how to use this guide

What it is...
The deptchairpedia provides an “encyclopedia” of practical advice from department chairs for department chairs and program directors. Use this guide as a resource just as you might walk down the hallway to ask a senior colleague and/or previous department chair for their advice/recommendation/input (and then do as you think best!). No one is likely to agree with all of the advice contained in the deptchairpedia nor will every situation that you encounter be covered. However, this document hopefully will provide a context/perspective that helps you make decisions as chair that are in the best interests of DePauw University, your department, and your students, staff, and faculty (preventing you from having to “reinvent the wheel” every time you encounter a new situation).

And, what it isn’t...
The deptchairpedia is not a policy handbook (we have one of those!). Likewise, it is not a legally binding document prescribing what you should do in a particular situation. That is, this document simply compiles advice from current and former chairs on a variety of situations, but the advice may not necessarily be applicable and/or the best path to take for your particular situation. This guide is also not a checklist or a to-do list. You may need to spend more or less time on an issue that these recommendations suggest, and some advice may not even apply to you as chair or to your department in general. As chair, you should follow established DePauw University policy and make your own decisions in consultation with the staff in Academic Affairs (e.g., VPAA, Dean of Faculty) and/or DePauw University legal council (as necessary). Contributors to the deptchairpedia are not responsible or liable for any decisions that you make as chair based on material/opinions/advice expressed in the deptchairpedia.
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Recognizing the value of being chair.

When faculty members consider being a department chair, they may focus primarily on activities involved in conducting/managing the daily operational business of the department. While these activities are an integral aspect of the position, department chairs also have the opportunity to help lead the department to improve in areas that better facilitate student learning, that promote a better work environment for department faculty and staff, and that better support the University's mission and strategic plan. These opportunities not only make the university better, but help the chair grow and develop individually as well.

### Value to the chair

- **Develop a broader perspective of both the department and the university.** As chair, you gain a great deal of insight into how both the department and university at large operate and interact. This experience provides a perspective that makes you a more knowledgeable (and better) departmental and university colleague, especially with regard to department and university priorities.

- **Become familiar with faculty and staff in departments and offices across the university.** Being chair allows you to develop personal working relationships with faculty and staff in other departments and offices. While these interactions certainly can happen without being chair, they are particularly effective when developed as a chair working with these various groups in the context of supporting the university mission/strategic plan/initiatives. Not surprisingly, you also develop better interpersonal skills after working with such a diverse group of individuals.

- **Experience personal accomplishment.** There is something inherently satisfying and rewarding when you are able to make positive improvements to the department and/or university as a chair (no matter the scope or scale of the accomplishment).

- **Find a new calling.** Some chairs discover that they have the skill set that works well in administration and decide that this is the next step in their academic journey.

### Value to the institution

- **Improve the student experience.** As chair, you have numerous opportunities to promote enhanced student learning/engagement (e.g., helping the department provide more student research opportunities, mentoring faculty to develop more student-centered courses, advising student clubs for the major, etc.).

- **Adjust curriculum to address department needs.** The chair can help guide modifications to the departmental curriculum that promote enhanced student learning/engagement, that address changes happening within the discipline (and higher education in general), and/or that support university initiatives.

- **Act as mentor to departmental colleagues (faculty and staff).** Being chair provides opportunities for you to work with department colleagues on a wide range of subjects (including day-to-day activities and wider university initiatives/topics in higher education). This mentoring/collaborative learning helps continue faculty/staff development for colleagues through all stages of their careers.

- **Serve as a department liaison.** The chair often acts as the point person for the department (including interactions with the administration, other departments, alumni, parents, prospective students, general public, etc.); an essential role which provides a single source of contact for groups outside the department.
Can leadership skills be taught, or are they only skills that you naturally develop as part of your persona?
Yes, leadership skills can be taught, and they also can be developed. This can happen through the recognition that you have skills to learn and then taking advantage of workshops, reading materials, and colleagues who can act as mentors.

Whom can I confide in as chair?
The best sounding boards for you as chair are the VPAA and/or Dean of Faculty. Both of these people will protect the confidential nature of your conversations and are the next logical step up in the administrative hierarchy.

How do you make sure that the “costs” of being chair don’t outweigh the “value”?  
This can be tough. Obviously, as chair, you have a significant responsibility to your department and to the university. However, it is extremely important for you to establish boundaries such that chair work doesn’t encroach on your teaching/scholarship or your family life. Be frank and honest with your colleagues about timetables, deadlines, and the magnitude of work before you; while you may have to occasionally work late nights and weekends, you can’t let being chair consume you and cause you to neglect other aspects of your professional and personal life. Organization and delegation to share the workload help tremendously.

FAQ

Is there a job description for being chair or program director?
Yes, see the By-Laws section of the Academic Handbook (http://www.depauw.edu/handbooks/academic/by-laws/aoo/dean/).

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- Dean of Faculty - http://www.depauw.edu/offices/academic-affairs/

university policy & procedures
- Dean of the School, Chair of the Department, Director or Coordinator of the Interdisciplinary Program - http://www.depauw.edu/handbooks/academic/by-laws/aoo/dean/

relevant examples/forms/etc. in appendix
- n/a

external references
Developing an effective leadership style.

Most faculty members recognize that becoming an effective department chair is a challenging process that develops over time. That is, although we all can list selected qualities of outstanding leaders (or at least "we can know it when we see it"), successful chairs not only possess many of these characteristics, but they also cultivate and incorporate these qualities within the context of their own personalities, traits, and skills to be truly effective. In theory, anyone can be a department chair. In reality, some people may not be ideally suited to be chair because they lack essential qualities/skills for being effective and/or their personality traits are such that they are unable to get support/buy-in from departmental colleagues to lead a department.

Qualities of effective chairs

- **Be sincere, trustworthy, humble, honest, collegial, and frank.** In short, effective chairs show integrity.

- **Listen to others.** A good leader is aware that he/she doesn’t know everything and that good decisions are made when appropriate input is gathered from knowledgeable colleagues.

- **Maintain good organization and record keeping.** Department members depend on the department chair to keep them informed of upcoming deadlines and events. They also depend on accurate records so that they don’t have to keep reinventing the wheel. The chair typically acts as the repository of this information.

- **Include others in the decision-making process, but show decisiveness.** It is important to create an atmosphere of inclusiveness and transparency within the department. This means that members are aware of what is happening in the department and that their input is valued.

- **Delegate and prioritize tasks.** Shared governance and inclusiveness require that the chair delegates tasks to those with the appropriate experience to complete them. A good leader resists the urge to micromanage and to do everything him/herself. Delegating not only helps make the chair job more doable, but it also helps build group cohesiveness and trust within the department.

- **Lack defensiveness.** By not reacting defensively, the chair focuses attention (and places importance) on the issue, not on personalities.

- **Do not form cursory evaluations of the motives or goals of others.** A chair should make sure to collect information directly from a person before making any evaluations for decisions. This makes it less likely that a biased or false impression is used for any decisions related to the individual.

- **Work well with the administration, but do not be afraid to bring up issues when appropriate.** A good chair is not constantly at odds with the administration, but does know when it is important to speak up. Being balanced and reasonable means that the administration is more likely to listen when there are issues.

- **Exhibit optimism, but also be realistic.** Striking a reasonable balance between these two positions makes the chair credible and approachable.

