Hobart and William Smith Colleges

Department & Program

Chairs' Handbook 2020

Department and Program Chairs are integral to the operations of the Colleges, the administration of its academic units, the success of our students, and the well-being of our faculty. While seen in a variety of lights from "the first among many" to the "last in the department," from the voices of the department or program to the chief file clerks of the campus, from the managers to the managed, the role of Chair is both respected and dismissed by those not sitting in the seat. Regardless of one's take on the role, all tenured members of the faculty normally will chair their department or program at some time and for a three-year period. Their service is invaluable to the campus as a whole and their leadership and stewardship during the period is essential to the future and success of the department or program.

Chairs lead the department or program and manage its resources: two separate but related tasks. Management will take up a great deal of their time and attention and is crucial to the day-to-day operation of their departments and programs. Chairs represent the department or program, make decisions that directly influence its direction, and are the "go-to" persons for students, other faculty, other academic offices and units, and the administration on matters related to the department/program and its curriculum. They thus also assume a leadership position among the faculty, which involves working with faculty members to set clear and consistent department or program goals while fostering a collegial and supportive environment. As chairs, faculty members take on the task of motivating the department or program members to set priorities, to work together constructively and respectfully, to be effective and inspiring teachers and productive scholars, and to improve the operations of the program or department.

Though all tenured members of the faculty should expect to serve as chair of their program or department at some time, many do so begrudgingly—reluctant to move away from their scholarship or teaching—to deal with colleagues in a leadership role with few perceived powers, or to manage the day-to-day and long-term operations of the department or program. Others see this however as an opportunity to improve the academic experiences of our students, colleagues, and campus; to enhance an area neglected within the department or program; or to interact with other aspects of the campus in productive ways.

Regardless of how you initially walk into this responsibility, this Handbook is intended to assist you in the operational aspects of the job of Chair. This Handbook draws on previous iterations of the Handbook and relies on formal campus policies and procedures to provide guidance on how to achieve the objectives of the Chair. It is intended to serve as a guide to Chairs in the operations of the Colleges and their role in that operation. While relevant sections of official campus policies are cited or quoted when necessary, the Handbook is intended to provide practical advice and direction, when possible, on those operations.

We hope nonetheless that it helps Chairs to achieve the objectives of their term and the goals that they set for improving the department or program. We thank them for their time and service in this role and truly believe that it can be as effective and productive as the department/program and Chair wish to make it. If Chairs need assistance or have questions about their duties and responsibilities as Chair, please contact us.

<div align="right">--The Office of Academic and Faculty Affairs</div>

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I. An Introduction to the Chair's Role

Chairs: The Official and Unofficial Policy

Along with the Faculty Bylaws and the Faculty Handbook, Sections VIII (Department/Program Chair Policies) and IX (Department/Program Procedures) of the Faculty Handbook (II) provide specific policies and procedures relevant to being to chair, as defined formally by the faculty. The sections list the formal policies and procedures regarding faculty mentoring and advising, classroom observations, the chair's relief/compensation policy, requests for faculty appointment lines, hiring within a department/program, student employees, budgeting, and the deactivation of programs.

Sections VIII and IX of the Faculty Handbook however do not fully articulate the responsibilities and duties of the Department/Program Chair nor do they necessarily give a clear articulation of the Chair's role and actions in those policies. The following is a more comprehensive list of the duties and responsibilities of the Department and Program Chair:

- Approving major and minor declaration and audit forms;
- Managing curricular implementation and changes;
- Mentoring untenured and visiting faculty members and supporting tenured and on-going faculty, as necessary and appropriate, in their teaching, scholastic, and community engagements;
- Coordinating classroom visits for faculty as they approach reviews;
- Reviewing course evaluations with untenured and visiting faculty;
- Scheduling courses for the academic years to come and managing changes during registration;
- Planning for departmental tenure-track and short-term hiring needs;
- Overseeing department/program reviews, individual review and promotion cases, and faculty hiring;
- Mediating disputes with students, faculty, and administrators;
- Managing the department's budget and any endowed or restricted funds;
- Planning departmental activities and campus events involving the department/program;
- Overseeing any departmental endowments and grants;
- Working with Academic Department Coordinators and other departments on office/building procedures, needs, and protocols;
- Collaborating with other departments and programs on academic projects; and
- Reflecting the interests of the whole department or program in institutional affairs.

Moreover, depending on the department or program, this may be an exhaustive, extensive, or partial list of the expected duties of the Chair. It nevertheless provides an important reference to the significance and importance of the Chair in the operations of the department/program and the institution as a whole. To assist Chairs in these responsibilities, this Handbook is intended to provide guidance and clarity in the respective areas of a Chair's duties at the Colleges.

Moreover, it is important to recognize that a successful chair is often a collaborative chair—one that works with colleagues, other faculty members, support staff, administrators, students, and others in a cooperative manner to achieve the best interests of the department/program, HWS, and our students. Chairs should feel free to reach out to others that can assist them and/or have a key role in a particular or general area.

The Office of Academic and Faculty Affairs, specifically the Provost and Dean of Faculty, is a helpful starting point for questions and inquiries in general. The Associate Dean for Faculty Development and Affairs (Joe Rusinko) and the Associate Dean for Curricular Initiatives and Development (David Galloway) work with Chairs respectively on departmental operational matters and curricular/academic issues. Likewise, the Assistant to the Provost for Faculty Support (Missy Weaver) can assist faculty members with faculty personnel matters including hiring and reviews, while the Assistant to the Provost (Kenda Furgeson) is available to help with operating budgets and support serves for the department and program and supervises the Academic Department Coordinators in their work.

Additionally, Section VII of this Handbook, *Helpful Advice, Resources, and Literature from Outside the Colleges*, below provides helpful links and resources to assist Chairs in dealing with the responsibilities and duties of the position. Section VI, *Hyperlinks to Official HWS Campus Policies and Procedures*, likewise provides links to official campus documents.

Departmental/Programmatic Culture

> *"No two departments are alike, and no two chairs are alike. Because of your personality, experience, and priorities, you'll do things differently than your predecessor, and your successor will not be a clone of you. That's actually better for your department and institution because new people bring new ideas and new approaches."* (From Jeffrey L. Buller, 2012, *The Essential Department Chair: A Comprehensive Desk Reference,* second edition, pages 11-12, Jossey-Bass: California.)

The duties and roles of the Chair are often dependent on the relationship that exists between the department/program and the Chair, both in terms of the individual serving as Chair and the historical role of the Chair within the department/program. In some departments/programs, the Chair has considerable— almost sole—responsibility and accountability for managing the institutional obligations and requirements of the department/program. In other academic units, the Chair shares responsibility with a few to all members of the department/program. While some departments/programs are considerably collegial and interactive in their decision-making processes, others can be more hierarchical or more confrontational in their interactions.

These relationships nonetheless shape the duties and approaches that work—and do not work—for a Department/Program Chair in a particular academic unit. They also provide greater clarity as to the expectations of the Chair; the role of the faculty in decision-making, and in executive, academic, and budgetary policy matters; the ability to alter departmental/programmatic norms; and the relationship between the department/program and other campus constituencies. While this Handbook is intended to

provide procedural routes to addressing institutional policies, Chairs must find ways to navigate those routes in line with their own personalities and the culture of the department/program. Adding to the complexity, changing the culture, even if necessary, is not a quick and easy endeavor for a Chair, especially working alone, and building consensus with others may be equally daunting.

The Office of Academic and Faculty Affairs (OAFA) recommends that Chairs communicate with their departments/programs about their perceived expectations as well as their challenges and goals for their tenure as chair. It is helpful to develop lines of communication about the expectations of the department/program and to be respectful of past protocols. Likewise, ensuring a culture of collegiality and clear decision-making (i.e., using Robert's Rule of Order, hearing out all sides on an issue, sharing institutional obligations when possible with others…) can be an effective first step in leading to change.

Chairs' Terms and the Relief Policy

Chairing a department or a program is a responsibility that all members of the faculty should expect to assume at some time unless significant extenuating circumstances can be demonstrated. The position generally is held for a period of three consecutive years to establish continuity and familiarity with the responsibilities of the position. An orderly rotation of the position in the department or program should be established by the members of the department or program in consultation with the Provost and the Dean of Faculty, with only tenured faculty members participating in the rotation of appointments.

Accordingly, tenured faculty members are expected to serve as Chair in three-year cycles. This is generally interpreted as following the order of when they received tenure. Some departments/programs however opt to have a standing chair, elect the chair every three years, or split/defer the tenure of a chairship (the latter is normally a result of an incoming/expected chair being unable to serve at the time of transition but agreeing to take on those duties later). The department/program is responsible for managing the timing and selection of chairs, but should be respectful and equitable of the opportunity for all tenured members to serve as chair. The normal rotation of chairs should not be altered simply because it is a particular faculty member's turn. While the Office of Academic and Faculty Affairs defers to the department/program to manage its chair rotation, it retains the ability to mediate departmental/program disagreements and disputes over the appointment of a chair.

Chairs normally begin their term on July 1 and continue until June 30 of their third year. Over breaks, chairs may start before or end after those dates, but should inform the Office of Academic and Faculty Affairs of those changes. Normally, the Office of Academic and Faculty Affairs will confirm chairs for the next academic year in late June and update by July 1 the Department and Program Chair list.

In consultation with the Committee on the Faculty, the Office of Academic and Faculty Affairs agreed to the Chair's Relief Policy for each year of a chair's service and based on the size of the department/program. The Chair's Relief Policy can be found in Section VIII, Part 3, of the Faculty Handbook and below:

"Hobart and William Smith Colleges provide support for departmental and program chair duties through Chair's Relief during the period that a Chair is serving his or her department or program, according to the following:

1. *Category A: For Chairs of departments with 5 or more allocated tenure-track/tenured faculty, the Chair receives one (1) course reduction per academic year, concurrently taken in that year of service. It is expected that the individual serve a full three-year term. Ordinarily, the course subject to reduction is not replaced.*

2. *Category B: For programs and departments with 3 or 4 allocated tenure-track/tenured lines, the Chair receives, at the end of each academic year of service, a research stipend of $2,250 against receipts, to be liquidated by the end of the subsequent academic year or stipends may be banked to be used on sabbatical. It is expected that the individual will serve a full three-year term.*

3. *Category C: For programs and departments with 1 to 2 allocated tenure-track/tenured lines, the Chair receives, at the end of each academic year of service, a research stipend of $1,700 against receipts, to be liquidated by the end of the subsequent academic year or stipends may be banked to be used on sabbatical. It is expected that the individual will serve a full three-year term.*

4. *The Committee on the Faculty will reevaluate the research stipend amount every three (3) years and adjust its value to prevent de-valuation from inflation.*

5. *Should the Chair of a program or department with one (1) to four (4) tenure-track/tenured lines conclude that the subsequent year's workload should provide some exception to this policy, the Provost's Office, in consultation with CoFac, is authorized to review the claim and may substitute a research stipend, course release, and/or an adjunct replacement as appropriate.*

6. *A change in the number of tenure-track/tenured faculty lines in a department or program will result in a change in the category of Chair's relief."* (Faculty Handbook VIII. 3.)

As the Chair's Relief Policy is based on a full academic year in service, Chairs that do not plan to serve a full year should discuss any relief during that period with the Office of Academic and Faculty Affairs beforehand. For a six-person department, for instance, a course release cannot necessarily be divided between two different chairs. Likewise, a program or department that uses a co-coordinator or co-Chair approach is not entailed to double the benefits because of two persons sharing the responsibility.

Conflict of Interest Policy

One of the great strengths of any small, residential college is the relationships among its members. Invested in the common goals of educating our students, creating a community of scholars, and connecting through face-to-face communication, we are able to achieve a great deal despite our small size and resources. The closeness and intensity of these relationships does pose some challenges, however, and it is for that reason that the Faculty Bylaws spells out particular expectations in cases of familial relationships:

"*A familial relationship to another member of the Colleges' community (trustees, faculty, administration, staff, and students) is not a barrier to employment by the Colleges. Spouses, partners, and other relatives of Colleges' community members are considered for appointment, promotion, retention, tenure, and all other rights on the same basis as those*

who are not related to others in the Colleges' community. However, such community members will neither initiate nor participate in any decision involving direct benefit (initial appointment, retention, promotion, salary, leave, tenure, etc.) to members of their immediate families." (Faculty Bylaws A. 1. b)

Moreover, the Faculty Handbook elaborates further on the conflict of interest policy in Section I, Part b Conflict of Interest Policy. Relevant portions of the policy follow:

"Trustees, officers and all employees of the Colleges should conduct the affairs of the Colleges consistent with the goal of promoting the best interests of the institutions. It is therefore expected that all such individuals will conduct any business related to the Colleges with candor and integrity. Any such individual may have a conflict of interest when he or she or any of his or her family or associates knowingly: (1) has an existing or potential financial or other material interest which might impair the individual's independence and objectivity in the discharge of his or her responsibilities to the Colleges, or (2) may receive any financial or other material benefits from knowledge or information confidential to the Colleges.

