramatically decrease the amount of paperwork for hiring a work study student, pushing most steps to pre-existing online capabilities.

In person, step-by-step training will be available for all faculty/staff who hire work study students. There will also be 'live' help available from the Media Center's Help Desk as well as handouts for further reference and use after training.

Federal Work Study (FWS) students should receive hiring priority for two important reasons:

1) FWS eligible students demonstrate true need over Hendrix Work Program students, and
2) the College is required to spend its FWS allotment, or else it may be decreased.

If no FWS student meets the criteria or needs of a supervisor, then an HWP student can be hired.

SUPERVISOR Information:

- ALL work study positions must be posted on Hire Hendrix for a minimum of 5 days.
- *Supervisor completes online job posting through HH including budget code.*
- Supervisor interviews applicants and selects student to hire; directs hired student to Campus Web where student downloads, completes and turns in paperwork to Financial Aid office.
- Supervisor submits hired student via Hendrix Website (www.hendrix.edu/HireWorkStudy).

- Once online form and Financial Aid student hiring packet are completed in full, Financial Aid creates time card in Campus Web and supervisor/student are both notified to begin work. **Students MAY NOT begin working until this notification.**
- *Through HH, job postings have 'free text' areas that can be used to specify necessary skills, qualifications, class/lab pre-requisites, preferred schedules, how/when/ where to apply, etc.

Notes:

- **Once a position is posted, it never needs re-posting!** Supervisors can simply re-activate when they need to hire a new worker, and can edit the position as necessary.
- For the first year, all supervisors will complete job postings regardless of whether they are hiring or not. Those that have already selected students will go through step 3-5 without having to interview, etc.
- Supervisors absolutely still have the freedom to select the best student for work study needs. If no FWS approved student meets the job criteria, a Hendrix Work Program student can be hired.

Guidelines for Courses with Low Enrollment

The Committee on Faculty may request that undergraduate courses at the lower level may be cancelled if enrollment levels are below ten. Upper level classes may be cancelled if enrollments are below three. The department or program chair may be asked to justify running a course below these limits. If courses are cancelled, the chair is responsible for helping the faculty member fill the empty slot, possibly by adding a new course or by splitting an existing course with a large enrollment. In the case of upper level courses, the chair may be asked to request the faculty member teach these students as an overload independent study.

Budget Issues

The Fiscal Year

The Hendrix fiscal year begins on June 1 and ends the following May 31. Remember that all expenses must be reimbursed from the budget year in which the expense occurs. In the case of travel expenses, the budget year is considered to be the year in which the travel occurs rather than the year in which each particular expense occurs. For example, an airline ticket purchased in March for a trip in July would be posted as an expense in the July fiscal year not the previous year when the ticket was purchased. Each spring the Business Office communicates a date in May beyond which no additional purchases should be made in that fiscal year.

Submitting Budgets

Departmental and Program budget requests are prepared and submitted by the chairs of the various departments. Chairs are encouraged to consult with members of the departments or programs and with the Area Chair in preparing the request. An appropriate schedule and procedure for submission of the budget request is established each year by the Provost and the Executive Vice President for Business and Finance. The schedule must allow for full consideration of all requests in time for the drafting of the total college budget for presentation to the Executive Committee of the Board and then to the full Board at its spring meeting. Notification of departmental budget approval is made by the Office of Business and Finance to chairs as soon as possible after the Board approves the total college budget, normally in April for the succeeding fiscal year.

The chair is then responsible for the administration of the budget, and all requests for budget expenditures by other members of the department or program should be approved by the chair.

Some incidental office supplies may be obtained at the Business Office or the College Bookstore. Purchases from outside sources should be arranged through the area or building assistant or through the Business Office. Purchase orders must be created for every purchase with the exception of personal reimbursements.

Managing Budgets

There are multiple budget reports that can be accessed through Jenzabar. The administrative assistants have access to these reports, and can print them per month or year as requested. These reports include, but are not limited to, a summary, detail, monthly or yearly project detail, and payments made. Accessing the available reports helps in budgeting decisions and purchase order approvals.