- **Be available.** It is difficult for chairs to do their jobs well if they are not on campus. Many times being readily available can circumvent situations that can become more problematic as time passes.
Qualities of effective chairs

- **Be an adaptive leader.** Adaptive leaders...
  - Facilitate issues as well as solutions.
  - Shift positions and viewpoints when necessary to work through issues with different constituencies.
  - Exhibit interest in (and respect for) others.
  - Accept that their knowledge is partial and foster inclusiveness for others’ knowledge.
  - Recognize that their responsibilities reach beyond technical solutions to engage in larger issues that have uncertain solutions.
  - Focus on the goals and invite critical engagement with the goals.
  - Recognize emerging leadership roles among your colleagues and nurture these for future development within your department.

Self-reflection & analysis

- **Understand that there is no one single “recipe” for being an effective chair.**

- **Recognize your strengths and weaknesses.** Understanding your personal qualities and skills can lead to being an effective chair since you can develop a leadership style that plays to your strengths. Similarly, recognizing your limitations helps you to decide when you need to seek help and/or advice from others.

- **Realize that you can and will make mistakes.** Acceptance of this fact may help you to have humility and more compassion for others (qualities that can help a chair tremendously in terms of building consensus). Don’t be afraid to admit it when you are wrong...we all make mistakes. Realize that you may also face criticism for your work as chair. Try to not take the criticism personally, and where appropriate, use the feedback to become a more effective chair.

- **Critically examine your people skills.** As part of this process, it might be useful to identify interpersonal situations in which you are both comfortable and uncomfortable. Such reflection can help isolate areas where you can improve on how you relate to and work with your colleagues and students as a department leader.

- **Consider how your colleagues and students perceive you.** Misperceptions can rapidly erode the authority and ability to lead for even the most effective department chairs. While one certainly cannot foresee (or control) every possible perception that others might draw, it is extremely useful to consider how others might perceive your words, actions, and decisions as chair before you speak or act.

- **Ask yourself if your leadership style would appeal to you if you were not chair.** At DePauw, the role of department chair changes on a routine basis among faculty members. Often chairs struggle with finding the right level of flexibility/consensus-building/negotiating when arriving at departmental decisions in an efficient and timely manner. In addition, chairs must strike a reasonable balance between constantly being in control and micromanaging every situation versus being someone who delegates/shifts responsibility to others. At the same time, it is easy for chairs to feel obligated to do everything (especially when others won’t volunteer to help), quickly resulting in the chair becoming overcommitted and frustrated. **If department chairs would lead as they would like to be led and if department faculty members would work with department chairs as they would like to be worked with when/if they become department chair, departments would run much more smoothly and efficiently.**
Self-reflection & analysis

- **Define reasons that motivate you to be chair.** Hopefully, helping to make the department and the university a better place to learn and to work, helping increase student engagement and understanding in the discipline, etc. are near the top of this list.

Additional suggestions

- **Maintain confidentiality.** The chair is, to some extent, an agent of the university. As such, chairs frequently encounter materials and/or situations that are of a confidential nature. While it would be impossible to give comprehensive advice on all of the areas where maintaining confidentiality applies, chairs should strive to stay informed about relevant matters involving confidentiality. One way to do this is to ask the VPAA to have DePauw's legal council make an annual presentation to the group of current chairs on confidentiality as it pertains to their role as chair (e.g., DePauw's legal council gives an annual presentation to the Committee on Faculty (COF) on confidentiality in terms of personnel policies).

- **Ask for help whenever you need it.** It is not showing weakness to seek advice or to contact someone in administration if you have doubts about how to handle a specific situation.

- **Make friends, not enemies.** Having some type of regular meeting with faculty members BEFORE an issue arises builds a foundation of trust so that when things do happen, you already know one another.

- **Talk with people rather then creating e-mail wars.** E-mail communication can be very effective in some situations. However, it is not a good place for discussions that may become contentious. When an e-mail interaction looks like it is heading in this direction, the best policy is to ask to meet in person (but remember to take notes on the meeting).

- **Ask department members, staff, and students how you can help.** Placing yourself in the position of helping others is a good way to remind yourself that you are performing a service as the chair.

- **Recognize the good work of others.** Recognition of achievements of both department members and students builds a culture of excitement and good will.

  - **Keep in mind that not all “urgent” matters are necessarily important.**

  - **Remember what you have accomplished each day rather than dwelling on what didn't get done.** This can be a difficult task even when one is “just” a faculty member, but it can be even more challenging when one adds administrative tasks. Keeping a positive perspective regarding your accomplishments helps to keep you mentally and physically healthy.

  - **Do the job that you accepted.** There may be days when things are rough, and there are difficult situations to handle. However, not taking care of these things only makes them worse. Stepping up to the plate and accepting the responsibility will make it easier the next time something happens.
FAQ

**Does my organizational style need to be the same as the previous chair’s style?**
No, but you do want to make sure that your style matches the department faculty members’ expectations. One way to do this is to talk about this explicitly, so that everyone knows what the expectations are.

**What do I do if my ideas as chair aren't getting support among my colleagues?**
Find out why...it may involve you, it may involve them, it may be a combination of the two, or it may not involve either of you. Ask everyone (yourself included) to consider if the idea(s) will make the department a better place for the students, faculty members, and staff to work and learn. In addition, determine if resources (e.g., time, money, people, etc.) are limiting factors, and if so, how those needs might be addressed. Lastly, be a team player. If your ideas aren’t gaining traction, support the ideas of others as possible solutions to issues confronting the department and help work toward those goals (as it is far better to make progress on some fronts than to become stuck in a quagmire and do nothing).

**What should I do if a colleague seems to have a personal issue with my leadership of the department?**
The best idea is to meet in person with them, perhaps with a senior colleague, the Dean of Faculty, or the VPAA, to discuss the issue. Having an unbiased and neutral third party present may help you both to find a common middle ground and resolve any leadership issues. Strive to not take things personally and continue to work for the betterment of the department and the students that it serves.

**How do I know when to make decisions on my own, and when to involve others in the discussion?**
Recognize that you are simply a faculty member taking your turn in leading the department, and that others have preceded you (and will succeed you). Use past history and whether you would want to be included on a decision if you weren’t chair as a guide. Err on being transparent and inclusive, but realize that some colleagues simply want you to “make the call”. Lastly, update your colleagues about upcoming decisions via email or announcements in meeting agendas, asking for their input (and later informing them about final decisions).

### Other Resources

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Defining and implementing a departmental vision/plan.

Goals are the building blocks for a departmental vision/plan, providing a department direction towards a course of action. Sometimes goals for a departmental vision/plan develop intentionally as part of departmental self studies, departmental assessments, proposals for new faculty, etc., whereas sometimes goals develop almost organically as a result of conversations in departmental meetings, offices, and hallways. The best goals are practical, meaningful, and above all, doable. They need to address important outcomes while being realistically attainable by the department. That is, overly ambitious goals may be so complex that they rarely get finished, whereas simple/ordinary goals rarely accomplish anything significant. Striking this balance requires careful thought and hard work, but can ultimately lead to positive advances for the department.