The family of an individual includes his or her spouse, domestic partner, parents, grandparents, siblings, children, grandchildren, and any other blood relative if that relative resides in the same household. An associate of an individual includes any person, trust, organization, or enterprise of which the individual or any member of his or her family: (1) is a director, officer, employee, member, partner, or trustee, or (2) has a significant financial or other interest which enables him or her to exercise control or significantly influence policy.

Any individual who has a conflict of interest in any matter concerning the Colleges shall disclose such conflict to the appropriate person at the earliest practicable time and shall not act or vote in any decision-making capacity regarding such matter. Disclosure shall be appropriate when made by faculty to the Provost and Dean of Faculty.… Employees may not solicit or accept gifts, gratuities, favors or anything of monetary value from current or potential vendors, contractors or their agents, local business or others with whom there is a potential or ongoing business or professional relationship. Employees may accept ordinary business courtesies, such as payment for a modest meal or event or gifts which are promotional items without significant value and are distributed routinely. Not adhering to this policy is considered a serious matter and may result in disciplinary action, up to and including the termination of employment." (Faculty Handbook I. b.)

In short, the two policies mean that family members, partners, and associates should not participate or exercise supervisory authority in performance evaluations, classroom observations, assessments of courses and course evaluations, or tenure and promotion reviews; that they should not approve procurements, stipends, grants, or any other form of financial compensation; and that they should not participate in decisions involving campus resources such as offices or equipment. Faculty members,

especially Chairs, should notify the Provost and Dean of Faculty, if they have not already notified, of any such conflicts that may exist within the department/program.

Conflicts of interests do not necessarily mean wrongdoing, but do require recognition, disclosure, and equitable and fair management. Normally, this is achieved by simply recusing the Chair from all deliberations and decisions involving their family members or associates. In such situations, a senior colleague, a recent chair, or another member of the program may act on behalf of the Chair in those scenarios. Admittedly, not all departmental/program matters may be handled by assigning another member to handle them. The department/program should have clear procedures and/or agreements about how these conflicts will be handled prior to the Chair taking office or at the realization of the conflict. Chairs should discuss with their department/program and/or the Provost and the Dean of Faculty ways to comply with the Handbook in these cases and notify the Provost and the Dean of Faculty of agreed upon protocols.

Department/Program Chair Transition

When Chairs complete three years of service, they should arrange to update incoming Chairs on current departmental/programmatic matters that may carry over into the new chair's term. This is also a good time to familiarize the new chair with procedures, protocols, and documents of the department/program if not already shared with the rest of the department/program.

Additionally, it is important to prepare (by the transition date—June 30-July 1) for the transfer of access to relevant documents. Many of these transfers (ie, access to the budget on PeopleSoft and course evaluations) happen automatically through the Office of Academic and Faculty Affairs. Others may require action on the part of the Chair.

Because departmental/program documents are important to the future operations of the academic unit, the Office of Academic and Faculty Affairs recommends centralizing the important documents in a single folder or location that can be transferred to the incoming Chair. Departments/programs have handled this differently with some using a centralized filing cabinet with key access, folders or cases where relevant documents are routinely stored, and/or a N: drive folder where electronic copies of the files can be maintained.

The following documents are recommended for continued storage, transmission, and maintenance by the Chair. Copies of these documents may exist in other places on campus, but having access to relevant copies in a central locale may prove beneficial to the department/program in future endeavors.

- Department/Program Review Reports including External Reviewer Reports and Action Plans
- Faculty Review I, II, and III review reports and relevant letters from CoTaP and OAFA
- Updated Standards and Criteria (SAC) document
- Appointment/contract renewal letters for faculty members
- Staffing plans and leave schedules for the next four years or more
- Position requests for current and future/anticipated tenure-track lines
- Department/Program minutes, rules of order, and other organizational material
- Any significant curricular changes or revisions
- Communications and documents about ongoing, long-term issues and matters involving individuals outside the department/program.

- Other significant academic and department/program materials related to the curriculum, the faculty, and the operations of the department
- Other personnel correspondence concerning course releases, medical leaves, tenure clocks, and the like

It is often helpful to bring new Chairs into—or just to update them—on major/significant decisions that are being made prior to their assumption of the position or that will carry over into their term. For matters that are known or likely to extend beyond a Chair's term, it may be advisable to bring an incoming chair into the matter sooner.

II. Curricular Responsibilities of the Chair

One of the main areas of responsibilities for the Chair is oversight of the department/program's curriculum. These duties include ensuring clarity around degree requirements, proposing new courses, scheduling courses, declaring/auditing of majors and minors, and addressing programmatic needs and opportunities as they arise. This section of the Handbook outlines the Chair's responsibilities in those areas.

Curriculum Management and Administration

As department/program faculty hold primary control of the standards and expectations of their discipline at the Colleges, the Chair is responsible for ensuring that those standards are clearly articulated in institutional documents, are reflective of the norms of the department/program, and are upheld consistent with the expectations of the department/program. In general, the requirements and expectations of each department/program are already established and the Chair needs simply to continue existing policies. This section discusses the Chair's roles in maintaining the department/program's curriculum, course offerings, and majors and minors.

Reviewing the curriculum: Following the Middle States accreditation review in 2004, the Colleges initiated a process to implement a regular and recurring cycle of department/program reviews. In consultation with the Committee on Academic Affairs (CoAA), the Committee on the Faculty (CoFac), and the Student Learning Assessment Committee, the Provost required departments/programs to conduct a formal review of their curricular, staffing, and systematic needs to assess their preparation, success, and needs in meeting the academic and scholarly needs of the discipline on campus. While the focus is often on the curriculum of the department/program, their strengths, and opportunities to further strengthen the themselves, departments/programs have considerable latitude in defining the parameters of the review,

The process for Program Reviews is described in the Department and Program Review Procedures on the OAFA website. The Chair plays a key role in organizing and scheduling the Review, though another

senior person in the department/program may be assigned to fulfill that responsibility. In the Guidelines, an overview of the Chair's responsibilities states:

> "*The chair of the department/program undergoing review is responsible for convening a review committee comprising all, or a subset of, the faculty in the department/program. The department/program chair is ultimately responsible for overseeing the conduct and assembly of the self-study, assisting the Provost or the Provost's designee in the selection of the external reviewers, and scheduling the agenda for the on-campus site visit of the external reviewers. The chair is responsible for ensuring full and appropriate participation by all department/program members in the process. The chair also meets with the Provost or the Provost's designee to discuss the external reviewers' report and the department/program's response to the report. Finally, the department/program chair is responsible for working on the implementation of the action plan. The department/program chair may designate some of these responsibilities to other members of the department/program....*" ([Department and Program Review Procedures](), page 3)

Departments should be reviewed on a regular schedule around every six or seven year

Changing the curriculum: Often in response to a program review, but also in reflection of changes in staffing and developments in the disciple, departments/programs may decide to make changes to their curriculum. There are two primary types of curricular changes that departments/programs tend to make, both require approval from CoAA.

The first type of change is to the **degree requirements** for the major or minor. Departments/Programs may decide to add, remove, or alter requirements for the degree in the academic program. These decisions should be made in full consultation and agreement with the faculty in the department/program, and should be communicated to other faculty members that may be directly impacted by the change (i.e., adding, dropping, or requiring a course taught in or a prerequisite for another program). To submit degree requirement changes, Chairs should submit such changes to CoAA, usually as a memorandum describing the proposed change(s), the rationale for the change, and the anticipated impact on the department's course offerings and students in the major or minor. Copies of the current and revised declaration/audit forms should also be submitted with the proposal. (The Registrar can help in creating a revised declaration/audit form.). CoAA may ask for additional information if needed to approve the proposal.

Normally, students should have the ability to complete the degree requirements of a major or minor in place when they matriculated. Most significant changes to degree requirements thus may be delayed for full implementation until the last matriculated class under the old curriculum has graduated. Changes to a minor can be approved simply by CoAA. Substantial changes to majors however often must be registered and approved by the New York State Department of Education, after CoAA's approval. The Office of Academic and Faculty Affairs will submit revisions of a major to NYSED after CoAA's approval and final approval can take up to a year, but averages about three months.

Departments/programs proposing a new academic degree program or seeking to convert a minor into a major should complete the [New Academic Program Proposal Form](#) (also available on the Online Forms page), instead of submitting a memorandum to CoAA. The new degree program must be registered with and approved by the New York State Department of Education, after CoAA's approval. The Office of Academic and Faculty Affairs will submit new major requirements to NYSED after CoAA's approval and final approval can take up to a year, but averages about three months.

Programs that wish to discontinue a major or minor degree program should submit a memorandum to CoAA describing the rationale behind their decision, the number of current students declared for the degree—and thus the impact of the change, and a timeline for dissolution. Note, as students should have the ability to complete the degree requirements of a major or minor in place when they matriculated, plans for dissolving a current degree program must allow for matriculated students to complete the degree.

The second type of curricular change is to **course offerings**. Departments/Programs may decide to add additional courses to their curriculum to address curricular need and/or interests. Course Proposal Forms for creating a new course, Bidisciplinary course, First Year Seminar, Readers College course, and off-campus program course are available on the Online Forms page. Normally, faculty members proposing a new course should submit the relevant completed form to the Department/Program Chair. The Chair will sign the form and send it either to other individuals for their signature if needed (i.e. FSEM and Bidisciplinary courses) or to the Registrar's Office for CoAA approval. The Chair of CoAA or the Registrar's Office will inform the instructor proposing the new course when the proposal is approved and may communicate solely with the instructor about any questions that CoAA has about the proposal.

A few additional short notes on completing Course Proposal Forms:
- Generally, only courses proposed by tenured or tenure-track faculty members are listed in the Catalogue as part of the department/program's course offerings. Temporary faculty should normally offer courses that are already in the Catalogue and generally may offer up to two specialty courses during a full-year appointment. Courses proposed by temporary faculty can count towards the degree requirements of a department/program.
- Chairs should ensure that class size of proposals at different levels (100-, 200-, 300-, 400-) are consistent with class sizes currently in use.
- A proposal checked as "repeatable for credit towards the degree" indicates that course material will be sufficiently different in different course offerings to permit students who repeat the course to get credit for each repetition.
- The Aspirational Goals of the Curriculum (quantitative reasoning, scientific inquiry, artistic process, social inequality, cultural difference, and ethical judgment) are certified through the completion of courses that have been approved by CoAA as addressing the Goal substantially or partially. CoAA recommends that (1) no course be listed as substantially addressing more than two goals and (2) no course be listed as partially addressing more than three goals. Chairs should make sure that course proposals adequately articulate and reflect their contribution to the Goals
- Chairs may not sign as the Department/Program Chair for course proposals for their own courses. A senior member of the department/program must sign instead, indicating the department/program's approval of the course. Departmental/program norms may dictate who can sign in lieu of the Chair.

- Course Proposal Forms also serve to certify whether a course meets the Aspirational Goals required of the General Curriculum. CoAA recommends that no course be listed as substantially addressing more than two Goals (or one Goal substantially and one or two Goals partially) and that no course be listed as partially addressing more than three Goals.
- Bidisciplinary and FSEM Course Proposal Forms require the signature of the director of each program prior to submission to the Registrar's Office. The Associate Dean for Curricular Initiatives and Development currently serves as the director of the two programs.

Should a department/program wish to remove a course from being listed in its regular offerings, the Chair simply needs to notify the Registrar's Office. This course will be deactivated in PeopleSoft.

Updating the Catalogue: The Catalogue is the primary and official reference for information about the faculty, curriculum, academic policies, degree requirements, and courses of the Colleges. The electronic version of the Catalogue is updated regularly with changes as they are made. Every two years, in the Spring semester of even years, the Registrar's Office asks Chairs to review their official Catalogue entry for accuracy. Chairs should review the current faculty listing, program description, major/minor descriptions, and the course offerings and descriptions.

Intended to be a quick process, the review begins in February and finishes by the middle of the Spring semester. The Chair and the department/program should review relevant areas for accuracy and ensure that details are up to date. Any new course offerings or curricular changes, as well as significant changes to course descriptions, must first be approved by the Committee on Academic Affairs before those changes can be made. Chairs are urged to remove courses that will not be offered in the next four years for the Catalogue (the course will be deactivated in PeopleSoft).

Academic Scheduling and Planning

Important dates: The Office of Academic and Faculty Affairs maintains on its webpage an updated schedule for the academic year, I regarding major academic and campus events, Important Dates and Deadlines. Deadlines and schedules related to the start of classes, the last day to submit grades, faculty meetings, and review schedules for the current semester can be found there. In addition, the Registrar's Office maintains the multi-year Academic Calendar with other key registration dates. Though reminders are routinely sent prior to most due dates, Chairs are urged to note important deadlines early and to plan accordingly.