The summary report provides the chair with an overall snapshot of the current department or program budget, a year to date comparison, percentage of remaining funds, and any funds that are currently encumbered. The detailed reports show the individual transactions according to the criterion entered. If project codes are used by the department or program, then the report also has the functionality to provide the breakdown of the codes along with the account codes associated with each transaction. A vendor report is available to display all transactions a department or program has made to a particular vendor.

Departments and program chairs are asked to review open purchase orders and determine if they need to be processed or unencumbered. It is important to check the open purchase order report often to verify accuracy. Contact the administrative assistant if there are any questions about managing reports.

Department Use of Indirect Cost Return Funds

Funds provided to departments from indirect cost returns from grants are limited in their use to the following purposes:

- To support student-faculty research, including conference travel, contract services, required institutional match, etc.;
- To purchase, repair, or replace relatively low-cost equipment, whether for research or teaching purposes, especially if the need is too urgent to await funding from capital funds.

All or part of the department's share of the indirect cost return may be reserved for the grant's principal investigator, but the same restrictions apply.

External Evaluation and Assessment Issues

Course Syllabi

Chairs should make sure that all the faculty teaching courses in the department or program have course syllabi available for students. Although Hendrix does not have a required format or content, the chair should advise the faculty to include grading policies, attendance policies (which should be compatible with the attendance policy in the *Catalog*), course learning goals, office hours, academic integrity guidelines for the class, and the statement provided by Academic Support Services on accommodations for disability.

Chairs should maintain a collection of recent course syllabi used in the department or program.

Annual Assessment Reports and Planning

Department and program chairs should complete an annual assessment form at the end of each academic year. Introduced in 2004-2005, the form emphasizes how departments and programs can follow the following basic assessment cycle. The following items are covered in the form:

- Articulate learning goals [objectives, outcomes]
- Gather information about how well students are achieving the goals and why
- Use the information for improvement

This form queries the chair about the department or program's Student Assessment Plan (SAP). Chairs are asked if the SAP is up-to-date and available to students, if learning goals appear in the department or program's syllabi, and if the department collects at least one indirect and one direct piece of student data. Chairs are asked if an assessment audit has been completed for their majors and minors and what has been learned in the department or program's assessment meetings. Finally chairs are asked to define one action item for the following year.

These completed forms, along with the department or program's Student Assessment Plan are made available online in Faculty Resources web pages showing each department and program's progress since 2004-2005. The Associate Provost and the Academic Assessment Committee monitors and evaluates these assessment activities and reports back to the department or program chair as well as to the Committee on Faculty, which uses the information in their decision-making concerning faculty lines and departmental budgets.

Periodic External Program and Assessment Plan Review

Each department and program conducts a self-evaluation and external review once every 7-10 years. The Committee on Faculty evaluates each external evaluation thoroughly and uses the information in their decision-making concerning faculty lines and departmental budgets. One major emphasis of the cycle of reviews should be the evaluation and revision of the student learning assessment plan to assure that the annual process is useful and manageable. For those programs that have not participated in a previous self-evaluation, a major emphasis should be the development of an annual plan for assessing student learning. Chairs should also note that the College's Statement of Purpose may have been revised after your previous self-evaluation. The North Central accreditation criteria have recently been revised and attention should be given to the third and fourth guidelines that speak specifically to departments and programs.

As described in the *Faculty Handbook* assessment policy statement, the review process has the following three components:

- The self-evaluation narrative,
- The consultant's visit and report,
- The department or program response to the consultant's report.

Self-evaluation Narrative

The content of the narrative is described in the *Faculty Handbook*. The narrative and all attachments should be combined into a single electronic document in either *Word* or pdf format. For departments and curricular programs, the self-evaluation narrative should be completed in the fall semester with the consultant's visit and the response completed during the spring semester. General education programs should complete the self-evaluation narrative in the spring semester and the consultant's visit and response in the following fall semester. Special programs may follow either schedule as approved by the Provost.