The hard work is not over after you have defined the goals for the vision/plan. Perhaps the most difficult aspect of the planning process is not the creation of the plan, but rather its implementation. That is, as concisely described by Holterhoff (2014), the challenge that faces you as chair is in “…transforming carefully crafted phrases and lofty aspirations [of the plan] into tangible results.” Failure to do so typically results in plans that soon become inactive and forgotten in our day-to-day routines, causing the work invested in creating, discussing/debating, and writing the goals/vision/plan to be wasted.

**Defining goals**

- **Analyze factors affecting your department.** Goals commonly build on department strengths, address department weaknesses, etc. Consider creating a list of factors affecting your department using the SWOT technique (modified from the SWOT analysis for schools|education|colleges|universities website):
  - **Strengths** – Factors that are likely to have a positive effect on (or be an enabler to) achieving the department’s objectives.
  - **Weaknesses** – Factors that are likely to have a negative effect on (or be a barrier to) achieving the department’s objectives.
  - **Opportunities** – External factors that are likely to have a positive effect on achieving or exceeding the department’s objectives, or goals not previously considered.
  - **Threats** – External factors and conditions that are likely to have an adverse effect on achieving the department’s objectives, or making the objective redundant or un-achievable.

- **Identify problems/opportunities to be addressed.** Create a list of issues/opportunities affecting your department (leveraging results from a SWOT analysis). Discuss potential solutions and/or desired outcomes for items on this list as a department.

- **Develop goals that make positive steps towards addressing your list of issues/opportunities.** Note that goals can be incremental and can evolve over time. Don’t fall in the trap of thinking that every goal must completely solve or address the issue/opportunity. Developing a plan that makes small positive steps can lead to significant change over time.

- **Make sure that outcomes focus on improving the student learning experience.** Ultimately, students are your “customers”. Given this, one of the most objective “litmus tests” for evaluating the worthiness of a vision/plan is whether the outcomes will benefit and improve student learning.

- **Secure buy-in from departmental faculty members.** Acknowledge that not everyone will buy-in to the entire list of goals developed during departmental brainstorming sessions. However, the chair should strive to reach consensus by listening to concerns, evaluating their merits, and trying to reach common ground whereby all/most departmental faculty members agree that the goals have the potential to positively benefit the department and its students/faculty/staff.
Facilitating the implementation of the vision/plan

- **Write out each objective/goal for the vision/plan.** Annotate each objective/goal with five crucial points: who, what, why, when, and resources needed. By writing this information down, you begin the implementation process by delegating responsibilities, developing rationales, setting deadlines, and determining if funding is needed.

- **Prioritize the initiatives and set a realistic timetable.** Few things exert more inertia on completing plan objectives than trying to do everything at once. That is, if your department is working on a multi-year plan, don’t try to tackle everything in the first year. Plan to address some of your plan’s initiatives in each of the years that it will be in effect, thus helping everyone avoid becoming overloaded/overwhelmed, burned out, and/or frustrated with an overly ambitious timetable for what your department can realistically accomplish. Consider dividing goals into 1 year (short-term), 2-3 year (intermediate-term), & 3-5+ year (long-term) time intervals. **Short-term goals** probably will be the most specific and detailed, and should be doable in an academic year. **Intermediate-term goals** tend to be those goals that are on the immediate horizon, but which likely will take a bit longer than an academic year to be accomplished. **Long-term goals** look towards the future, and tend to represent plans that will take a longer, more sustained effort. In fact, long-term goals might be further scrutinized to determine if there are smaller, tractable goals that can be accomplished in the near term that will ultimately help fulfill these longer term goals.

- **Communicate and motivate...keep your strategic plan on everyone’s radar screen.** Reprint it in your newsletter, post it on your website, provide updates in department meetings, and refer to it as often as possible in various ways. Whenever possible, use the goals you’ve stated in the plan as a reference point for everyday decision-making and/or as a context for regular ongoing activities of your group. This will help you build and maintain momentum.

- **Have a backup plan.** Not every initiative will work out as you had hoped. You may have to try alternative approaches to accomplish what is needed. Stay focused on your destination, but be flexible about the path you take to get there.

- **Monitor progress and set up milestones.** Some tasks will be completed ahead of schedule, whereas others will be on time or even falling behind. Develop a mechanism for tracking the progress for accomplishing the plan objectives. Recognize and celebrate completed tasks, encourage ongoing efforts, and highlight initiatives that need more attention.
Is a departmental vision/plan necessary?

Normally, yes. A common issue is trying to do too many tasks at once, so that stewarding a large, cumbersome vision/plan becomes unwieldy, useless, and forgotten. Focus your department's efforts on fewer, high-quality goals that can make substantive differences in our students' lives, rather than a long laundry list of tasks that may only have a minimal impact.

What are some signs that it might be necessary to develop a new department vision/plan?

Typically, one might consider revising and/or developing a new vision/plan if the department has met the primary objectives of the existing vision/plan, or alternatively, is failing to meet the existing vision/plan objectives. There might also be changes in the discipline, new ideas from new faculty members, and/or comments from an external review committee during a self-study that might suggest a new vision/plan would be useful.

If I have a majority of department faculty members, but not a consensus, in agreement with the vision/plan, how do I know that the majority is sufficient? That is, to what extent should I try to accommodate a vocal minority?

Try to resolve differences and seek compromise, but realize that it may be impossible to please everyone, and there always is the potential for dissenting perspectives. Try to be fair and transparent in arriving at the final decision, keeping the welfare of the department and its students at the forefront.

Other Resources

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<td>Implementing a Vision: Strategy, Tactics and Business Plan - <a href="http://classes.soe.ucsc.edu/ism158/Winter03/istoch08.PPT">http://classes.soe.ucsc.edu/ism158/Winter03/istoch08.PPT</a></td>
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(NOTE: some material in this section was taken directly from this resource.)
Promoting a collegial atmosphere.

Most issues facing the effective functioning of departments can be traced back, either directly or indirectly, to a lack of collegiality in the department. Establishing and maintaining a collegial atmosphere helps to prevent conflict because there is a common social basis from which to tackle difficult issues. Faculty members who feel that they are understood and appreciated are probably more likely to contribute to the larger good of the department, the students, and the institution as a whole, making the department a better place for everyone to work and to learn. In addition, such an inclusive environment builds connections between faculty members, faculty members and students, and faculty members and staff/administration members. Prospective students and prospective faculty members also gain a sense of a welcoming community, enticing them to become members of your department.

Sharing governance

- **Emphasize consensus.** Whenever possible, chairs should work to gain buy-in from department members. This will empower and encourage department members to contribute their ideas and suggestions in a civil and respectful manner.

- **Consult with department members.** Faculty members need to have their ideas articulated and heard, so that they have ownership in department business. Chairs should listen to all voices in the department and encourage all department faculty members to contribute at department meetings. Strike a reasonable balance in determining situations where you can make a decision on the department’s behalf and when you need to consult with your colleagues (see “Developing an effective leadership style.”).

- **Develop and implement shared responsibilities.** Chairs should be ready to delegate and to make sure that work is shared. Where possible, work should be given to faculty members who have an interest in the work, and the workload should be distributed equitably.

- **Don't abuse the authority associated with being chair.** Chairs should not be driven by their ego. Decisions should be made by taking into account the needs of the department, not for personal gain or due to personal agendas.

Treating people well

- **Celebrate department members’ and students’ accomplishments.** Chairs should publicly and privately celebrate the achievements of each faculty member (e.g., awarding of tenure, promotion in rank, writing a grant, writing an article for publication, obtaining a grant or contract, any awards for teaching/research, etc.).