In particular, the Registrar's Office will send scheduling instructions and reminders regarding the academic calendar, registration, and advising at key moments during the academic year. Here is an overview of what to expect and when:

September: In early September/late August, Chairs should receive a draft of the Spring Semester Schedule of Classes and will be asked to submit any changes by mid/late-September. This draft is usually built around the course schedule created in the previous academic year and there ideally should be few significant changes—mostly those reflecting the

addition of a new colleague, or a switch in course offerings. Chairs nonetheless should confirm with their department/program colleagues their schedules to ensure that the draft schedule is accurate. (Putting together the final schedule is a long process and begins early in the semester.) A few reminders on scheduling protocols:

- Courses should be evenly distributed throughout the academic day and week. Try to use all class periods, including periods 1 and 12, before offering two courses in the same class period. If multiple time periods must be used, Chairs should try to minimize the duplication of content in that period (ie, not schedule all introductory courses in the same period).
- Chairs should be sure to check the entry and times for First Year Seminars, Bidisciplinary Courses, and courses to be offered in other departments/programs by members of the department/program. (As Chairs are partially responsible for ensuring that their department/program members are completing their course obligations, please confirm that members' courses are listed elsewhere as appropriate.)
- Please submit changes and updates on the preliminary course scheduling sheets to Bill Ellison, the Assistant Registrar.

New course proposals for the Spring semester are due to the Registrar usually by the last Friday in September. Though course proposals can be submitted anytime, the Committee on Academic Affairs (CoAA) request proposals for Spring to be submitted by this time, in order to give the instructor and CoAA time to review and revise, if necessary, by the next registration period. Chairs should ensure that any new course proposals are submitted on time and remind faculty of this deadline. Course proposal forms are available on the Online Forms page.

October: With the goal of finalizing the Spring Semester Schedule of Classes by the end of October, the second draft of the Spring Schedule will arrive in early October with final proofs due to the Registrar in mid-October. Chairs should be sure that the course schedule is complete and should confirm the following aspects of their section:

- Are all course sections listed? Do any listed courses need to be removed?
- Are course numbers, titles, meeting times, and instructors properly listed on the document?
- Are prerequisites appropriate and correctly listed? Are reserved seats appropriate and correctly listed?
- Are class sizes properly listed and consistent across academic skill level?
- Are special room requests or other relevant classroom requests noted?
- Is there a wait list for the courses? Though not required, has a wait list been created to give students priority for closed sections of a course?

Advising Week normally occurs around the end of October or early November. Students are likely to use this period to declare or change their majors or minors. As the signature of the Chair is required for these forms, Chairs should try to be available during this time to assist students.

November: The two weeks following Advising Week are set aside for registration by class (only seniors register the first two days, only juniors can register the next two days…). Chairs

should monitor the registration process and enrollments in courses to help identify any opportunities to address student demand in the schedule (i.e., cancelling an under-enrolled course and replacing it with a course that may attract more students). At the start of open registration, the Office of Academic and Faculty Affairs will normally review enrollments with an eye toward addressing student demand and make requests to Chairs about such changes.

In late November, Chairs will receive course scheduling worksheets and the department/program's first drafts of the Schedule of Courses for the next academic year (including both Fall and Spring semesters). Chairs should discuss with faculty members their schedules for the following academic year. It is often helpful to look back over the previous years' schedules to identify helpful enrollment patterns and to discuss curricular and departmental/programmatic needs and concerns. Communication with the faculty is vital and Chairs may want to devote part or all of a department/program meeting to scheduling matters.

January: The Registrar's Office distributes the second draft of the Fall and Spring Schedules of Courses. Like the Schedule of Courses review in September, the Chair should review and discuss with faculty members the schedules and make any updates or corrections. The department/program may be asked to change course times if not all periods are used or if there is surplus demand for a particular class period. In that case, Chairs should work with the Registrar and faculty members to find ways to resolve the conflict. The revised Schedules of Courses are due to the Registrar's Office by the end of February.
- In the Fall semester, Chairs should remember that periods 5, 6, 6A, 8 and 9 are used by First Year Seminars and should not schedule any 100-level courses into those periods.

February: New course and FSEM proposals for the Fall semester are due to the Registrar usually by the end of February. Note that new FSEM course proposals must be signed by the Director of FSEMs in the Office of Academic and Faculty Affairs—the Provost or her/his designee.

March: The Schedule of Courses for Fall and Spring of the next academic year are normally published online by early March.

Advising Week normally occurs around the end of March. Students are likely to use this period to declare or change their majors or minors. Sophomores in particular are required to declare their major by March. As the signature of the Chair is required for these forms, Chairs should try to be available during this time to assist students.

The two weeks following Advising Week are set aside for registration by class (only seniors can register the first two days, only juniors can register the next two days…). Chairs should monitor the registration process and enrollments in courses to help identify any opportunities to address student demand in the schedule (i.e., cancelling an under-enrolled course and replacing it with a course that may attract more students). At the start

of open registration, the Office of Academic and Faculty Affairs will normally review enrollments with an eye toward addressing student demand and make requests to Chairs about such changes.

Course scheduling: As seen above in the scheduling outline, course scheduling can be one of the most difficult and demanding aspects of the Chair's responsibilities. To achieve the creation of semester calendars, departments/programs and their Chairs should balance the interests and preferences of individual faculty members with the needs and wishes of students (majors/minors and non-majors) and the institution as a whole.

Discussions within a department/program about course schedules nonetheless, while avoided, are often helpful in setting up schedules that meet the multiple and complex needs of the department/program, its students, and the institution as a whole. Chairs are encouraged to discuss with their departments/programs the schedules for each semester to ensure that they are the most useful to all involved. It is important for instance to avoid putting all introductory courses at one time or scheduling two or more related courses— courses which may attract the same cohort of students—in the same class period. Working with the Registrar's Office, the Office of Academic and Faculty Affairs, and other departments/programs likewise can be extremely helpful in ensuring an amicable decision. Similarly, being mindful of the trajectory and needs of students is also essential in creating an effective schedule for the campus. Ensuring that a prerequisite course is offered the semester before the actual course helps students to prepare for both semesters. The multiple drafts and revision opportunities are a good means to ensure clarity in the course schedules, though they may seem challenging at the time.

Given the faculty's commitment to interdisciplinarity and graduation requirements, another common challenge is providing opportunities and expectations for department/program contributions to the General Curriculum. Many interdisciplinary programs rely on courses taught by faculty members housed in other departments. As part of the General Curriculum, the First Year Seminar program needs faculty members to teach FSEMs rather than courses in their department/program. Many departments/programs already have cultures that support and encourage faculty members in offering courses outside of the department/program. The Office of Academic and Faculty Affairs recommends that all departments/programs try to contribute at least one FSEM each year and that those with more faculty lines offer more FSEMs. The Office of Academic and Faculty Affairs also encourages departments/programs to accommodate faculty members in supporting interdisciplinary programs as well.

A major challenge for many Chairs is spreading classes throughout the academic day, minimizing class conflicts within the department/program, and utilizing all five days of the week. These steps help to maximize available classroom space and give students more options during the semester. Chairs should strive for balance amongst department/program faculty in their teaching loads (2-3 versus 3-2), teaching days (MWF vs TR), class times (peak times versus nonpeak times), and levels (introductory versus advanced courses) to help spread out course offerings across the academic day. Moreover, the Chair should work to ensure that there are sufficient courses to meet student demand across class years.

Another significant challenge emerges during the open registration period when Chairs have a clearer perspective of student demand for courses and can see under- and over-enrollments, as well as waitlists,

for courses. This is also monitored by the Office of Academic and Faculty Affairs. Departments/programs may have a number of filled classes, a few highly demanded classes, and a couple of under-enrolled courses. In such situations, Chairs and faculty members, at times the whole department/program, should assess the utility of cancelling/adding courses to address student interest, advertising and promoting course alternatives to give students additional choices, or rethinking current and future course attributes (class size, prerequisites, and offerings) to address these challenges. Though making scheduling changes after registration can be difficult, the Office of Academic and Faculty Affairs and the Registrar's Offices may accommodate changes that have a beneficial impact. Chairs should notify the two offices about such changes.

Multi-year planning: In addition to the academic year planning processes described above, the Office of Academic and Faculty Affairs requests that departments/programs provide a four-year Staffing Plan indicating the expected courses to be taught over the next four years and by whom. Moreover, the Registrar's Office has added a [Projected 4-Year Course Offerings](#) link to its site in the hopes of helping to communicate to students and the rest of campus the upcoming course schedules.

Staffing Plans are due every October and should anticipate faculty and curricular needs in the projected schedule. These are opportunities for the department/program to discuss what courses will be offered in the near future and who will teach those courses, as well as chance to identify curricular gaps that may need filling. While Staffing Plans are often approximations and can be amended, a realistic plan is useful for students in particular in planning their long-term schedules. Knowing when a particular course for instance will be offered again may help to alleviate some student anxiety. Multi-year planning gives students an opportunity to map out when they can and should take particular courses, helps to identify and address long-term curricular issues, and communicates to other faculty related or interesting courses to come. More information on Staffing Plans is provided in Section III. A. of this Handbook.

Department/Program Chairs are encouraged to review the Projected Course Offerings and to submit Staffing Plans to assist with this endeavor. The Office of Academic and Faculty Affairs nevertheless urges departments/programs to create four-year plans that would also be advantageous to long-term curricular discussions and problem solving.

Course Requirements and Observations

Common Elements on Syllabi: In order to prepare students for a successful academic experience and to make clear the expectations of students in the classroom, the Office of Academic and Faculty Affairs and CoAA adopted the following policy regarding required components of the course syllabi. While Chairs have no formal responsibility in this area, faculty members should be encouraged to adopt these elements in their syllabi and departments/programs should discuss common standards/expectations of their discipline.

> _"Faculty can foster the academic success of our students by making sure the syllabi for our courses are clear and contain appropriate guidelines for success COAA recommends that all syllabi include clear information about the following:_
>
> 1. _Contact information_

2. *Required course materials*
3. *Office hours*
4. *Course/learning objectives*
5. *How the course addresses the curricular goals*
6. *Attendance policy*
7. *Course calendar*
8. *Required readings*
9. *Grading policies*
10. *Final exam details*
11. *Classroom participation*
12. *CTL Disability statement*
13. *Late work policy*
14. *Clear outline of assignments*
15. *Out of class time requirements*
16. *Statement on academic integrity and plagiarism*

Faculty may not penalize students for not attending seminars, movies, field trips, etc. that are not clearly indicated with dates and times on the syllabus on the first day of classes.

In addition, students and faculty have indicated that these elements might also be helpful:

1. *Optional course materials*
2. *Suggestions for successful completion of papers and other assignments*
3. *Information about Teaching Fellows, Teaching Colleagues, Writing Colleagues, Teaching Assistants, etc."* (Faculty Handbook, IV. 4)

Section IV, Teaching: Policies, of the Faculty Handbook also include institutional policies regarding classes, and attendance, course proposals, course evaluations, field trips, final examinations, reporting of grades, plagiarism and cheating, student grade appeals, religious observation, and general academic regulations. Chairs should familiarize themselves with these aspects of the Handbook and work to ensure that members of the departments/programs are aware of appropriate aspects. This is especially important for new faculty members, visiting and tenure-track.

Classroom observations: As part of the review process for tenure-track and tenured faculty members, departments/programs are required to have one faculty member visit two classes of one course each semester for all faculty members hired after the 2011-12 academic year. This process begins in their second year of service at the Colleges. Faculty members hired in 2011-12 or before do not require classroom observations unless they signed a waiver indicating their preference to fall under the amended review procedures. Specifically, the Faculty Bylaws for Review I state:

"*By the beginning of the second year of service, formal classroom observations for review purposes must commence. A completed classroom observation regimen consists of 2 visits to the same class in one semester by the same faculty member. At least two faculty members will have completed a classroom observation regimen for the candidate by the end of the first semester of the third year of service (in other words, the last semester before Review I.)*

In general, those observations should be conducted by faculty members of the observed faculty member's department or program. In rare circumstances, observations for review purposes may be conducted by faculty outside of an observed faculty member's department or program; however, observations conducted by outside faculty must be approved by Review I/III CoTAP prior to the observation. All faculty who have completed a classroom observation regimen should include comments on those classroom visits in their departmental letters, or write a separate letter based on those observations. … In general, classroom observation procedures and documentation should follow the classroom observation guidelines set out in the Faculty Handbook, Section VIII.2." (Faculty Bylaws A.1.e.2.b.1.b. for Review I. See similar language for Review II at Faculty Bylaws A.1.e.3.b.1.b. and for Review III at Faculty Bylaws A.1.e.4.b.1.b.)

The Chair is charged with assigning faculty members to conduct classroom observations with faculty members during this process. The rationale and procedures for classroom observations are set in Faculty Handbook Section VIII. 2. As described above, section VIII. 2 of the Faculty Handbook (II) provides details of best practices for the conduct of classroom observations. Department/program chairs should review that section early in the process.

Course evaluations: As noted in the Faculty Handbook, all members of the faculty are required to conduct course evaluations each semester for all courses taught. Beginning in the Fall of 2015, the Colleges formally adopted the use of online course evaluations for students to provide feedback regarding their experiences in their courses. Working with the Faculty IT Subcommittee, CoFac, and IT Services, the Office of Academic and Faculty Affairs (OAFA) has supported the movement to an online evaluation system to replace the paper copy approach. While the Faculty Handbook has not yet (as of this writing) been updated to reflect the policy regarding online course evaluations, course evaluations are exclusively administered through the online course evaluation system to HWS students. Information about course evaluations is available online at Online Course Evaluations Using Evaluation Kit and is updated each semester.