Consultant

The selection of the consultant is a crucial part of the evaluation process and chairs are urged to confer with all members of the department or program. Final selection should be made in consultation with the appropriate Area Chair, the Associate Provost and the Provost. You should submit names and vitae to the Associate Provost and receive approval before inviting the consultant to participate.

In addition to expertise relative to your discipline or program, you should consider the following qualifications:

- Experience with annual plans for assessing student learning;
- Extensive experience as a faculty member in a small, undergraduate liberal arts environment;
- Recent experience with the North Central or Southern re-accreditation process;
- Experience with experiential learning in the discipline;
- Previous experience as a consultant.

Once you have approval, the chair should invite the consultant to participate. Your email or telephone conversation should include the following items:

- The qualifications
- The schedule (receive information, 1.5/2 day visit, report due)
- The pay ($750 stipend plus reasonable expenses—expenses are reimbursed as we get them and the stipend is paid after receipt of the final report)

- Requests for information required to pay the stipend, including the consultant's social security number and a mailing address.

In preparation for the visit, the following items should be collected and sent to the consultant:

- Self-evaluation narrative
- Annual plan for assessing student learning and annual assessment reports
- *Hendrix Catalog* (also available on the web)
- *Guide to Academic Planning* (also available on the web)
- *Odyssey Program Guide* (also available on the web)
- Admission viewbook
- Curriculum vitae of personnel
- Recent enrollment data
- Course syllabi
- Other data collected for assessing student learning

The consultant should spend 1 ½ to 2 days on campus. A typical schedule for the visit is attached. Please plan as far in the future as you can since the visit includes your department, the Committee on Faculty, the Provost, and, if possible, the President. The consultant's vita and the visit schedule should be sent to faculty and administration participating in the visit. The consultant should be prepared for a concluding meeting during which a preliminary summary of the visit should be given. A formal written report to the chair and Associate Provost should be received within two or three weeks of the visit.

The consultant is paid a $750 stipend and travel expenses are reimbursed. The stipend is not paid until the report has been received by Academic Affairs. The chair should monitor travel expenses so that the total expenses (including meals during the visit) stay within an additional $750. The chair needs the consultant's mailing address and social security number in advance before any payments can be made. The appropriate area or building administrative assistant should help develop the schedule and the Assistant to the Provosts can help with reimbursements and stipend payment.

Response

Once the consultant's report has been received, the department or program should write a formal response to the report. That report should be completed before the end of the semester when the report was received.

Once the department's response has been written, the original narrative, the consultant's report, the response, and any changes in the assessment plan should be sent to the Associate Provost. The materials are added to the assessment files in Academic Affairs.

Typical Schedule for Consultant's Visit

<u>First day:</u>

Evening	Arrive Little Rock airport, met by department chair Dinner with department and lodging at Conway motel

<u>Second day:</u>

7:30	Breakfast with department chair
8:30-9:30	Meeting with academic deans *Academic Affairs conference room, Fausett Hall*
9:30-12:00	Individual meetings with department faculty *Faculty members' offices*
12:00-1:30	Lunch with department majors and minors *Private dining room, Student Life and Technology Center*
1:30-2:30	Tour of campus and facilities
2:30-4:00	Individual meetings with faculty in department and allied programs *Faculty members' offices*
4:00-5:00	Meeting with Committee on Faculty *Academic Affairs conference room, Fausett Hall*
6:00	Dinner with department

<u>Third day:</u>

7:30	Breakfast with department chair
8:30-9:30	Meeting with Director of Library *Bailey Library*
9:30-10:00	Meeting with the President (not required if President is traveling) *Fausett Hall*
10:00-11:00	Concluding session with department, area chair, and academic deans *Third-floor conference room, Fausett Hall*
11:30	Lunch with department chair, leave campus for Little Rock airport

Notes:

1. **Send schedule with consultant's c.v. to all who are meeting with the consultant.**
2. **Make sure someone is assigned to take the consultant from each meeting to the next.**
3. **Arrange for purchase order for direct billing from the motel.**
4. **Get receipts for travel expenses and social security number from consultant before departure**.