- **Discuss anticipated goals for teaching, professional work, and service.** Try to informally visit with every department member sometime in the early part of each academic year to discuss their goals for the upcoming year in terms of teaching, professional work, and service. Not only does this allow the chair to become familiar with the plans of all department faculty members (no matter where they are in their careers), but it also provides a means to provide feedback and/or make suggestions to help each faculty member grow and develop as part of the departmental community.

- **Maintain frequent and consistent interaction with colleagues.** While some routine departmental business can often be conducted via email, it is important to hold regularly scheduled departmental meetings that occur face-to-face. Such meetings provide an essential environment for making important departmental decisions where all voices can be heard, ideas can be discussed, and options can be deliberated in an open and supportive atmosphere (although keeping in mind that having meetings just to meet is not an appropriate use of faculty members’ time).

- **Establish a climate of tolerating differences.** Department climate should encourage acceptance of dissimilarity and variation of thoughts and ideas among faculty members.
Treating people well

• Make sure department members interact as equals. You can promote this by not showing favoritism and by moderating heated exchanges, so that the issues are the discussion points, not the individuals.

• Deemphasize status differences. Chairs should make sure that untenured faculty members are accorded the same respect as senior faculty members (recognizing that there are certain situations where policy dictates that term and part-time members are not permitted to attend some meetings or are exempt from some types of service).

• Engage in generational, racial, and gender equity. The composition of faculty members within departments changes over time. All department members should be treated equitably.

• Resist the temptation to get even with or to punish a department member. There are times when it is tempting to react in this manner to the behavior of others. However, such responses not only lead to continuing issues with the specific person, but the chair also loses credibility in the department.

• Focus on the ideas/issues/behaviors, not the person. During heated discussions, make sure that the ideas/issues/behaviors are the central focus, not the individual. Keep the dialog conversational, positive, and constructive, even in situations where others may be critical and/or confrontational.

Managing your own behaviors

• Recognize that your behavior will be seen as a model. Even though this may be uncomfortable at first, the fact that you have taken on the role of chair makes you a role model. Try to be self-aware and think about how you would like to be treated by someone in your position.

• Don’t be defensive. Remember that the discussions are not about you personally, but rather about the issues. Even if someone tries to make it personal, bring the conversation back to the ideas at hand.

• Be consistent. In order for department members to trust you, you need to be transparent and consistent in your dealings with personnel. Without this behavior, people will not feel secure and will waste valuable time and energy worrying about what you might do next.

• Keep accurate, specific, and up-to-date records. Chairs should keep records of communications, especially those that are contentious. These can be in the form of notes written after a meeting or in saved e-mail conversations. The records should be in a secure place and accessible for easy reference when needed.

• Be informative, constructive, and honest. Department members appreciate knowing what is happening, what decisions have been made, and why those decisions were made. Even when they are not in agreement with everything, knowing what has happened provides a transparent environment so that people aren’t worried about any hidden agendas.
FAQ

How does a chair help the department discuss and make decisions on a polarizing issue when she or he also has a strongly held position?
There is need, here, for a delicate balance between managing a collegial discussion, while neither suppressing nor giving favor to your own personal views. Take turns letting opposite viewpoints make their comments. Try to weigh the pros/cons impartially and based on their merits, rather than who supports a particular viewpoint. Consider secret ballot-style voting on important questions regarding the issue and on the issue itself in order to reach consensus. If the issue becomes stalemated (or you feel a strong need to recuse yourself from leading the discussion), ask the Dean of Faculty or VPAA to moderate the discussion.

What do I do if there are tensions among department members?
Make sure that you act as an impartial mediator and try to help them come to a mutual understanding. See “Managing special issues.”

What types of activities are good for recognizing faculty achievements?
These activities can be as simple as announcing them at department meetings or as elaborate as a formal gathering with food and drink. The main idea is that faculty members know that their work is appreciated.

Other Resources

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<tr>
<td>Higgerson, M. L., 1996, Communication Skills for Department Chairs. Bolton, MA: Anker Publishing, (NOTE: some material in this section was taken directly from this resource.)</td>
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Managing special issues.

Department chairs perform many routine tasks daily (e.g., running meetings, supervising staff members, etc.). However, there are other duties (e.g., unanticipated tasks with immediate deadlines, unexpected change in faculty/staff employment, faculty/staff illnesses, etc.) that infrequently occur and that require special care. While it is very possible that you may not have encountered similar situations before as chair, you can still be prepared to recognize special issues and to address these issues in a reasonable manner.

What to do

- **Reflect before you react.** Gather pertinent information about the special issue, but resist the urge to make a snap decision or to provide a hasty response (with either the spoken or written word). Sometimes it is best to just “listen”, and then reflect on what you have learned.

- **Keep calm and positive.** Unexpected tasks/issues/emergencies will arise. How one behaves in potentially stressful situations may say as much about us as leaders as what we ultimately do to address the situation.

- **Read and understand the academic handbook and other university policies.** This is not particularly scintillating reading, but may make you aware if there already is a policy in place to address your particular situation. Ask questions if you don’t completely understand university policies or procedures (few of us probably do for every situation), as the special issue may fall in an area that requires interpretation.

- **Seek advice.** In particular, talk to staff in Academic Affairs, Human Resources, and/or other offices around campus. In addition, you also might talk with an experienced colleague (perhaps a former department chair) with whom you feel comfortable discussing the situation. Before discussing the issue with anyone, you first should consider legal, confidentiality, and privacy concerns as well as any university policies that might apply.

- **Develop a plan to address the issue.** Devise a means of addressing the special issue (as necessary). In doing so, it may be important to revisit some/all of the previous “What to do” steps. It is essential to identify what outcomes are desired, what steps will lead to those outcomes, and what deadlines/time constraints exist. By keeping these key components in mind, your resolution is likely to be more effective.

- **Prepare for the unexpected.** It is virtually impossible to anticipate and prepare for every possible scenario that you might encounter. However, you might learn about possible types of situations by listening to other chairs (or colleagues) discuss special issues. Be careful to realize that their approaches might not be correct or even applicable to your situation (each issue may have its own unique circumstances).
Common mistakes

- **Thinking that you know what to do, but not checking to make sure that you do.** It is much preferable that you double-check to make sure that your approach is the appropriate one.

- **Taking well meaning advice that might be incorrect, rather than checking.** Similarly, if a chair obtains advice from colleagues that is incorrect or not applicable, you run the risk of making matters worse. It is worthwhile to discuss possible solutions with the VPAA and/or the Dean of Faculty to get their feedback on your approach before it has been implemented.

- **Being afraid to appear incompetent and not asking for help.** As with many aspects of being chair, it is far better to worry about doing the right thing, rather than trying to save face.

- **Not wanting to “bother” anyone in administration.** The administration is here (and wants) to help. Make use of their expertise and experience.

- **Thinking that you can handle the problem yourself.** Sometimes special issues have more far-reaching implications than you considered, so it is important to discuss the special issues with the Dean of Faculty and/or the VPAA before acting.

FAQ

**Who is the first person I should contact if I need advice?**
The VPAA or Dean of Faculty are logical first choices.

**Should I follow each of these steps for every special issue?**
One cannot anticipate (much less list) every possible special issue. Some special situations are minor and can easily be handled as most routine tasks that a chair performs. The point of this contribution is to offer advice as to how one might approach special issues; specific situations will require the chair to make decisions using his/her own best judgement.