With the online system, students can access their course evaluations using the "Course Evaluations" quick link or by accessing https://hws.evaluationkit.com. The evaluation period is scheduled for the last 5 days of classes through the end of Reading Days each semester. Students and faculty will be notified by email of the course evaluation submission window one week prior to its onset. To ensure a good response rate, faculty members should still encourage their students to complete the course evaluation in class with an allotted 10-15 minutes period, at either the end or beginning of one of the last classes. Students will receive regular email reminders from the online system until all their respective course evaluations have been completed or the evaluation period ends. Faculty members and chairs access completed course evaluations from Academic Department Coordinators after the final date for grade submission. Faculty now have electronic access to their course evaluations after the semester.

Faculty members and department chairs are urged to review course evaluations regularly. Chairs should assume responsibility for advising untenured members of the department/program in the use and assessment of course evaluation and for identifying areas that may need work for at the faculty member's next review. The Bylaws mandate that:

"After the end of classes in the faculty members' first semester on campus, the department/program chair will meet with the faculty member to discuss teaching during the first semester, examine all course evaluations and identify areas of strength and weakness. Typically, this will occur within one month. These meetings will continue to take place after each semester the faculty member teaches until the faculty member undergoes Review II. Typically, another colleague whom the candidate has given permission to read his/her evaluations will also attend that meeting" (Faculty Bylaws A.1.b.).

Although student evaluations are by no means the only measure of teaching effectiveness, they do provide an opportunity for reflection on course content and teaching methods. Chairs and faculty members however should be mindful of the Bylaws' caution on the use of course evaluations and the potential to grant too much weight on the evaluation, given the literature on implicit bias:

"The scholarly literature on student course evaluations allows that they reflect the implicit biases of students and are a flawed method for assessing teaching quality. Using student course evaluations to measure teacher quality confers differential advantages/disadvantages on faculty members along lines of gender, race, and other axes of inequality. Additionally, a tenure process that uses numerical evaluation benchmarks can create a higher hurdle for some candidates and can negatively influence the tenure decision in an unfair and biased manner. All parties in the process of review (departmental/program committee, COTAP committee, Provost and President) will recognize that course topic and such factors as appearance, ableness, gender, gender expression, race, language, nationality, age, sexuality, religion, and other social positionalities affect how students evaluate the candidate." (Faculty Bylaws A. 1.e.1.a. for Contract Renewal. See identical language for Review I at Faculty Bylaws A.1.e.2.b.2.a.; for Review II at Faculty Bylaws A.1.e.3.b.2.a.2.; and for Review III at Faculty Bylaws A.1.e.4.b.2.a.2.)

Chairs should take steps to ensure that evaluations are examined with an eye towards the potential for implicit and explicit biases against faculty members based on the noted social positionalities. Chairs and faculty members may wish to consult the Office of Diversity and Inclusion or the Office of Academic and Faculty Affairs to identify ways of identifying and addressing these biases when they emerge.

Academic Department Coordinators and Department/Program Chairs are responsible for maintaining securely a file of each faculty member's departmental or program course evaluations, including a record of access to each file. Evaluations for First Year Seminars, Bidisciplinary and some Global Education courses are maintained by the Office of Academic and Faculty Affairs. Course evaluations will be kept on file both in print and electronic network storage. Evaluations for faculty members who have retired or have left the Colleges will be kept on file for two years after the termination.

Student Support

Enrolling and advising majors and minors: Students are expected to declare a major by the middle of their Sophomore year though they can do so at any time after their first semester at the Colleges. To declare a major or minor, a student needs the signature of both a faculty advisor within the department/program and the Chair. Normally, the faculty advisor is expected to review the requirements for the major or minor and outline with the student how to complete those requirements. As the final department/program check on a student's declaration and audit forms, the Chair reviews the listed courses and plan for the student to ensure that major or minor requirements are being effectively met. As identifying potential problems earlier is essential to effective advising, the Chair should be sure that the declaration form is in line with departmental/program expectations and upcoming course offerings. Disagreements about the requirements for the degree program should be settled with the advisor directly or with the department/program as a whole. Chairs may also want to use the declaration form as a way to monitor departmental/program enrollments and evaluate course demands within the academic unit (i.e., the need for more/fewer seminars or major-only courses).

Audit forms, though identical to declaration forms, are different in that they certify that students have met requirements of the major or minor and identify what additional courses are needed, if any, for completion of the degree program, rather than just providing a plan. This is usually the final confirmation from the department/program about degree requirements, though the Registrar's Office may have questions about a required course or requirement. The Chair should communicate any changes to degree requirements to the Registrar's Office (see Curriculum Management and Administration above).

In addition to the registration of majors and minors, Chairs also have an obligation to ensure that students are accurately informed and advised about the requirements of their respective degrees. Generally, faculty advisors take on this charge and the Chair may confirm intended and stated requirements when signing off on declaration and audit forms. Chairs should also ensure that faculty advisors are clear about the requirements for the major and when necessary, clarify with the whole department/program those requirements. Moreover, the Chair should ensure that the Catalogue, website, declaration/audit forms, and other references to the department/program's curriculum clearly and consistently articulate those requirements. Some departments/programs host informational sessions for all majors/minors to update them at one time about degree requirements, courses for the upcoming year, expectations of students in the classroom, and academic and career opportunities in the discipline. While this is not a formal expectation of departments/programs or Chairs, the approach does help in building a student culture and awareness of the curriculum.

Dealing with student issues: Chairs inevitably will be contacted about student academic issues involving a particular course or department/program faculty from the students directly, the William Smith or Hobart Deans, or the Office of Academic and Faculty Affairs. Like faculty members, Chairs are encouraged to refer phone calls from parents to the respective Dean's Office or the Office of Academic and Faculty Affairs.

Often, when the concern comes directly from the student, it is best for the Chair to serve initially as a listening board for the student's issue. The Chair should serve as an impartial for the concerns of the students, representing the interests of the overall department/program. With fuller information (after contacting the faculty member involved or others that may provide additional insight into the situation),

the Chair should meet with the student, if necessary, to discuss the situation in light of the department/program's interests. In some instances, students simply feel that they have not been treated fairly; in others, they want special treatment. It is important for the Chair to hear out reasonable concerns and to attempt to resolve the situation in a professional and respectful manner consistent with the interests of the department/program and the Colleges. In situations where the Chair feels incapable of solving the issue, the Chair should refer the student to the appropriate Dean (if the concern is about the student) or the Office of Academic and Faculty Affairs (if the concern is about the faculty member).

Students often go to or are called to their respective Dean when they have academic and classroom issues. The Deans play an important role in advising and supporting students through the academic process and coordinating services with other offices, and are regularly involved in student disputes and complaints involving individual faculty members and their courses. While some of these concerns are about the student's performance, others may relate to the impact of a course's syllabus, policies, or classroom interactions. In most cases involving students, the Deans will attempt to gather information from the faculty member involved and assist in finding a solution to the matter. In other cases, they may refer the matter to the Office of Academic and Faculty Affairs for assistance in resolving the matter.

Chairs may also find themselves in a position to refer students (or to advise other faculty members to refer them) to the Deans or other support services. Many faculty members are already aware of the needs of our students and cognizant of the support services available through Hubbs Health Center, the Counseling Center, the Deans, and related offices. If a faculty member or other campus individual brings the issue of a student perceived as needing assistance, Chairs may take the lead in referring individuals to the appropriate office or encouraging other faculty members to do so. Respecting the privacy and confidentiality rights of students is essential in all such cases.

Moreover, and especially for academic issues, it is often essential to identify such issues early in the process. The earlier students are identified as struggling academically in classrooms, missing frequent classes, or seeming disconnected from the classroom experience, the sooner the Deans and others can assist them to ensure that they are getting the proper support and resources to be successful. Chairs should also encourage their colleagues to complete Midterm Progress Reports early and to inform the appropriate Dean when serious problems emerge. If there is a pattern of neglect or failure, it is more likely to be identified by faculty members reporting their experiences early. It is also helpful to keep an accurate record of attendance/nonattendance and academic difficulties to assist in documenting this pattern.

III. Faculty Staffing Responsibilities of the Chair

A second major area of responsibility for Department/Program Chairs is staffing and hiring of faculty members. Chairs are charged with working with the Office of Academic and Faculty Affairs and others to ensure that their academic units are appropriately staffed to achieved their academic goals. From identifying staffing needs of the department/program to searching for candidates to fulfill those needs to welcoming and mentoring new faculty member on campus, the Chair is responsible for overseeing the

staffing and development needs of the department/program. While the Provost holds ultimate control and responsibility for faculty hiring and recruitment, Chairs are responsible for identifying staffing needs, overseeing responsible searches on behalf of the Colleges, and welcoming and mentoring new faculty.

Staffing Plans

As discussed above in Academic Scheduling and Planning, Department/Programs are required to submit four-year Staffing Plans every October to the Office of Academic and Faculty Affairs. These plans should outline the anticipated faculty and curricular needs in the projected schedule. These are opportunities for the department/program to discuss what courses will be offered in the near future and who will teach those courses, as well as a chance to identify curricular gaps that may need filling. They provide faculty members the opportunity to balance required and elective courses, general curriculum and department/program curriculum needs, and high-demand and low-demand offerings to better serve the academic offerings of the program and its students.

The Staffing Plan should list the courses of members in the department/program for the next four academic year and the ones needed to the curriculum. This information is also shared with the Registrar's Office to post course offerings at the Colleges. This promotion provides an opportunity for students to better schedule their four years at the Colleges. As Staffing Plans for future semesters are likely to change from year to year, the Staffing Plans are considered tentative and to change as plans change. However, they remain important in mapping the curriculum for faculty and students.

Sabbatical and other leaves are also covered in the Staffing Plans and normally should be covered within the department/program without needing to hire replacement faculty. The department/program should use the Staffing Plans as an opportunity to map out leaves in order to minimize disruptions in course offerings. Though sabbatical leaves are not automatically replaced, the Chair may request a visiting hiring through the Staffing Plan. Being able to look out over the next four academic years helps to realize the need for any particular additional lines and any alternatives that could minimize the need for a replacement. If a request is made, the Chair should include courses for the position, semesters for those courses, and a rationale for the hire. The Provost and the Dean of Faculty normally will authorize new visiting lines by the end of that Fall semester but may revisit that decision in the Spring semester. Authorization of requests is at the discretion of the Provost and the Dean of Faculty. Once authorized, the Chair should follow the search procedures as outlined in the Faculty Hiring and Recruiting Handbook.

The Office of Academic and Faculty Affairs usually sends out a request for Staffing Plans in September.

Position Requests

To request a tenure-track line, Department/Program Chair must submit a Position Request to the Office of Academic and Faculty Affairs. Position requests are normally due by the first week of February and reviewed by CoAA and CoFac, including CoFac's Diversity, Equity, and Social Justice Subcommittee. Both committees make recommendations to the Provost and the Dean of Faculty who ultimately decides which lines to approve for tenure-track position.

Section IX.1., *Procedures for Review of Requests for the Renewal and Authorization of Faculty Appointment Line*s, of the Faculty Handbook discusses the procedures for allocating faculty lines. Under this procedure, all vacant positions, other than those vacated by negative personnel decisions, comprise a single position pool. All requests for allocation of positions will be met from this pool. The Provost and the Dean of Faculty may increase or decrease the size of this pool. Departments and programs should not assume a continuing claim to a vacated position line, other than when the line is vacated due to the failure of the candidate to pass Review I or II. The details of this procedure are as follows:

> "*A position vacated through a negative personnel action (e.g., failure to pass Review I or II) is automatically retained by a department/program.*
>
> *All other vacant positions post to a central pool out of which all requests for positions (both renewals and new) are subsequently met. This pool may be contracted or expanded, as it becomes necessary to reduce or increase the size of the faculty, by subtracting or addition* [sic] *positions. Positions may be scheduled into this pool prognostically, as when a retirement is scheduled, an individual's contract in a turnover position is known to be terminating, or the Provost and Dean of Faculty is able to secure in budget the funds required for a new position. The Committee on the Faculty and the Provost and Dean of Faculty will seek to identify each year those positions currently vacant or expected to become vacated and those expected to be vacated in the immediately subsequent year.*
>
> *This policy applies to tenurable and ongoing lines. The Dean of Faculty will continue to meet requests for leave replacements and supplemental faculty on a year-to-year basis, as required to meet curricular demands and as budgeted resources permit.*" (Faculty Handbook, IX.1.b.)

Towards the end of the Fall semester, the Office of Academic and Faculty Affairs will normally send out a call for position requests and provide guidelines for those requests. The requests should focus on staffing issues, academic contributions including to the General Curriculum, enrollment pressures, available facilities and office space, mentorship, and diversity of the curriculum and the faculty. Requests are normally due by the first week of February and circulated to CoAA and CoFac shortly thereafter. (CoFac shares positions requests with its Subcommittee on Diversity, Equity, and Social Justice.) After their separate reviews, the two committees meet in an advisory capacity to the Provost and the Dean of Faculty to make recommendations from their particular perspectives on the position requests. The Provost and the Dean of Faculty will make the final decision about authorizing lines by the end of the Spring semester and notify departments/programs. Departments/Programs authorized to hire normally are expected to conduct the search in the following academic year with the new hire starting in the subsequent year (i.e., positions authorized in 2020-21will be searched for in 2021-22 and the new hire will start in 2022-23).