Course and Classroom Scheduling

Scheduling Process

Late in the fall semester the Registrar sends chairs a request to begin the scheduling process for the following academic year. The request includes an Excel spreadsheet containing course schedule information for the particular department or program. Using the Class Scheduling Guidelines and master schedule that appears below, update the spreadsheet for the next academic year. Keep the existing spreadsheet format and completely fill out each cell for each course except for the last column that shows actual course enrollment in the current year.

For cross-listed courses, the department to which the instructor of the course belongs needs to include both courses in the spreadsheet with the two different department codes.

Class Scheduling Guidelines

The schedule of classes and the general division of the day were designed along principles of transparency, fairness, and respect. Faculty could view the schedule of classes as the clearest guideline for class meetings. The following policies are offered with a view to promoting fairness, safeguarding students, and encouraging respect among faculty.

The expectation is that faculty should plan to be on campus for some scheduled activities such as classes, labs, or office hours a minimum of four days a week unless permission to do so otherwise is received in advance from the Committee on Faculty.

In constructing a schedule, it is important that class offerings are distributed across the daily schedule, thus minimizing the number of class conflicts students must contend with in building their class schedules, maximizing the opportunity for faculty/student contact outside the classroom, and increasing the likelihood that the most desired classroom is available.

The Registrar provides typical room allocations and times. **Conflicts over rooms are adjudicated by the appropriate Area Chair.** Chairs should keep the following guidelines in mind as they construct departmental schedules:

- Lecture classes should be scheduled during the twelve available MWF(A) and TTh(B) periods. Exceptions require the approval of Academic Policy. The faculty has approved the following courses for use of the four-day (C) lecture periods: first-year foreign language courses, MATH 130-14-, CSCI 150-151, and MUSI 201-202. Seminar (S) periods are reserved for seminars that function as components of the department's Capstone Experience.
- Each department should assign 2/3 of its lecture offerings on MWF and 1/3 of its lecture offerings on TTh. *(Ideally, individual faculty follow this guideline.)*
- Each department should offer 1/3 of its lecture offerings during the five non-prime periods MWF/8:10-9:00; MWF/2:10-3:00; MWF/3:10-4:00; TTh/8:15-9:30; TTh/2:45-4:00. *(Ideally, individual faculty follow this guideline.)*

The following notes may aid in interpreting the above guidelines.

- Note that the phrase "lecture offerings" used above refers only to A and C periods for MWF and B periods for TTh. Lab, studio, and seminar periods are not included in this phrase but can be used to offset what would otherwise be an imbalance.
- Academic Support has often given the following rule of thumb to students: every hour spent in a typical lecture meeting of a Hendrix class corresponds to up to three hours of work outside the class. Faculty should be mindful of this rough guideline in designing activities such as homework assignments and take-home tests.
- Section D of the *Faculty Handbook* contains the following language (under Examinations and Grading): "…requests by faculty members to change the time of final examinations must be approved by the Council on Academic Policy."
- Remember that music ensembles, theatre rehearsals, athletic practices and physical activity classes are usually scheduled beginning at 4:00 p.m., after the final academic class period of the day.

Faculty Grants and Leaves

Section G of the *Faculty Handbook* describes the grant and leave policies. Particular references to involvement and duties of the department chairs include the following items.

- Chairs do not sign requests for faculty travel grants or faculty project grants. As a courtesy, faculty should always inform chairs of travel and project grant plans.

- Chairs do sign requests for faculty sabbatical and externally-funded leave requests. Chairs are asked to assess the impact of the proposed leave on the department and describe possible arrangements for replacement staffing. Justification is particularly important when requesting full-time replacement faculty. The Committee on Faculty takes into account any of the chair's recommendations before approval of the requests.

- Chairs are asked to sign requests for faculty grant proposals to the Odyssey Program, the Hendrix-Murphy Programs, the Miller Center, and the Crain-Mailing Center. These signatures are requested as a courtesy to the chair who may find the information helpful in evaluating faculty and in considering faculty time commitments to the department that could be affected by these grants.