**What do I do if my personal obligations to a department member in crisis are interfering with my obligations as chair?**
Have a frank and honest discussion with the department member, VPAA, and Dean of Faculty. Work together to resolve the reasons for the interference such that both the department and the department faculty member are receiving the attention that they need.

Other Resources

**additional contacts**
- Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
- Dean of Faculty - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)

**university policy & procedures**
- Academic Handbook - [http://www.depauw.edu/handbooks/academic/](http://www.depauw.edu/handbooks/academic/)

**relevant examples/forms/etc. in appendix**
- n/a

**external references**
- n/a
Being a department liaison.

There are many times when you will serve as liaison between your department and other areas of the university. For example, you might work with Admissions to prepare for one of their information fairs or to accommodate prospective students in departmental courses. Chairs also may serve as a contact for the Media Relations/Communications staff when they are searching for expert opinions on a topic. In addition to working with these offices and others, department chairs act as the point person for interaction between their department and other departments, competency and interdisciplinary programs, and/or university administration.

Coordinating with Admissions and participating in Admission events

- **Recognize the essential importance of the admissions process.** Admissions activities are the first stage in attracting strong students, enhancing the academic profile of the institution, and creating a strong alumni network. The chair and other department faculty members play a key role in this ongoing endeavor.

- **Be aware of the Admissions calendar.** Anticipate the big events, like the Admitted Student Open House and Honors and Fellows Weekend, and plan for your department to be represented. In addition, anticipate periods during the year when you can expect an increase in individual visits by prospective students. The Admissions Office keeps chairs informed of these important dates.

- **Don’t hesitate to delegate Admissions responsibilities to someone in your department, particularly with weekend events and with individual visits that conflict with your other responsibilities.** With open house events, it’s often more effective to have more than one member of the department on hand to meet the students and to provide different perspectives about college life at DePauw.

- **Encourage members of your department to host prospective students in their classes.** Whenever possible, encourage faculty to talk with these students after class. This not only helps the student feel welcome at DePauw, but also helps the department to better understand prospective students interested in their discipline. Admissions is also willing to send visit requests to all members of your department if you ask.

Working with Media Relations/Communications staff

- **Be responsive to requests from the Communications staff looking for faculty members in your department with expertise in particular subjects to speak with media outlets.**

- **Alert the Director of Media Relations or the Communications staff when a department member receives a major award, publishes a book, or is otherwise involved in work that is newsworthy.**

- **Suggest a story about a department member, student, or alum in your department who has received an award (or achieved some other accomplishment) to the editor of DePauw Magazine and/or the webpage.**
Collaborating with other academic departments

- **Approach a department chair of another department who might be willing to co-sponsor/co-fund a campus speaker.** Sharing the expense of bringing in speakers can help defray the costs and you may be able to afford a better speaker.

- **Encourage members of your department to team-teach a semester-long or Extended Studies course, Extended Studies trip, or a study abroad trip with someone outside the department.** This interdisciplinary experience will not only benefit your students, but also potentially foster relations between the faculty members’ two departments.

- **Propose a new course to the Committee on Management of Academic Operations (MAO) that will jointly serve the needs of more than one department.** For example, a number of social science departments may want to offer their students a social science statistics courses, but none alone have the resources to offer such a course on a regular basis. Pooling resources among three or four social science departments may make this possible.

- **Encourage colleagues in your department to explore multi-disciplinary research opportunities.** Despite the fact that we are a small community, we are not all aware of each other’s research agendas. Share information when you see connections between colleague’s scholarly work. Also, inform department members of collaborative GLCA research opportunities about which you learn.

- **Build a broad coalition of supporters across departments when proposing a policy change to a standing committee or making a request on the floor of a faculty meeting (if appropriate).** The monthly Chair’s Meeting is the likely place to discuss such issues.

- **Coordinate with other departments when requesting permanent equipment or other expensive resources (if feasible).**

**FAQ**

**Are there situations where it is unwise to collaborate with another department?**

Sometimes, it is quicker and easier to do something without collaboration, especially if there are no discernible consequences. Sometimes, collaborations are not true collaborations, and one party ends up expending more work and more resources. Collaborations should be pursued when all parties are equally committed to the project, where roles and expectations are clearly defined, and there is open communication about the process in real time.

**Other Resources**

- **additional contacts**
  - Office of Admission - [http://www.depauw.edu/admission/](http://www.depauw.edu/admission/)
  - Office of Communications - [http://www.depauw.edu/news-media/staff/](http://www.depauw.edu/news-media/staff/)

- **university policy & procedures**
  - n/a

- **relevant examples/forms/etc. in appendix**
  - n/a

- **external references**
  - n/a
Organizing and transferring information to the next chair.

At DePauw, the role of department chair changes on a routine basis between faculty members (typically chairs have a maximum of two consecutive terms of three years each). New department chairs are recommended to the VPAA by the Committee on Faculty after interviewing departmental faculty members. In order to maintain continuity and to facilitate a smooth transition to the new incoming chair, the outgoing chair should strive to develop an organizational file system early in their term that can serve as a library of examples/reference for the new incoming chair. In addition to physical files (digital and/or paper), new chairs also would likely benefit from mentoring sessions with the previous chair (either formally on a bi-weekly/monthly basis during the first few semesters or informally as the need arises).

Record keeping

- **Organize early, organize often.** As you assume the role of chair, make a regular practice of keeping copies of memos, reports, department meeting minutes, emails, budgets, curriculum changes, etc. (basically any paperwork/files related to your role as chair). You might use major headings in the deptchairpedia as organizational headings that might be further subdivided chronologically by date. These materials not only serve as a record of departmental business, but also provide examples for future reports, proposals, etc.

- **Dedicate a file cabinet and a computer folder for chair business.** When you retain all of the materials described above related to your work as chair, it becomes easy to “drown” in the clutter and the sheer number of items. The simplest approach to keeping materials associated with your business as chair organized is to dedicate a file cabinet for paperwork and a folder on your office computer for digital files. Create labeled (heading & date) sub-folders, so that you can readily file (and retrieve) the materials quickly and efficiently.

- **Correspond and/or follow-up by email and cc yourself.** It is easy to respond orally to questions at meetings or in the hallway. However, it is important to establish a paper trail that serves as a record of any important aspects of the conversations (e.g., decisions, follow-ups, timelines, etc.). As described above, create a labeled (heading & date) folder system for emails, so that they can be easily filed and retrieved.

- **Handle confidential material carefully.** Because the role of department chair changes on a routine basis, some materials (e.g., records regarding hiring decisions, minutes from departmental personnel committees, correspondence regarding disciplinary actions for a departmental faculty member, etc.) may be inappropriate for a new chair to see (especially if the materials are about them). Such files should be retained by the chair at that time, and not passed on to a permanent repository for future chairs.

Mentoring sessions

- **Offer to set up formal mentoring/discussion sessions with the new chair during the transitional period.** For a few months after the incoming chair has assumed the position, it may be helpful to organize bi-weekly/monthly mentoring sessions to discuss current issues and upcoming tasks. These sessions might be timed to occur as the new chair is preparing to work on a particular task (e.g., setting up the schedule of classes, writing a major report/proposal, etc.). The idea is to give the new chair an idea of what you did in that situation and why you did it.