> "*Departments/programs are expected to petition for allocation of all tenurable, ongoing, and temporary lines out of this central position pool, other than lines vacated by negative personnel action. All petitions will a priori have equal standing in this consideration,*

including: petitions to renew lines vacated through disability, retirement, and resignations; petitions to establish temporary lines into which to hire supplemental faculty; and petitions to establish new positions within a department or program.

Review of such petitions will be conducted annually by the Committee on Academic Affairs and the Committee on the Faculty, acting in an advisory capacity to the Provost and Dean of Faculty. The deadline for receipt of applications and a schedule for subsequent reviews and notifications will be fixed and announced early in the academic year. The Committee on Academic Affairs will advise on the academic and programmatic need and merit of the proposal, and the Committee on the Faculty will advise on the distribution of faculty effort, the structure of staffing patterns relative to enrollment, general budgetary concerns, matters of equity and affirmative action and conformance in matters of procedure and substance with faculty bylaws and written procedures." (Faculty Handbook IX.1.d).

Section IX.1.c., *Strategic Hiring Initiative*, of the Faculty Handbook describes procedures for a strategic hire. In exceptional cases, the Provost and the Dean of Faculty can appoint faculty members in tenurable or non-tenurable lines without a national search. Candidates for strategic hires (a) must be either a member of a historically underrepresented group or the spouse or domestic partner of a current faculty member, and (b) must suitably fill a potential curricular gap or need in the curriculum.

Hiring a New Position

Once authorized to hire, whether for a tenurable or visiting line, the Chair or another designated member of the department/program should follow the *[Faculty Recruiting and Hiring Handbook](#)*, in organizing the search. All necessary procedures and steps are laid out in the Recruiting and Hiring Handbook. Questions should be directed to the Office of Academic and Faculty Affairs.

Though the department/program may have another person chair the search, the Department/Program Chair should monitor its proceedings to ensure proper and appropriate steps are being taken as defined in the Recruiting and Hiring Handbook. The Provost and the Dean of Faculty may require a search committee to redo steps that are skipped or may fail the search entirely, should oversights of the Handbook occur. The Chair normally should meet with all candidates of searches, particularly around questions of courses and scheduling.

The Office of Academic and Faculty Affairs will notify the Search Committee Chair of the acceptance of an offer at the conclusion of a search. The Department/Program Chair should be in touch with the new hire about scheduling and transition to the Colleges.

Welcoming and Mentoring a New Faculty Hire

Welcoming a new colleague is an important endeavor for a department/program as it helps to set the tone of interactions and experiences the new hire will have. It is important for the Chair and other members of the department/program to reach out and welcome new colleagues to the department/program and campus. Moreover, for tenure-track faculty members especially, it is important for the Colleges to provide a supportive environment for their academic growth and development and their integration into the department/program. Chairs should take the lead in ensuring that new colleagues are familiar with the policies of the Colleges, acclimated into the campus and department/program, and mentored and supported by colleagues.

New Hire Support: When a new instructor or professor is hired for a full academic year position or a single semester, the following items should be addressed early in the summer by the Department/Program Chair and the Academic Department Coordinator, Human Resources, or the Office of Academic and Faculty Affairs:

Department/Program Chair and Academic Department Coordinator (early summer):

- Phones (Contact Telecommunications at x3410)
- Office Assignment (x3306; confirm with Missy Weaver in the Office of Academic and Faculty Affairs)
- Campus Mail (Academic Department Coordinator)
- Keys (Work Order required from Chair to Buildings and Grounds)
- New course proposals, if needed (require department/program chair's signature)
- Course registration and classroom assignment (confirm with Registrar's Office)
- Syllabi guidelines, including final exam policy
- Department criteria and expectations for courses
- Campus policies and resources

Office of Human Resources

- Paycheck processing
- Benefits
- Parking permit application
- Faculty identification card
- HWS email and listservs

Office of Academic and Faculty Affairs

- Appointment letter
- Faculty Handbook
- Moving expenses reimbursement
- New faculty orientation (usually second week of August)
- Faculty online profiles
- Computer setup

New Faculty Orientation for full-time faculty members with start dates in the Fall usually occur in August, by the second week in August. This is an appropriate time to introduce new faculty to individuals around campus and to expose them initially to campus policies and procedures. Chairs should follow up

with faculty members regarding any questions that they may have and to update them on any specific protocols of the department/program.

In the first year of service at the Colleges, whether in a visiting or tenure-track line, faculty members should be introduced to norms, culture, and expectations of the department/program and the Colleges. While the Chair may not take a lead in this process, the Chair should ensure that new faculty members are properly supported and welcomed. New faculty members should not accept or be assigned advisees in that first year and should be discouraged from taking on significant service in terms of faculty governance, committee work, and other obligations. Chairs should also protect the time for new hires that have not completed their terminal degrees and provide support of the completion of degree requirements. Chairs also should identify ways of supporting new faculty member's teaching (finding a mentor, visiting classes, encouraging participation in workshops/sessions at CTL), and scholarship (support in finding internal and external funding, reviewing articles and chapters, inviting them to conferences).

Faculty Mentoring: Section VIII.1., Faculty Mentoring and Advising, of the Faculty Handbook (II) lays out the following expectations for Chairs in mentoring and assisting new faculty colleagues:

> ""*Each new tenure track faculty member will be given a copy of the Faculty Handbook which contains the bylaws describing the standards and procedures for contract renewal and all reviews and promotions and an electronic copy of his/her departmental/program review Standards and Criteria (SAC). Before the eighth week of the faculty member's first semester, the Provost and Dean of Faculty will arrange a meeting with the faculty member and his/her department or program chair to discuss the appointment letter and the departmental/program SAC. Within one month after the end of classes in the faculty member's first year on campus, the department/program chair will meet with the faculty member to discuss teaching during the first year, examine all course evaluations and identify areas of strength and weakness." (Faculty Bylaws, I. A. 1. b).*
>
> *It is the responsibility of department and program chairs to generate and sustain an environment where mentoring and support for all faculty can take place. Faculty development and advisement are meant to transcend traditional notions of the junior-senior faculty relationship. The idea of mutual mentoring is encouraged, wherein tenured and non-tenured professors, new faculty and senior colleagues, generate opportunities to learn from one another to grow as scholars and teachers.*" (Faculty Handbook VIII.1.)

If a new colleague wishes to have a mentor, the Office of Academic and Faculty Affairs will help to identify a faculty mentor from outside the department/program. Moreover, the Center for Teaching and Learning (CTL) holds a number of workshops and programs that may assist in supporting new colleagues in their faculty development. Faculty reading groups and learning communities, Passion Into Practice gatherings, in-class workshops, and teaching and learning grants comprise some of the many opportunities for faculty support at CTL. In addition, faculty members are invited to take advantage of individual consultations with the CTL staff and to participate in mid-semester course evaluation sessions. Chairs should encourage their colleagues to take advantage of these opportunities.

IV. Faculty Leaves and Reviews

A third significant area of responsibility for Department/Program Chairs is overseeing leaves and reviews of faculty colleagues. While significant endeavors in their own rights, the Chair is responsible for helping the department/program to plan accordingly for the absence of a faculty member during a leave and for the oversight of individual reviews within the department/program. As departments/programs are not guaranteed a replacement during a leave, Chairs must be mindful to ensure adequate academic coverage, especially of course requirements, when faculty members take leaves. Likewise, planning for reviews requires Chairs to ensure that review procedures, committee organization, and timelines are consistent with the Faculty Handbook.

Sabbatical and Untenured Leaves

Section II. 4. *Faculty Leave Policies: Sabbatical, Untenured Leaves and Leaves of Absence*, of the Faculty Handbook (II) states the Colleges' policy on sabbatical and other leaves. According to the section, departments/programs are expected to monitor leaves to minimize the impact on the curriculum. Specifically, the policy reads as follows:

> "*Departments are expected to schedule leaves to disrupt as little as possible department and program curricula. The granting of any leave, including sabbatical leaves, untenured leaves, and leaves of absence without pay, is authorized by the Board of Trustees upon the recommendation of the President, and is granted to further the professional growth and effectiveness of a faculty member and thus to increase the value of his or her subsequent service to the Colleges. In general, faculty are expected to teach in the service of the Colleges at least five of every seven years of appointment. Time in service to the Colleges include semester teaching in the Colleges' off-campus programs.*" (Faculty Handbook II.4.).

Furthermore, Section II.1.a., *Individual and Institutional Obligations*, of the Faculty Handbook (II) states the expectation that a faculty member will return to teach full-time following any of the above leaves.

> "*Sabbatical leaves, junior leaves, and leaves of absence without pay are granted on the expectation that the professor will return to full-time teaching at the end of the leave. It is presumed, generally, that the professor will teach for at least one academic year following a leave. In the event that the faculty member does not return, then the faculty member shall be obligated to return to the Colleges the salary and contributions by the Colleges to his or her insurance and retirement received during the leave.*" (Faculty Handbook II.1.a.)

Scheduling of leaves thus falls under the auspice of the department/program, specifically the Chair. The Chair is responsible for scheduling and planning leaves in consultation with faculty colleagues and faculty members should work together to help minimize the impact of any one leave on the curriculum. An effective and clear four-year Staffing Plan can be helpful in this regard. Where possible, the Chair should try to arrange schedules to have the smallest possible impact on the curricular offerings of the department/program. When this is not possible, the Chair may request approval from the Provost and the

Dean of Faculty for a visiting position either through the Staffing Plan document or through a request directly to the Office of Academic and Faculty Affairs.

In late September, the Office of Academic and Faculty Affairs puts out a call for untenured, post-tenure, and sabbatical leave requests. Individual faculty members are asked to submit a letter of intent for the leave during the following academic year to the Office of Academic and Faculty Affairs by late October. Requests are approved only for the following academic year and leave requests that cross academic years require different requests to the Office of Academic and Faculty Affairs and approval from the Board. Requested leaves will be confirmed with the department/program Staffing Plans. The Dean of Faculty will present leave requests to the Board of Trustees at its January meeting for final approval and will notify faculty members of that approval shortly thereafter.

All leave requests should be consistent with the applicable leave policy.

Sabbatical Leaves: To support research past Review II, the Faculty Bylaws provide faculty members opportunities to conduct research, start new projects, and further develop their pedagogical approaches through sabbatical leaves. Sabbatical leaves are based on previously taught classes (7.5 courses for every one-course equivalent of leave), see policy below.

> "*Full-time faculty in tenured or tenurable positions only at the rank of Assistant Professor and above who hold the Ph.D. or other appropriate terminal degree are eligible for sabbatical leaves as follows:*
>
> *(1) For every 7.5 course equivalents taught as part of a normal teaching load of 5 courses per year, a faculty member accrues one course equivalent of sabbatical leave at full pay. These may be "expended" as either mini-sabbaticals (15 courses taught earns 2 courses sabbatical release) or full sabbaticals (30 courses taught earns 4 courses of sabbatical release at 80% pay, or 37.5 courses taught for a full course sabbatical at 100% pay). While time on leave of absence is not normally counted in determining eligibility for sabbatical leave, exceptions can be authorized by the President. Course reductions granted for committee, chair, and special administrative service count as regular courses towards sabbatic accrual.*
>
> *(2) Faculty who are eligible for a full sabbatical may choose to schedule the semesters in which they are on sabbatical in various ways. They may take a full academic year (5 courses) off at 80% pay. They may choose to teach one course in their sabbatical year and receive 100% pay. They may also choose to schedule their sabbatical as a combination of two-course semesters off at full pay. Or, they may choose to use additional eligibility from additional semesters teaching, or support from research grants or fellowships to augment their sabbatical time. ....*
>
> *Accumulating more than five courses of sabbatical leave is not normally permitted unless special circumstances approved by the Provost and Dean of Faculty warrant such an accumulation. After accruing five courses of sabbatical leave time, only one additional year of full-time teaching can be counted toward sabbatical accrual. Any further courses*

taught beyond that point will not be counted toward sabbatical accrual without the Provost and Dean of Faculty's approval until at least one course of sabbatical leave time has been used by the faculty member. Special circumstances might include deferral of leave for institutional or departmental reasons." (Faculty Handbook II.4.a.).

Chairs should work with faculty members to ensure that they are in compliance with a sabbatical leave request, that the leave is properly accounted for in the Staffing Plan, and that the request for a sabbatical leave is submitted to the Office of Academic and Faculty Affairs in a timely manner. The procedures for requesting a sabbatical leave are:

"A request for sabbatical leave must be submitted <u>in writing</u> to the Provost and Dean of Faculty, with prior approval of the department or program chair. This letter must be accompanied by a letter from the appropriate chair acknowledging the request and describing the department's replacement plans. The request should include a statement of the faculty member's plans, in conformity with the purpose of sabbatical leave as set forth above. The request should be made by mid-October in the academic year preceding the leave. If possible, the department concerned should rearrange course offerings to eliminate the need for a replacement. On return from sabbatical leave, a faculty member will submit to the President and Provost and Dean of Faculty, within 60 days, a short written report of his or her activities and accomplishments while on leave.