- Chairs do sign requests for external grant and foundation support. The Provost takes into account any of the chair's recommendations before approving the grant requests.

Student and Faculty Issues

Department and Program Meetings

Each department and program has its own tradition of meetings. Generally departments meet more frequently than programs. The only meetings that are required are at least two hours of meetings devoted to department and program assessment. Many departments meet to determine senior capstone grades and department awards and honors. In general departments should try to meet at least four times each academic year and programs should try to meet as least twice each academic year.

Student Complaints

A student who believes that he or she has an academic grievance should discuss the concern with the faculty member in charge of the course in which the concern has arisen. If a mutually satisfactory resolution is not reached, the student should confer with his or her academic advisor and should take the matter to the relevant department chair. If no resolution occurs at this level or if the department chair is the faculty member in question in the first instance, then the student should take the concern to the relevant Area Chair. Concerns remaining unresolved at this level should be taken to the Provost. Students shall take all concerns regarding graduation requirements and their fulfillment to the Registrar.

When talking to students the chair needs to be aware of the official class attendance and classroom conduct policies as they appear in Section D of the **Faculty Handbook**. If the faculty member is not following these policies, then the chair should remind the faculty member of the policy in question. The chair should attempt to resolve any problems by talking to the student and faculty member and facilitating discussion between them. The chair's presence may or may not be needed in these discussions. If the problems cannot be resolved, the student should be referred to the appropriate Area Chair.

Remember that student complaints can be helpful in at least two ways. First, the student may simply need to vent and by doing so with the chair, the problem may resolve itself. Second, student complaints can be valuable information for the department's assessment and program planning.

Faculty Complaints

At times the department chair will need to mediate faculty disagreements within the department. Many issues can be resolved through face-to-face conversations with the appropriate faculty. If this does not work, the chair should consult the Area Chair and perhaps remind the faculty member of the grievance policies outlined in Section F of the *Faculty Handbook*.

Harassment Policies

As described in Section G of the *Faculty Handbook*, a chair may be approached by a faculty member about a harassment issue. At this point it is most critical for the chair to re-read and carefully follow the policy as written.

General Department Issues

Monitoring Office Hours and Syllabi

The department chair is expected to make certain all departmental faculty have posted office hours and are distributing appropriately detailed syllabi for all courses. The chair should also be familiar with the accommodations policies for disabled students and the academic integrity policies. These policies should be referenced on course syllabi. Syllabi should also contain course learning goals. Chairs report on the presence of learning goals when completing the annual assessment form for the department.

Student Departmental Awards and Honors

Each department and program is responsible for determining distinction for graduating students in the department or program. Note that distinction is not given in a discipline but in a department or program. Details concerning criteria can be found in the *Catalog*.

Departments and programs may also have named awards and honors that are given each year. New awards and honors should be proposed to the Committee on Faculty for approval.

Department and program chairs submit names for distinction, awards and honors to Academic Affairs. Full legal names and student IDs are needed for any student receiving any of these awards. The information is due two weeks before Honors Day. Any tangible awards are due to be delivered to Academic Affairs one week before Honors Day. The department or program prints all the award letters and starts the process for any checks. Academic Affairs prints the distinction letters.

Master Calendar Issues

Section G of the Faculty Handbook describes our complex event scheduling policy. Please ask for help if you don't understand it. Plan any events well in advance and ensure appropriate reservations are made via the Master Calendar.

Monitoring Department Advising

As is true in general, department/program chairs are a resource and mentor for their faculty advisors. Chairs are also responsible for including an evaluation of academic advising in department chair letters submitted as part of the faculty evaluation process. Finally, each chair—or another departmental/program faculty member they name—is assigned to an advising "stand by" pool from which advisors for new students entering each spring semester are assigned.