- **Plan to be available for Q&A sessions on an informal basis.** The new chair is going to have questions. At first, you may think that you still are chair...but the questions will get fewer and farther between. Your receptiveness to questions will help the new chair feel comfortable seeking your advice during their first semester or two as chair.

- **Know when to “let go”.** Don’t be too overbearing or intrusive in the work of your successor.
**FAQ**

How do I decide what to keep and what not to keep?

The best advice is to keep materials that provide a written (paper or digital) record of departmental business. If you would have found the material useful to have had during your time as chair, it probably will be useful to future department chairs.

**Other Resources**

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Convening the Full-Time Position Request Committee (FTPRC) and writing a Resource Allocation Subcommittee (RAS) proposal for a faculty position.

Convening the FTPRC and writing a RAS proposal represent the initial phases of adding new full-time personnel to the department. More than simply preliminary exercises in a job search, however, FTPRC meetings and RAS proposals are important opportunities for a department to assess its resources and to define a vision for the future.

### Membership and purpose of the FTPRC

- **Convene the FTPRC to request new tenure-track or term positions.** Include all tenured and tenure-track faculty members of the department, except those in the first or last year of their appointments. Excuse those on leave, but give them the opportunity to participate.

- **Advise faculty members with conflicts of interest to withdraw from the FTPRC.** If you, as chair, have a conflict of interest, inform the VPAA, who will ask the FTPRC to elect another chair.

- **Consider diversity.** Meet with the Diversity and Equity Committee (DEC) to discuss the implications of your proposal for the diversity of the department and university.

- **Do not assume sole responsibility for producing a RAS proposal.** Write the proposal only after a full discussion of departmental goals and plans.

- **Dissolve the FTPRC once it submits its proposal to RAS.**

### Strategies for writing a RAS proposal

- **Begin with a vision.** Think of a RAS proposal, in the most general sense, as an opportunity to shape the future of the department.

- **Consider the relation of personnel to curriculum.** Use a RAS proposal to replace faculty members who have retired or left DePauw, but think more broadly about the purposes of a new position. Consider the benefits of consolidating multiple areas of the curriculum, or expanding it into new areas.

- **Be comprehensive.** Address a range of factors in the proposal, including the state of the discipline, the needs of the students, enrollment pressures, the shape of the departmental curriculum, and the potential contribution of the new position to university-wide programs.

- **Use both qualitative and quantitative support for your arguments.** Particularly useful evidence includes past self-studies, comments by RAS on previous proposals, statements by DePauw faculty members outside the department attesting to the university-wide need for the proposed position, enrollment data from the Registrar and the Office of Institutional Research, and alumni data on standardized test scores and on postgraduate and professional opportunities.
**Membership and purpose of the FTPRC**

- **Strive for consensus.** Significant disagreement about a new position could signal unresolved questions that will undermine the proposal. If a large majority of department members favors a proposal and elects to submit it to RAS in spite of dissent, the dissenting minority should submit its own opinion accordingly, specifically addressing concerns with the prior proposal.

- Prepare for an interview with RAS to discuss the proposal, or appoint another member of FTPRC to represent the department.

**FAQ**

**Are departments guaranteed that faculty members who retire or leave DePauw will be replaced?**

No. While curricular gaps created by retirements or departures constitute a strong argument in RAS proposals, replacement should not be taken for granted, especially if the department cannot demonstrate a qualitative or quantitative need to replace the position. Even if such needs seem obvious to a department, it should offer substantive arguments to RAS, keeping in mind that the subcommittee consists of members from across the university.

**If a RAS proposal is rejected, should the FTPRC resubmit it the following year, hoping for better results?**

A department should resubmit a proposal only after careful consideration of the reasons given for its rejection. If a department feels that these reasons are dubious or ambiguous, the chair should confer with the chair of RAS or the VPAA in search of a fuller explanation. The FTPRC should revise its next proposal accordingly, specifically addressing concerns with the prior proposal.

**Other Resources**

- **additional contacts**
  - Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
  - Dean of Faculty - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)

- **university policy & procedures**
  - Personnel Policies - [http://www.depauw.edu/handbooks/academic/personnel/](http://www.depauw.edu/handbooks/academic/personnel/)

- **relevant examples/forms/etc. in appendix**
  - RAS data provided by Registrar in network U-drive
  - [English Department RAS proposal (spring 2012)](http://www.depauw.edu/offices/academic-affairs/)
  - Academic Affairs Search Procedures (currently being revised)

- **external references**
  - Essential Guide for Department Chairs - [http://www.usc.edu/academe/faculty/essential_guides/department_chair/#facultysearch](http://www.usc.edu/academe/faculty/essential_guides/department_chair/#facultysearch)
Crafting an advertisement for a faculty position.

The job advertisement is your primary tool for attracting the best candidates to your department. It contains essential information about the position and application procedures. The advertisement also functions as a guide in its early stages by helping you to eliminate any candidates whose credentials do not match those specified.

Crafting the advertisement

- **Look at examples.** Consult previous advertisements for positions in your department to determine best practices.

- **Be consistent with your RAS proposal.** Craft the advertisement according to the position described in your RAS proposal. Include an initial draft of the advertisement in your proposal.

- **Don't forget the basics.** In the heading, include the name of the department, the name of the university, and the title of the position. Specify whether the position is tenure-track, term, or part-time. List any required and preferred credentials (e.g., Ph.D. required; publications and teaching experience preferred). Define rank and salary at hire. If these terms are negotiable, state that rank and salary commensurate with experience.

- **Foreground teaching.** Specify a range of introductory and advanced courses candidates will be expected to teach. Consider including a general statement about the importance of teaching at DePauw (e.g., Candidates should show evidence or promise of teaching excellence and commitment to undergraduate teaching in a liberal arts setting).

- **Try to attract candidates.** Note any particularly attractive features of the position (e.g., pre-tenure leave, funding for professional and curriculum development available, etc.).

- **Inform the applicants.** Give specific submission instructions, including initial application materials, department contact information, and, if necessary, electronic submission procedures. Preview search procedures, including the date you will begin reviewing applications.

- **Supply further information.** Invite prospective candidates to visit your department website.

- **Include a statement about diversity.** For example: “DePauw is an Equal Employment Opportunity Employer. Women and members of underrepresented groups are encouraged to apply.”

Publishing the advertisement

- **Cover your bases in the administration.** Ask the VPAA and the Human Resources to review the advertisement before publishing it. The Assistant to the Vice President is most useful in drafting and placing job advertisements.

- **Consider the budget and timeline for the search when placing the advertisement.** Publishing in more venues over a longer period of time will cost more and draw a larger pool of candidates. Publishing in fewer venues over a shorter period of time will cost less and draw a smaller pool.

- **Target your advertisement.** Publish the advertisement with the main professional organizations in your discipline, the Office of Human Resources, and in venues dedicated to attracting diversity candidates. Academic Affairs can supply a current list of relevant venues.
**Publishing the advertisement**

- **Reach out personally.** Call or email the chairs and directors of the top graduate programs in the field. Send them the advertisement, and invite them to encourage their most qualified students to apply.