A sabbatical leave provides faculty with time to undertake new projects, pursue new avenues of research, develop new pedagogies, etc. Normally, teaching courses at another institution may be contrary to this policy; therefore, a faculty member on sabbatical leave must consult with the Provost before accepting a teaching appointment while on leave." (Faculty Handbook II.4.a.).

<u>*Untenured Leaves:*</u> Untenured leaves are research opportunities for faculty members, following a successful Review I, to work on their scholarship prior to their Review II. Untenured leaves should be scheduled as a two-course semester leave in the academic year after their Review I. Chairs should work with faculty members to balance which semester the leave would be taken and what courses will be offered to minimize the impact on the department/program's curriculum. The untenured leave policy follows:

"*Untenured faculty in tenure-track positions are eligible for a research leave of two courses at full pay normally in their fourth year of appointment, contingent upon completion of the Ph.D. or other appropriate terminal degree and a successful Review I. Availability of untenured leaves for faculty hired with prior credit for teaching at another institution must be negotiated with the Provost and Dean of Faculty.*

The intent of the untenured leave program is to provide untenured faculty the opportunity to pursue a scholarly research or writing project prior to review for tenure. Departments are expected to plan for them, and generally to operate without replacement for the one semester that the faculty member is absent.

A letter of intent from interested faculty must be sent to the Provost and Dean of Faculty in mid-October prior to the academic year during which the leave will occur. This letter must be accompanied by a letter from the appropriate department chair acknowledging the request and describing the department's plans for meeting its curricular obligations. A brief description of the faculty member's proposed project is due in the office of the Provost and Dean of Faculty no later than February 15th. Upon completion of the leave, a faculty member will submit to the President and Provost and Dean of Faculty, within 60 days, a short written report of his or her activities and accomplishments while on leave." (Faculty Handbook II.4.b.).

Post-tenure leaves and accelerated schedules: Following a successful Review II, tenure-track members are entitled to a post-tenure leave. Like untenured and sabbatical leaves, post-tenure leaves provide faculty members with time to work on their scholarship or to develop new research projects and teaching pedagogies. Post-tenure leaves normally are four-course releases at 80% of pay for faculty on the traditional tenure-clock. Chairs should work with faculty members to minimize the impact on the department/program's curriculum and course offerings. The Post-Tenure Leave Policy and Accelerated Schedules follows:

"To support recently tenured faculty in their continued development, faculty members receive a post-tenure research leave. During this leave, faculty should focus on new or continuing scholarly projects, refresh pedagogical content and technique, and engage in other professional activities. Post-tenure leaves are usually taken in the academic year following a successful Review II and should be taken in contiguous semesters.

In the typical six-year tenure calendar, tenure track faculty members earn a two-course untenured leave in their fourth year, following their Review I. Following a successful Review II, faculty are granted a four-course leave at 80% pay. In accord with sabbatical leave policy, faculty members may request to take leave in consecutive semesters that cross academic years. In this case, faculty members will be expected to teach three courses during the semesters prior to and after the four-course leave. A faculty member may be approved by the Provost and the Dean of Faculty to teach a course during this post-tenure leave to receive 100% pay.

Tenure-track faculty members on an accelerated four-year review schedule will be granted a four-course leave at 80% pay following a successful Review II. In accord with sabbatical leave policy, faculty members may request to take leave in consecutive semesters that cross academic years. In this case, faculty members will be expected to teach three courses during the semesters prior to and after the four-course leave. A faculty member may be approved by the Provost and the Dean of Faculty to teach a course during this post-tenure leave to receive 100% pay.

Tenure-track faculty members hired at the rank of Associate Professor without tenure are typically on a three-year accelerated review schedule. These faculty members will be

granted a three-course semester leave following a successful Review II. There is no untenured leave on this schedule.

Once tenured, faculty accrue sabbatical leave at the prescribed ratio of 7.5 courses taught for one course of leave." (Faculty Handbook II.4.c.).

<u>Other leaves of absence:</u> Sections II.4.d-f. of the Faculty Handbook also describe the Colleges' leave policies related to leaves of absence without pay; supplemental leave compensation for faculty awarded nationally competitive fellowships; the Family and Medical Leave Act, faculty classroom leave policy, and faculty disability policy. In many of these cases, the faculty member may discuss the leave with the Provost and the Dean of Faculty before discussing it with the Chair. Depending on the leave, the department/program may not receive a replacement line to replace the faculty member. The Provost and Dean of Faculty often will invite the Chair to discuss the matter before making a determination.

Contract Renewal Procedures

In addition to overseeing course leaves in the Staffing Plan, Department/Program Chairs also play a central role in the review process for tenure-track faculty members. Contract renewals are the first significant step in the review process following the hire. Most initial appointments for a tenure-track position cover the first two years of a faculty member's hire. In order to extend their contracts to Review I, faculty members must pass the contract renewal stage, which extends their contracts an additional two years to a year past Review I. (Faculty members hired under an accelerated tenure clock may not require a contract renewal. The appointment letter will indicate whether one is needed, as well as the reminder from the Office of Academic and Faculty Affairs.)

Contract renewals are an opportunity for the department/program and the faculty member to assess their relationship. As the focus is primarily on the faculty members' teaching, the renewal assesses their ability to contribute effectively to the curriculum of the department/program and to engage students successfully in their academic development. Scholarship is a secondary concern at contract renewal, and there are no expectations for community service at this stage.

In early September, the Office of Academic and Faculty Affairs sends out a reminder to Chairs who need to do a contract renewal. By the third week of the Fall semester of the faculty member's second year, the Chair should meet with the faculty member to discuss the process for contract renewal and materials that need to be reviewed. Based on the materials, the Chair drafts a brief summary (1-2 pages) of the materials and provides departmental/program members participating in the renewal process a copy of the summary and access to the materials. Based on that meeting, the Chair writes a letter to the Provost and the Dean of Faculty with a recommendation for or against the renewal. The letter is due by mid-November. The Review I/II CoTaP reviews any negative recommendations for procedural adequacy. The Dean of Faculty and the Provost normally follows the recommendation of the department/program, but ultimately holds the final decision. The Dean of Faculty notifies the faculty members of the final decision and extends the successful candidate's contract for two years—a year past Review I. Unsuccessful candidates have the

right to grieve and to request a reconsideration. A negative decision does not renew the faculty member's contract beyond the end of that academic year.

The standards and procedures for contract renewal are explained in Section A.1.e.1., *Contract renewal,* of the Faculty Bylaws. All candidates for tenure-track positions are given a copy of this section of the Bylaws during their campus interview with the Provost's Office.

Faculty Reviews I, II, and III Preparations

Section A.1.e, *Standards, criteria, and procedures for contract renewal, reappointment, tenure, and promotion*, of the Faculty Bylaws describes the standards and procedures for Review I, II, and III at the Colleges. Chairs should review the procedures and standards of the review process to ensure that they are aware of their responsibilities in the process, as they may have been amended by the faculty since the Chair went up for review. Additionally, the Chair is responsible for ensuring that steps prior to the actual review of a candidate (SAC documents, campus observations, review of course evaluations, scheduling/planning for reviews etc.) are properly completed, as well as overseeing that faculty reviews—whether the Chair serves as a member or not—comply with the procedures of the Bylaws.

Amongst the duties of the Chair concerning faculty reviews are the following (this is not an exhaustive list):

- The Chair ensures that the Standards and Criteria (SAC) document is up to date, reflects the views of the department/program, is consistent with the Bylaws, and has been approved by CoFac. The Chair also ensures that new faculty members and those approaching a review are aware of the expectations as written in the document.

- The Chair maintains copies of appointment and reappointment letters, contract renewal letters and responses, past review reports and relevant letters from CoTaP, the Provost and the Dean of Faculty, and any other correspondence regarding academic or professional conduct of members of the department/program. The Chair may also want to maintain a list of departmental activities and services of faculty members. These materials should be transferred to new Chairs as part of the transition process.

- Chairs are expected to meet with faculty members to discuss course evaluations and teaching support. They may also help untenured faculty members in planning the steps to a successful review, including advising on teaching and scholarly resources to address concerns that may arise at review.

- Chairs should ensure a schedule for classroom observations for faculty members as required by the Bylaws.

- Chairs may appoint another member of department/program to chair a review or may assume the responsibility themselves. In either case, they should work with department/program members to ensure a fair process with equitable representation.

V. Department/Program Support and Management

In addition to the other responsibilities listed above, the Department/Program Chair is also responsible for the general operations and support of the department/program as an academic unit. These duties involve supporting the faculty members as a collective group in addressing the common needs of the discipline, ensuring effective communication and use of the resources of the department/program, and coordinating with other HWS services to support the department/program.

Internal Operations and Decision-making

As department/program operations and decision-making are best made as a part of a collaborative experience of the whole department, whenever possible Chairs should involve the rest of the department/program in the process. While some areas of the Chair's responsibilities should only involve the impacted individuals, broader operational issues and duties can be shared with others.

For Chairs, it is often helpful to share some of the duties of the position with other department/program members. Chairing a search or review, attending admissions events, updating the website, arranging for speakers, and organizing events for majors are all activities that can easily be distributed within the department/program. Though the Chair may remain responsible for those activities, delegating those activities can help in reducing the responsibilities of the Chair, increasing the investment of others in those duties, and utilizing faculty colleagues in the operations of the department/program.

Moreover, Chairs should also involve the whole department/program in planning and deciding policies and activities that collectively affect faculty colleagues. Regular departmental/program meetings are useful in enhancing lines of communication within the department/program, developing and improving clarity around the aims of the discipline and curriculum, ensuring and addressing common challenges and concerns, and planning for future activities and events for faculty (reviews, searches, leaves) and students. While faculty members often shun regular meetings, weekly, biweekly, or monthly meetings can play an important role in department/program decision-making and operations. Some recommendations for effective meeting planning:

- Establish a set meeting time for the semester that minimizes/avoids class and other conflicts. Communicate that early to the department/program and hold them as needed. Start and end meetings on time and schedule enough time for the meetings to be productive while allowing

time for serious discussion and debate. Depending on your department/program and the issue, you may need one meeting a semester, one a month, or one every week/other week. Decide something reasonable and respectful of the time commitments of others and encourage members to block off the time early in the semester.

- Create an agenda of major items that need to be discussed and decided and share with faculty colleagues prior to the meeting. Ask for additional items to discuss. Prioritize agenda items by urgency and significance of the matter. Not all agenda items have to be finalized by the end of the meeting; multiple meeting conversations about a major issue is not a bad practice (be sure though that the multiple meetings are not just about that one issue).

- Adopt and follow clear rules/agreements about how meetings will be conducted and decisions made. Be sure that the rules are fair to individual members, but also build consensus and lead to fair decisions. (Revisit these rules periodically to ensure that they are achieving the intended purpose of the meeting.) Written rules for the conduct of meetings (Robert's Rules of Order, Democratic Rules of Order, etc.) are often helpful in organizing the process for deliberation and decision-making, especially in parliaments. It may be useful nonetheless for the department/program to write its own procedures for how decisions will be made. In many cases, these rules already exist but are not written.

- Ensure that everyone has an opportunity to speak on a subject, that their views are respected in the process, and that the final decision comes as a close to consensus as possible. While the rules of order for the meeting may dictate this, the Chair especially should work to ensure that everyone is heard in the process and that the process is fair to all members of the department/program, including those that were unable to participate (due to a scheduling conflict, leave, or other reason). While not everyone may agree on the final decision, it is important that all voices be respected in the process.

- Make decisions of meetings binding but not irreversible. Once the department/program has reached a decision follow through and implement it. Ensure that the decision is doable and within the range of duties that the department/program can do (make sure that it is not a violation or counters campus policies). Present opportunities to redress concerns about the decision if necessary at a later date, but also make sure those opportunities are not intended mainly to delay or forestall implementation. Establish expectations that encourage members to attend regularly and accept decisions when they are not present.

- Record and share minutes from the meetings and the final decisions. A written record of proceedings may be useful in the future and sharing those minutes early ensures that everyone is clear on the decision. If the department/program has a public (N:/drive) folder or other central and accessible location for minutes, store them there.

- Prepare for and prepare the meeting. Identify and learn as much relevant information for the meeting beforehand and provide members with materials to inform them on aspects of it. If established campus policies, comparative information from other academic units or

institutions, best practices from other organizations, or past practices are required to make an effective decision, review them and provide them to the department/program. Talk with colleagues beforehand as well to get their sense of the issues involved.

Articulating the expectations of the department/program, related to office hours, syllabi, course objectives and preparation, classroom behavior and expectations, and the curriculum is an extremely important process for the department/program. Chairs should ensure that new faculty members in particular are made aware of these expectations and norms. While formal policies on these academic aspects are not required within departments/programs, they are helpful in setting the standards and expectations of the discipline.

External Communications: Websites, Social Media, and Email Lists

Three main ways of communicating with others about the operations of the department/program are through the department/program's HWS website, online media outlets maintained by the department/program, and the HWS email distribution lists.