All tenure-track faculty are expected to advise major students in their department or program. While taking on advisees in their first year at Hendrix is not advised, it is allowed if the faculty member in question has a strong grasp of both major and general graduation requirements. Beginning in their third year at Hendrix these faculty members are assigned to the CNSA (Council of New Student Advisors) in two of every three years unless their ongoing advisee load precludes membership. Faculty with one-year contracts may not advise. In general, faculty members in 3-year non-tenure track positions may have major advisees and, at the discretion of the Committee on Faculty, be assigned to the CNSA.

The standard maximum advisee load at Hendrix is 25 students per faculty member. At his or her discretion, a faculty member may accept additional advisees. Chairs may wish to discuss with their departmental/program faculty ways in which to optimize the distribution of their major advisees.

After the first CNSA advisor "assignment" is made for a new student and the initial first-year registration process is complete, it is the student's responsibility to identify and secure the faculty advisor most appropriate to his or her needs and interests. Students who cannot identify an appropriate advisor should contact either the Associate Provost for Advising and Retention or the department/program chair in the intended major for advice and assistance.

Faculty who are absent from campus for a semester receive an email from the Associate Provost for Advising and Retention reminding them to notify their advisees of their absence and provide instructions for securing another advisor during that absence. In some cases the department/program chair may wish to be involved in the process of arranging "interim advisors" for these students.

Registrar's Office

Chairs are the liaison with the Registrar's Office for the purpose of approving transfer courses, substitutions for major requirements, and credits received by testing.

Department and program chairs—as well as chairs of interdisciplinary studies majors—should submit senior capstone experience grades to the Registrar's Office by the deadline. For incompletes submitted earlier, a grade change needs to be turned in once students complete the experience so they may officially graduate.

Admissions Office

Chairs work with the Office of Admissions to assist in recruiting students and selecting students for special scholarships.

Majors Fair

The Majors Fair is an annual event that encourages students in exploring potential majors. All departments and programs are invited to participate. Department and program chairs should make certain that a faculty member and Academic Affairs staff are on hand to assist students with major declaration. The Fair is scheduled just before course preregistration to facilitate course selection for new majors.

Maintaining Records

Department and program chairs are the official record keepers for the department or program. These records include course offerings, enrollments and current majors and minors as well as the placements of students graduating from the department or program.

Most of the needed records are kept in the Campus Web system, but chairs should keep printouts of some of this information as it eventually rotates out of the Campus Web files. Reports on current majors and minors can be obtained from the area or building administrative assistants. In general, the chairs are responsible for collecting records—both those appearing in Campus Web and those which do not—and seeing that the records are kept by the appropriate Area and Building Assistant.

At the end of each semester, chairs should submit to the Coordinator of Undergraduate Research a list of undergraduate research projects (both independent and collaborative, whether or not the project achieved Odyssey UR credit) carried out by the students in the department or program since the previous submission.

Graduate school and job placement records for graduates are more difficult to manage. Work with your department to keep up with recent graduates as best you can. A campus Outcomes Committee is working on ways to better organize the collection of this information from the departments, the Alumni Affairs office, and Career Services.

Webpages

Departments and programs are responsible for maintaining appropriate web pages. Chairs need to do this or assign a faculty member or student worker to this task. If you do not currently have a web page, then the Communications Office will design a basic one for you to which you can add pages as desired. Training sessions for using *Ektron* to manage web pages on the Hendrix servers are also available from the Communications Office.

Bailey Library

Although there is currently no formal role between and the library, some department chairs field book requests from the faculty members in the department and send the selected titles to the library to order (as funds are available.) In some departments these requests come directly to the library from individual faculty members. It would be helpful if the chair provided oversight and communication to the library in this area. If possible, chairs should meet, as a focus group, once a year with the library director to provide qualitative input about collections and services.

Compensation for Department and Program Chairs

Department chairs receive an annual stipend based on the number of faculty lines in the department. In departments with three or fewer faculty lines, the chair stipend is $1000. In departments with four to seven faculty lines, the chair stipend is $1500. In departments with eight or more faculty lines, the chair stipend is $2000.

Program chairs receive an annual stipend of $1000.