**FAQ**

**What are the advantages to defining a position more broadly or more narrowly in an advertisement?**

Keep in mind that a broadly defined position will attract a larger pool of candidates, and a more narrowly defined position will attract a smaller pool. If you want to give your search committee more leeway to consider a wider variety of candidates during the search, define the position more broadly. If you have more exact expectations, and you want to conduct a more efficient search, define the position more narrowly. In any case, your job advertisement should not represent a significant departure from the position described in your RAS proposal.

**What is the most common mistake in crafting an advertisement?**

Accidentally omitting crucial information or using imprecise language could lead to a long series of clarifying emails between you and prospective candidates. Proofread very carefully in consultation with the VPAA.

**Other Resources**

- **Additional contacts**
  - Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
  - Dean of Faculty - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
  - Human Resources - [http://www.depauw.edu/offices/human-resources/](http://www.depauw.edu/offices/human-resources/)

- **University policy & procedures**
  - Personnel Policies - [http://www.depauw.edu/handbooks/academic/personnel/](http://www.depauw.edu/handbooks/academic/personnel/)

- **Relevant examples/forms/etc. in appendix**
  - Sample job advertisement
  - Academic Affairs Search Procedures (currently being revised)

- **External references**
  - Essential Guide for Department Chairs -[http://www.usc.edu/academe/faculty/essential_guides/department_chair/#facultysearch](http://www.usc.edu/academe/faculty/essential_guides/department_chair/#facultysearch)
Convening a search committee for a faculty position.

Hiring a tenure-track faculty member is one of the most important and exciting tasks a department performs. It’s a long and often difficult process, however, and it demands the participation of many people in your department, as well as at least two faculty members from other departments. University policy largely determines the composition of the search committee, but you can be flexible in choosing non-departmental members and delegating specific responsibilities once the search committee is formed.

**Departmental members**

- **Consult the faculty handbook for the basic rules of convening a search committee.** Generally, the committee consists of all tenure-track faculty members, all term faculty members with significant administrative duties, and all term faculty members in appointments that are renewable without the limitation of the maximum of six years. The committee does not include those faculty members in their first or last year of service.

- **Make every department member aware of his or her status with respect to the search committee.** Offer the option to participate to those who are eligible, but who may also excuse themselves without prejudice, including probationary tenure-track faculty members, term faculty members with significant administrative duties, non-tenured faculty members, and those on leave.

- **Consider any potential conflicts of interest.** Faculty members who may have a personal relationship to any potential applicants for the position should not serve on the committee. Discuss potential conflicts with the committee in the earliest stages of the search. Withdraw as chair and as a member of the committee if you have a conflict of interest. The VPAA will instruct the search committee to elect a chair.

- **Keep separate searches separate.** Remember, if conducting simultaneous searches for more than one position, that each search has its own committee, even if they overlap significantly. Those who have a conflict of interest in one search could still be eligible to serve on a different search committee.

- **Maintain strict confidentiality.** Restrict discussion about candidates and file materials to its respective search committee. Remain aware of online security issues when transferring files.

**Outside members**

- **Consult with department members about the selection of faculty members from outside the department.** Generate a list of candidates based on their expertise relative to the search and to their practical availability.

- **Make sure that multiple departments are represented on your list.** The two outside members must come from two different departments.

- **Submit the list of candidates to the VPAA, who will select two outside members in consultation with the Committee on Faculty (COF).**

- **Include outside members in all search business.** Consider them, once chosen, as full members of the committee, with the same duties and voting privileges as members of the department.

- **Make sure you have a critical mass.** Although the Academic Handbook does not specify a minimum size for a search committee, consult with the VPAA if the search committee seems too small to perform adequately. The minimum size of a The VPAA may appoint additional outside members.


**Initial business**

- **Meet with the administration.** After you constitute the search committee, convene with the VPAA and representatives of the Diversity and Equity Committee (DEC), and Human Resources to set the broad parameters of the search, ascertain legal boundaries, and discuss strategies for attracting candidates from underrepresented groups.

- **Discuss strategies for crafting and publishing the advertisement.** Although you might have included a proposed advertisement in your RAS proposal, you can consider changing it in response to comments from RAS.

**FAQ**

**What if I sense a conflict of interest with one of my colleagues, but he or she does not withdraw from the committee?**

As always, consult with the VPAA. Before doing so, however, you should discuss the potential problem with your colleague. Maybe he or she does not perceive the same conflict that you do. In any case, make sure all members of the committee realize that any bias could corrupt the search and, in the worst case, make the university legally liable. In gray areas, where conflict may or may not exist, err on the side of extreme caution.

**How should I delegate responsibilities within the committee?**

While all committee members should be aware of what’s going on all the time, you may delegate specific tasks to smaller groups of people within the committee, with the approval of the VPAA. For some tasks, such as vetting the initial wave of application letters or interviewing candidates at professional meetings, participation of the whole committee may not be necessary or possible. Whenever you delegate tasks to smaller groups, ask these groups to report to the whole committee.

**Other Resources**

**additional contacts**

- Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
- Dean of Faculty - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)

**university policy & procedures**


**relevant examples/forms/etc. in appendix**

- Academic Affairs Search Procedures (currently being revised)

**external references**

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Managing applications for a faculty position.
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Depending on the field, the terms of the job advertisement, the venues in which you run the ad, and the duration you run it, you might be faced with a pool of several hundred applications or a pool of only a few dozen. In the case of the large pool, the search committee should have a protocol for managing the files, which might involve a smaller subcommittee eliminating unqualified or under-qualified applicants from the initial pool. In the case of a smaller or weaker pool, the search committee should decide to continue the search with the existing pool, to extend the deadline and invite more applications, or to discontinue the search and reconsider the position. In either case, the goal is to identify and interview the best candidates.

Managing the application files

- **Work with the department secretary.** Delegate the filing and initial correspondence with applicants to your department secretary, who can collate applications materials, let the applicants know that their materials have been received, and contact them to request missing materials.

- **Work with the VPAA’s office to manage digital application materials through Interfolio.** The university has recently adopted the Interfolio “My Committee” system for submitting and managing application files, obviating older methods of collecting and collating these materials by email or in hardcopy.

- **Maintain appropriate security.** In working with files through Interfolio, be mindful of online security issues. Do not download and redistribute files by email. Consult with the VPAA on questions of file security.

- **Save everything for three years, or four in the case of hiring a non-US citizen.** The university is legally bound to save application for three or four years after the conclusion of the search. Speaking more practically, you might need to return to the pool if you do not hire any of your top candidates and need to extend the search. The Search Procedures distributed by Academic Affairs contains detailed instructions about storing and eventually destroying search materials.

Managing a large pool of applications

- **Divide the work.** Maximize the efficiency of the search committee by appointing a smaller group within the committee to scan the initial pool and eliminate applicants that are obviously unqualified—those without the basic degree requirements, those outside the desired field or specialization, or those lacking essential experience. Use the terms of the job advertisement as a guide for this initial review.

- **Keep a good pace.** Set an appropriate schedule for the review of the applications, keeping the whole search committee informed about the expected workload and important checkpoints and deadlines in the search process. If you plan to interview candidates at a professional conference, this schedule will be determined by the timing of the conference. Keep in mind that qualified applicants will likely be applying for many positions, and that their availability could affect your schedule.