While the Office of Communications maintains the general format of the department/program's HWS website, the content for specific departments/programs is maintained by the Chair (or a designee). Chairs should make sure that website information is up to date and consistent with current policies. Specifically, the Chair should ensure that information on the current faculty; the descriptions of CoAA-approved degree requirements and curricular information; the department/program's mission statement; and any additional pages created by the department/program are accurate. Additionally, the Chair should assist in identifying students to serve on the website's Student Profile. Chairs should also encourage faculty members to maintain and update their individual faculty profiles (clicking on "Log in to Edit Profile" starts the editing process).

Furthermore, departments/programs may use other online and social media outlets to advertise or publicize department/program events, to connect with majors and minors, or to communicate to a wider non-campus audience. Facebook, Instagram, and other outlets are important means for reaching out to others about issues surrounding the department/program. Depending on the department/program, the Chair may be directly responsible for the maintenance of this online presence or may designate that responsibility to another member of the department/program.

To assist in communication with majors and minors about the academic needs and policies of a department/program, the Registrar's Office maintains an email distribution list for declared majors and declared minors within a discipline. The Registrar's Office updates them as students submit their declaration forms. Faculty members and Academic Department Coordinators are authorized to post to any of the lists, but should mainly post to their respective department/program. Faculty members should be respectful, professional, and prudent in sending out emails to majors/minors. Distribution lists can be found at http://www.hws.edu/itservices/catalog/email_HWS_Distribution_lists.aspx#email.

Budgets and Expenditures

Department/program budgets are assigned by the Office of Academic and Faculty Affairs in conjunction with the Business Office and the Finance Office. The budget cycle follows the fiscal calendar of the Colleges (July 1-June 30) and funds do not carry over from one year to another, unless in specific endowment accounts. Kenda Furgeson in the Office of Academic and Faculty Affairs has access to specific budget amounts throughout the year and is available to assist Chairs with understanding and accessing their budgets. Chairs also have access to their respective budgets through PeopleSoft. During New Chairs' Orientation OAFA will work with new Chairs to ensure they can access the department/program budget with Chairs.

Authorized expenditures from department/program budgets follow the Expenditure Guidelines stated in the Faculty Handbook IX.4 and listed below:

> *"The Committee of the Faculty has recommended to the Provost and Dean of Faculty the following policies and guidelines with respect to the expenditure of department/program funds. These are intended to encourage equitable utilization of funds across department/programs and equitable access within departments/programs to department/program support for all faculty, and to aid chairs in establishing accountability within their departments/programs for faculty's use of department/program resources. It is assumed that all expenditures are always within the total limit set by budget.*
>
> a. *bookstore charges Departments/programs should meet to establish written expenditure limits and guidelines for individual charges for supplies and instructional materials, including charges at The College Store. Ordinarily, such charges should be very modest, with departmental chairs approving purchases beyond that cumulative limit only if assured that budgeted funds are available. Departments/programs sharing a building and/or secretary may wish to pool the purchase of basic supplies (e.g., by contributing a certain per capita amount). Faculty are reminded of the bookstore's and publishers' desk and examination policies. Chairs may wish to ask faculty to keep available annotated receipts for bookstore charges against department/program accounts.*
>
> b. *entertainment and hospitality Entertainment and hospitality expenses must be authorized by the department chair or program director in advance.*
>
> c. *mileage Ordinarily, mileage for the use of a personal car will be reimbursed only as authorized by department chair or program director, by prior approval only, for departmentally-sponsored speakers, guests, and student fieldtrips.*
>
> d. *photocopying When faculty find it necessary to use departmental copiers for personal business, it is expected that they will reimburse the department/program for that copying. Otherwise, department/program funds may be used for course-related and professional materials only, and students are expected to bear the expense of copying*

their own course materials (e.g., assignments and other written work) themselves. Department/programs whose photocopying expense has or threatens to exceed budgeted allocations may need to establish written guidelines for their faculty.

e. *Federal Express and express mail Express mail service is less expensive than Federal Express and should be the preferred choice, when it is necessary to use an express service. However, express service of any type should be considered the exception rather than the rule.*

f. *search and review expenses Expenditures incurred in support of searches and personnel reviews are borne by the Provost's Office under policies set specifically for such expenses. Chairs and directors should consult with the Provosts' Office at the beginning of the academic year about anticipated searches and reviews, and so that they can anticipate the approximate budget requirement for such activities which the Provost's Office must meet. Please refer to the Hiring Handbook or check with the assistant Provost for further information on expenditure guidelines for search expenses.*

Reimbursement for all expenditures including those described above must be accompanied by receipts and submitted to the Kenda Furgeson [sic], Assistant to the Provost before the end of each fiscal year, that is by May 31st. For example, for academic year 2015-16, the receipts must be submitted on or before May 31, 2016, no exceptions." (Faculty Handbook IX.4.)

Additional expenditure guidelines regarding entertainment and special gestures, independent contractors, and travel expense reimbursements can be found in the Policies and Guidelines section of the HWS Business Office's website. Reasonable expenses related to hiring and recruitment searches, faculty and department/program reviews, and individual start-up funds are authorized separately by the Provost and Dean of Faculty. Questions regarding authorized expenses should be directed to the Office of Academic and Faculty Affairs (Kenda Furgeson).

Chairs should also be mindful of non-reimbursable expenses—charges that Colleges policy do not allow to be credited to a department/program account. These expenses are identified in a various parts of the Policies and Guidelines sections of the HWS Business Office's website, specifically related to the Entertainment and Special Gestures Guidelines, the Travel Expense Reimbursement Overview, and the Unallowable Costs Policy. Of particular note in the Entertainment and Special Gestures, Chairs should be aware that gifts of an individual and personal nature to acknowledge a major/significant life event; and events aimed at the entertainment and acknowledgement of students, faculty, and staff, especially events involving alcohol, are generally not reimbursable or allowable. Likewise, other personal expenditures, such as child and pet care, lawn/home maintenance, commuter costs, and charitable/political contributions are also not reimbursable or allowable under the Colleges' policies.

Chairs are reminded to stay within their allocated budgets and to avoid additional unallowable expenses. Though Chairs are not authorized to augment their budgets without the approval of the Office of Academic and Faculty Affairs, they may change expense accounts/categories within their budget.

Requests for additional funding support: Additional budgetary funds may also be authorized by the Provost and the Dean of Faculty for speakers or retreats for academic and curricular purposes. The Chair normally should use the department/program budget, consistent with the policies of the Business Office, to cover these expenditures. Likewise, the Chair may request support from other departments/programs to sponsor speakers and lecturers. Depending on the speaker, non-faculty offices may also be willing to contribute to the costs of a speaker.

While funds are limited, the Chair may request that the Office of Academic and Faculty Affairs cover some of the expenses of the speaker or retreat. Depending on the budget cycle and available funds, resources may be limited and Chairs do not have a guarantee to the funds unless specifically authorized by the Provost and the Dean of Faculty. In the request for additional support, the Chair should state the purpose and background of the activity, the expected impact on the campus or the curriculum, and the requested budget. The requested budget should include information on the total cost for the expense, other funding sources, and the anticipated contribution of the department/program, along with the requested amount from the Office of Academic and Faculty Affairs. Where possible, the Provost and the Dean of Faculty will try to meet reasonable requests for funds. Chairs should not commit to an event until funds to cover the event have been secured. Requests to the Office of Academic and Faculty Affairs should arrive at least two weeks prior to the event.

Whether funded solely by the department/program or partially by other campus sources, Chairs should be mindful of the expenses incurred for the event and should exercise economical and reasonable practices in expending these funds. Using the campus guesthouse, Harris House, or the HWS discount at the Ramada Geneva Lakefront for lodging; inviting no more than four participants for meals at local restaurants; following the Colleges' policy regarding meals and drinks; utilizing Jeff's Travel for flight arrangements and Finger Lakes Limo for transportation; and arranging to pick up speakers at the airport are important mechanisms to control these expenses without sacrificing hospitality. Similarly, using campus facilities, resources, and personnel for department/program retreats also are financially responsible steps to consider.

Student employees: Departments/programs at times may use their budgets to pay a student employee for a short-term position to conduct relevant work for the office. Normally, for office work, the Academic Department Coordinator will handle this employment out of the department/program budget and, in a multiple-department/program office, use different budgets equitably to cover the costs.

Should the Chair or members of the department/program hire students separately from the Academic Department Coordinator, they are encouraged by the Faculty Handbook to use work/study students and to pay them at the current minimum wage rate. Section IX.3. *Student Employees*, of the Faculty Handbook explains this policy as follows:

"Departments and programs are urged, whenever possible, to employee [sic] *work/study eligible students. Both the Colleges and the students benefit -- the Colleges because the federal work/study funds match only actual hours worked by eligible students, the students because their financial aid includes an expected complement of work/study employment. Work/study-eligible students may present a letter of eligibility from the Colleges Financial Aid Office, or department/program chairs may call the Financial Aid Office to ascertain a student's eligibility.*

Students are normally paid at the current minimum wage rate. Exceptions to the student wage rate require the approval of the Provost and Dean of Faculty, and are approved in exceptional circumstances." (Faculty Handbook IX.3.)

The Office of Human Resources manages a website on Student Employment for the Colleges. Job postings, information for students and supervisors, and steps for submitting a job posting are located there. Additional information on Student Employment through the Federal College Work Study program is available through the Financial Aid Office. Chairs are encouraged to work with their Academic Department Coordinator in using student employees. Alternatively, they can contact the Office of Human Resources for steps to follow or questions to address.

Academic Support Staff

Staff members are essential avenues of support for the operations of departments/programs and specifically for Chairs. Knowing the responsibilities and who to contact about issues, questions, and problems can quickly speed of the resolution of those obstacles and make the job of chairing a little bit easier. Below, we provide descriptions of academic support positions, their roles on campus, and their relationship to the Chair.

Academic Department Coordinators provide secretarial and clerical support to faculty members in all aspects of their profession, including reception, answering telephones and relaying messages, typing, copying, and filing. ADCs are hired and supervised by the Academic and Faculty Coordinator (Missy Weaver). A list of ADCs and their assigned buildings can be found on the OAFA webpage. Below is a list of some of their duties. Depending on their academic area, additional duties may also be included.

- Order and maintain adequate office supplies through the Colleges vendor; prepare purchase requisitions, check invoice against supplies received/ordered, verify amounts, charge to specific account and expedite to the Business Office for payment. Monitor and track all departmental expenditures.

- Prepare and duplicate class material from rough drafts (handwritten, typed, or edited on disk), such as exams, syllabi, handouts, tables, notes, articles and manuscripts.

- Place material on reserve in the Library, perform statistical typing, hand out make-up exams, collect exams and term papers.

- Answer telephones and assist by providing appropriate information and making referrals as necessary; greet and screen visitors; relay messages.

- Assist students, faculty and other offices upon request.

- Format, type and photocopy correspondence from drafts; compose routine correspondence; correct spelling and grammatical errors as needed.

- Type, photocopy and mail as required, confidential tenure and promotion reports, grievance reports, manuscripts, grant proposals, special projects, and confidential letters of recommendation for students applying to graduate schools.

- Coordinate off-campus speakers and visiting job applicants – handle travel arrangements, accommodations, luncheons, dinners; expedite payment vouchers for honoraria and travel expenses.

- Maintain departmental correspondence and other filing systems unique to the departments, including faculty schedules, departmental searches, departmental student-related records.

- Type, copy, distribute, count, file and maintain records of all course evaluations in confidential files.

- Deliver and pick up materials from the Post Office, Bookstore, Library, Central Services and other campus offices.

- Provide general instruction on use of word processor and photocopier to faculty as required.

- Open, screen, process and forward mail for faculty on leave.

- Order textbooks and desk copies for faculty.

- Prepare monthly photocopier billings, read machine, balance accounts, and charge to appropriate departments.

- Process and keep records of building maintenance and repairs.

- Provide direction to student employees by assigning tasks and maintain a record of hour worked.

Academic Department Coordinators also may supervise a staff of student workers to assist faculty members in routine office functions (photocopying; delivering or sorting mail; stocking printers and MFDs; answering phones; greeting and providing information to visitors). These student workers are normally paid out of the departmental/program budgets (see Student employees section above).

Chairs should communicate with and work with ADCs on projects and needs of the department/program. Given their experiences and training, ADCs can be an important resource on purchasing supplies, completing reviews and searches, and assessing PeopleSoft.

Lab directors and instructors are generally hired in the sciences to assist with laboratory set-up, design, and instruction. Depending on their appointment, they may not have a faculty status and may have limited teaching responsibilities. They may be included in department meetings and decision-making at the discretion of the department.

Regardless, they report to the Chair of the department who serves as their supervisor and is responsible for their employment, work assignments, and performance reviews. Chairs should work with their department colleagues, lab directors, and lab instructors to ensure that lab responsibilities and duties are being met for the department as a whole. While ultimate decision on their employment and responsibilities rests with the Provost and the Dean of Faculty, Department Chairs are their immediate supervisors and should take necessary steps to ensure an effective work model.

Campus Facilities and Vehicle Pool

Facilities Reservations: The Facilities Coordinator (ext. 3652) in the Registrar's Office can reserve space available on campus for class, meetings, and special events such as symposia, seminars, and visiting speakers during the academic year. Faculty members can also use the R25 on-line classroom reservation system to book a room or to see availability: http://www.hws.edu/offices/registrar/ and click on Classroom Reservation System. Arrangements for accommodations in the Colleges' Guest House, Harris House, for official campus visitors is available through the office of Conferences and Events.

Houghton House: This house is an instructional facility and office area for the Art Department, and an official College entertainment center. The first floor dining room and kitchen, northeast porch, and large drawing room may be reserved for official College purposes, as arranged by the Facilities Coordinator, ext 3652.

The Henry W. Hanley Biological Field Station and Preserve: The Hanley Biological Field Station and Preserve of Hobart and William Smith Colleges is a private area available for instruction, research, and nature study. Members of the college community are welcome to use it for activities including hiking, nature study, ski touring, and similar recreation. No rocks, plants, or animal specimens may be collected for any reason without special permission. If Chairs are interested in visiting the Hanley Preserve, please contact the Department of Biology for information on its location, use, and restrictions.

The William Scandling: Hobart and William Smith Colleges' research vessel, *The William Scandling*, is available for use by qualified Colleges staff, and to outside institutions, organizations, and investigators via application. Use of the vessel may range from participation in pre-planned research opportunities, involving students in the basics of oceanographic technique, to extended research voyages designed to meet the needs of the most sophisticated specialist. For additional information, availability, and cost, contact the vessel captain at 781-3758.

Campus Vehicle Pool: The Colleges' vehicle pool consists of several vans and cars which can be rented for educational and departmental trips as well as athletic trips. A reservation must be in writing and received at least 48 hours prior to the scheduled trip. All drivers of College-owned vehicles must furnish

evidence of a current, valid driver's license and pass a general Colleges' driving test. Reservations are accepted on a first-come, first-served basis through the Office of Conferences and Events: http://www.hws.edu/offices/conferences/van_form.aspx. Please plan ahead when reserving vehicles.

- If the total round trip mileage is LESS than 100 miles: the rates for vehicle use are $15/half day (4 hours or less) or $30/full day (over 4 hours)
- If the total round trip mileage is MORE than 100 miles: a rate of $.30 per mile will be charged. This will be in lieu of the half day or full day charge.
- Cleaning Charge: If a vehicle is returned with dirty interior, a $15 cleaning charge will be charged to the department or organization.
- Fueling Charge: All vehicles are to be returned full of gasoline. Failure to comply will result in a $50 change to your department.
- Departments/programs will be charged for any damage to the vehicles, up to a $1,000 deductible. Vehicles are checked between all trips and any damage found will be noted. It is the user's responsibility to check the vehicle before leaving campus and to inform the Conferences and Events Department of any damage not listed before you use the vehicle.

VI. Hyperlinks to Official HWS Campus Policies and Procedures

The following are links to campus policies and procedures—all available on the HWS website—that provide information on the official policies and procedures of the Colleges and that will be of use to department/program chairs. From the ByLaws to the untenured faculty's unofficial guide to HWS, these policies to provide helpful resources for the chair to be familiar with, outline specific responsibilities of faculty members in different situations, and describe the rights and responsibilities of the Colleges.

The Faculty Bylaws and Implementing Policies (Part I)
> http://www.hws.edu/offices/oafa/pdf/faculty_handbook.pdf

The Faculty Handbook (Part II)
> http://www.hws.edu/offices/oafa/pdf/faculty_handbook2.pdf

Important Dates and Deadlines from the Provost Office
> http://www.hws.edu/offices/oafa/pdf/dates.pdf

The HWS 2018-20 Catalogue
> http://www.hws.edu/catalogue/pdf/catalogue_16-18.pdf

The Handbook of Community Standards
> http://www.hws.edu/studentlife/pdf/community_standards.pdf

The HWS Employee Handbook
> http://www.hws.edu/offices/hr/benefits/employee_handbook.pdf

The Faculty Recruiting and Hiring Handbook
> http://www.hws.edu/offices/oafa/pdf/faculty_search_hiring_handbook.pdf

The HWS Sexual Misconduct Policy
> http://www.hws.edu/studentlife/pdf/smp16.pdf

Department and Program Review Procedures
> http://www.hws.edu/offices/oafa/pdf/program_review_guidelines.pdf

HWS Policy on Intellectual Property
> http://www.hws.edu/offices/pdf/IP_Policy.pdf

HWS Policy and Procedures for Responding to Allegations of Research Misconduct
> http://www.hws.edu/offices/oafa/pdf/ri_policy.pdf

Handbook of Student Employment for Supervisors
> http://www.hws.edu/admissions/student_employment/supervisor_handbook.pdf

VII. Helpful Advice, Resources, and Literature from Outside the Colleges

The following articles are short pieces of advice and suggestions experts outside of HWS. Their perspectives may be valuable to department and program chairs in dealing with institutional matters.

- University of California, Irvine. *The Role of the Department Chair.* Available at http://dib.uky.edu/ofa/sites/www.uky.edu.ofa/files/uploads/Role_Dept_Chair_UCI.pdf.

- University of California, Irvine. *Active Listening,* Available at http://dib.uky.edu/ofa/sites/www.uky.edu.ofa/files/uploads/Active_listening_UCI.pdf. (Includes articles on *Bridging Departmental Divides* and *Managing Conflict Strategically*.)

- University of California Center for Excellence in Teaching. *Faculty Mentoring.* Available at http://dib.uky.edu/ofa/sites/www.uky.edu.ofa/files/uploads/faculty_mentoring_USC_0.pdf .

- Price, Patricia L and Scott Newman. 2015. "The Conflict Management Tool Kit." *Inside Higher Ed*. Available at https://www.insidehighered.com/advice/2015/02/20/advice-department-chairs-managing-conflict-essay,

- Holton, Susan A. 2006. "Dare To Be a Powerful Chair." *The Department Chair*, volume 16, issue 3 (winter), page 14. Available at https://www.wmich.edu/sites/default/files/attachments/u108/2015/wmu-ace-powerful-chair.pdf.

- Jones, Kathleen W., Valerie Hardcastle, and Laura Agnich. 2006. *A Guide to Mentoring: A Virginia Tech Handbook.* Available at http://dib.uky.edu/ofa/sites/www.uky.edu.ofa/files/uploads/CLAHS%20Mentoring%20Handbook_0.pdf.

- Benoit, Pam, and Steven Graham. 2005. *The Secrets of Successful Chairs*. Available at http://www.aapm.utoronto.ca/sites/aapm.utoronto.ca/files/attachments/The%20Secrets%20of%20Successful%20Chairs.pdf.

- Crandell, George. 2005. "Time Management for Effective Results." *The Department Chair,* volume 15, issue 3 (winter), pages 11-12. Available at http://dib.uky.edu/ofa/sites/www.uky.edu.ofa/files/uploads/Crandell_Time.pdf.

- Wergin, Jon L. 2004. "Leadership in Place." *The Department Chair,* volume 14, issue 4 (spring), pages 1-3. Available at http://dib.uky.edu/ofa/sites/www.uky.edu.ofa/files/uploads/Wergin_LeadershipFM.pdf.

- Denny, Charles. 2003. *Tips for Managing a Department Budget*. Available at http://dib.uky.edu/ofa/sites/www.uky.edu.ofa/files/uploads/Denny-budgetsFMT1.pdf.

- Fant, Gene C., and Michael L. Stump. 2003. "An Introduction to Budgetary Oversight for New Department Chairs." *The Department Chair,* volume 14, issue 3 (winter), pages 13-16. Available at http://dib.uky.edu/ofa/sites/www.uky.edu.ofa/files/uploads/Fant_Budgetary-Oversite.pdf.

- Fogarty, Timothy J. 2003. "Maintaining Research Productivity While Chairing." *The Department Chair*, volume 14, issue 2 (fall), page 22. Available at http://dib.uky.edu/ofa/sites/www.uky.edu.ofa/files/uploads/Fogarty_Prodctivity.pdf.

- ___. 2002. "Dealing with Challenging Faculty." *Academic Leader*, volume 18, issue 10 (October). Available at http://www.ccubc.ca/Dealing_Challenging_Faculty.pdf.

- Franklin, Kathy K. 2001. "The 'Mikey' Phenomenon: Reflections of a First-Year Chair." *The Department Chair,* volume 11, issue 3 (winter), page 26. Available at http://dib.uky.edu/ofa/sites/www.uky.edu.ofa/files/uploads/franklin.pdf.

- American Council on Education. *Words of Advice from Chairs and Deans*. Available at https://www2.acenet.edu/resources/chairs/docs/words_of_advice.pdf. (Reflections from participants in the ACE's workshops for chairs since 1999.)

- Hecht, Irene W.D., Mary Lous Higgerson, Walter H. Gmelch, and Allan Tucker. 1999, "Roles and Responsibilities of Department Chairs." *The Department Chair as Academic Leader,* Chapter Two, Oryx Press: Arizona. Available at http://college.emory.edu/faculty/documents/power-of-department-chair.pdf.

- Lucas, Ann F. 1999. "Myths That Make Chairs Feel They Are Powerless: Six Fallacies that Stifle Change—and How to Overcome Them." *American Association for Higher Education and Accreditation Bulletin,* vol. 52, issue 3, pages 3-5. Available at https://www.aahea.org/articles/nov99f1.htm.

- Gmelch, Walter H. and Val D. Miskin. 1993. "Understanding the Challenges of Department Chairs." Leadership Skills for Department Chairs, pages 3-18, Anker Publishing: Massachusetts. Available at http://dib.uky.edu/ofa/sites/www.uky.edu.ofa/files/uploads/GMELCH_understanding.pdf.

The following books are recommended for the new and returning chair to consider (* indicates that copies are available in the Provost's Office):

- Chun, Edna and Alvin Evans. 2015. *The Department Chair as Transformative Diversity Leader: Building Inclusive Learning in Higher Education.* Stylus Publishing: Virginia.

- Gerber, Larry G. 2014. *The Rise and Decline of Faculty Governance: Professionalization and the Modern American University.* John Hopkins University Press: Maryland.

- Buller, Jeffrey L. 2012. *The Essential Department Chair: A Comprehensive Desk Reference.* Second Edition. Jossey-Bass: California.*

- Chu, Don. 2012. *The Department Chair Primer: Leading and Managing Academic Departments.* Second Edition. Jossey-Bass: California.

- Crookston, R. Kent. 2012. *Working with Problem Faculty: A 6-Step Guide for Department Chairs.* Jossey-Bass: California.

- Moody, Joann. 2012. *Faculty Diversity: Removing the Barriers.* Routledge: New York.

- Cipriano, Robert E. 2011. *Facilitating a Collegial Department in Higher Education: Strategies for Success.* Jossey-Bass: California.

- Gmelch, Walter H. and Val D. Miskin. 2011. *Leadership Skills for Department Chairs.* Second Edition. Atwood Publishing: Wisconsin.

- Gaston, Paul L and Jerry G. Gaff. 2009. *Revising General Education – And Avoiding the Potholes.* Association of American Colleges and Universities: Washington DC.*

- Twale, Darla J. and Barbara M. De Luca. 2008. *Faculty Incivility: The Rise of the Academic Bully Culture and What to Do About It.* Jossey-Bass: California.

- Wheeler, Daniel W., Alan T. Seagren, Linda Wysong Becker, Edward Kinley, Kenneth T. Robson, and Dara Minek. 2008. *The Academic Chair's Handbook.* Second Edition. Jossey-Bass: California.

- Baron-Nixon, Leora. 2007. *Connecting Non Full-Time Faculty to Institutional Mission: A Guidebook for College/University Administrators and Faculty Developers.* Stylus Publishing: Virginia.*

- Leaming, Deryl R. 2007. *Academic Leadership: A Practical Guide for Chairing the Department.* Anker Publishing: Massachusetts.

- Bok, Derek. 2006. *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More.* Princeton University Press: New Jersey.*

- Lees, N. Douglas. 2006. *Chairing Academic Departments: Traditional and Emerging Expectations.* Anker Publishing: Massachusetts.*

- Chait, Richard P., William P. Ryan, and Barbara E. Taylor. 2005. *Governance through Leadership: Reframing the Work of Nonprofit Boards.* John Wiley & Sons: New Jersey.*

- Ehrenberg, Ronald G. 2004. *Governing Academia.* Cornell University Press: New York.

- Gmelch, Walter H. and Val D. Miskin. 2004. *Chairing an Academic Department.* Second Edition. Atwood: Wisconsin.*

- Suskie, Linda. 2004. *Assessing Student Learning: A Common Sense Guide.* Anker Publishing: Massachusetts.*

- Chang, Mitchell J., Daria Witt, James Jones, and Kenji Hakuta. 2003. *Compelling Interest: Examining the Evidence on Racial Dynamics in Colleges and Universities.* Stanford University Press: California.

- Leaming, Deryl. 2003. *Managing People: A Guide for Department Chair and Deans.* Jossey-Bass: California.

- Wergin, Jon F. 2003. *Departments that* Work*: Building and Sustaining Cultures of Excellence in Academic Programs.* Anker Publishing: California.*

The following webpages contain helpful advice and articles for Department and Program Chairs:

- Stanford University's Tomorrow Professor (includes a listserv): https://tomprof.stanford.edu/