- **Be attentive to every application.** Structure search committee meetings so that every member has an opportunity to comment on every candidate, if they desire. Don’t risk overlooking a good candidate by rushing the process.
Managing a small or weak pool of applications

- **Convene the search committee to decide on the viability of search.** If the pool, while smaller or weaker than expected, still contains an acceptable number of good candidates, you can continue the search. If not, you can extend the application deadline with the hope of attracting better candidates, or discontinue the search, pending a review of the job advertisement and the terms of the new position. Consult with the VPAA as the search committee considers its decision.

- **Diagnose the problem.** Assess possible reasons for the weakness of the pool, including the way the position is conceived, the way the job ad is written, inadequate distribution of the job ad, or trends in your field beyond your control.

- **Keep the candidates informed.** If you extend the deadline or discontinue the search, inform all of the applicants of the new status of the search.

- **Reach out personally.** Contact the department heads of the graduate programs most likely to produce strong candidates for your position, and ask them to invite their best students to apply.

**FAQ**

How do I keep applications secure, particularly as search procedures are digitized?
Remember that nothing that appears on screen is fully secure, and that threats and the means of avoiding them change constantly. Interfolio limits access and provides a degree of security, but advise search committee members not to transfer files by email or save them on personal hard drives.

How do I know if a pool of applications is too small or too weak to continue the search?
You and the search committee should determine what “the best possible pool” is, given your field, and the terms of the position. More practically, if the pool contains enough good candidates to constitute an interview pool of 10 or 12, then you can probably continue the search. Even in this case, however, you might decide to discontinue the search to reconsider your strategies.

**Other Resources**

**additional contacts**
- Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
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**university policy & procedures**
- Personnel Policies - [http://www.depauw.edu/handbooks/academic/personnel/](http://www.depauw.edu/handbooks/academic/personnel/)

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Handling internal candidates for a faculty position.

One of the most difficult aspects of a job search can be handling candidates from within your department. By the nature of their position, they merit special attention, particularly in maintaining confidentiality and avoiding conflicts of interest on the search committee. At the same time, you are ethically and legally bound to treat internal candidates the same as all other candidates, making sure that they have no special advantage or disadvantage. Walking this line is further complicated by the emotional responses the situation can generate, either by the candidate or by advocates (for or against) within the department. Tensions are unavoidable, but minimize them by maintaining strict fairness and confidentiality throughout the process. Consult the Search Procedures distributed by Academic Affairs for useful strategies for handling internal candidates.

**Maintaining fairness and confidentiality during the search**

- **Avoid conflicts of interest in forming the search committee.** Advise department members to recuse themselves if they have a conflict of interest with any of the candidates. Consult with department members individually if they wish to keep these connections private.

- **Abide by the same procedures and deadlines for all candidates, internal and external.** Send internal candidates the same departmental correspondence about the status of their application that all candidates receive, not personal emails.

- **Don't give internal candidates a free pass.** While some departments have a tradition of offering a “courtesy interview” to internal candidates, do not exempt them from standards applied to other candidates. Internal candidates should advance through every stage of the search on the strength of their credentials, experience, and performance.

- **Restrict access of application files from internal candidates.** Make sure the internal candidates know where the files are kept, so that they can avoid finding them accidentally.

- **Maintain strict confidentiality.** Advise members of the search committee to refrain from discussing any aspect of the search with internal candidates, either in person or in email. Avoid situations in which candidates can overhear or eavesdrop on conversations about the search, such as conversations in hallways or open offices and classrooms.

**Handling the situation after hiring**

- **Guide the internal candidate, when hired into a new position, through the transition.** If you hire the internal candidate, begin the mentoring process by giving them confidence in their new position. Assure them that they have succeeded on their own merit, and not as a result of special advocacy within the department.

- **Assuage wounds, and don't burn bridges.** If you do not hire the internal candidate, assure them the decision was not personal, but based on the strength of the other candidates in the pool: a small, but necessary consolation. Be clear about the candidate’s future prospects in the department, advising them about their prospects of continuing in a term or part-time position at DePauw. Having this difficult discussion in person could demonstrate your sincerity and your regard for your colleague.

- **Insulate the new hire, if necessary.** If you do not hire the internal candidate, and bad feelings linger, either with the candidate or other members of the department, protect the new hire from experiencing any fallout, although the new hire need not remain oblivious about the situation.
FAQ

What if I suspect that a department member has a personal interest in hiring or not hiring internal candidates but has not withdrawn from the search committee?
Consult with the department member individually. Voice your concerns, which should be based on observations and evidence. Keep a personal record of your conversation, whether it occurs in person or in email. If you remain convinced of a conflict of interest, and the interested party refuses to withdraw from the committee, consult with the VPAA.

If an internal candidate is eliminated from the search, how should I break the news?
Until the search is concluded, maintain standard communication procedures with the internal candidate, the same as all the candidates. After the search is concluded, however, a personal meeting, while difficult for you, can demonstrate both compassion and respect to the candidate. If the candidate asks, you might provide general advice for improving his or her prospects on the job market. Do not discuss specific deliberations of the search committee or the strengths and weaknesses of other candidates. You should also clarify whether or not the candidate can expect to continue working in the department in a term or part-time position.

Other Resources

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Interviewing potential applicants for a faculty position.

The job search enters a new and exciting phase during the interview process. Candidates previously embodied in a file folder now assume human form, capable of exceeding the search committee’s expectations with invigorating dialogue, or frustrating them with a lack of engagement. The first stage of the interview process can vary significantly among departments, and may include personal meetings with candidates at professional conferences or remote interviews conducted by videoconference or phone. In the second stage of the process, a small group of finalists visits campus to meet with additional members of the department, administrators, and students. The campus interview represents the crucial last step before a search committee makes its decision. Consult the Search Procedures distributed by Academic Affairs for specific policies on preliminary and campus interviews.

<table>
<thead>
<tr>
<th>Conducting preliminary interviews</th>
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<tr>
<td>• <strong>Make a clear plan.</strong> Establish a clear interview protocol at the outset of the search, depending on the conventions of your discipline, the needs of the department, and the budget allotted by Academic Affairs. You may interview a slate of 10 to 15 candidates at your professional conference, or you may conduct interviews by videoconference.</td>
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<tr>
<td>• <strong>Form an interview team.</strong> If the search committee is relatively large, select a smaller interview team from within the committee, who will conduct the preliminary interviews and report to the larger search committee.</td>
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<tr>
<td>• <strong>Be flexible in your methods for the candidates’ sake.</strong> If you conduct preliminary interviews at your professional conference, accommodate candidates unable to travel to the conference by offering to interview them by video.</td>
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<tr>
<td>• <strong>Anticipate technical glitches when using videoconference applications.</strong> Keeping in mind that candidates usually appear more lively and engaged in person than they do on a computer screen, try to discount this difference. Assess the candidates on the substance of their responses.</td>
</tr>
<tr>
<td>• <strong>Prepare a script for the interviews.</strong> Consistency in the questions ensures that the search committee receives necessary information from the candidates and that the conversation with each candidate follows similar trajectories. Specific questions should explore details of the candidate’s teaching and research, particularly in relation to DePauw’s curriculum and faculty development program.</td>
</tr>
<tr>
<td>• <strong>Allot the same amount of time for each interview.</strong> No candidate should have the advantage or disadvantage of more or less time.</td>
</tr>
<tr>
<td>• <strong>Take detailed notes about each interview.</strong> Detailed reference to every answer from every candidate will be invaluable in the final deliberations of the search committee.</td>
</tr>
</tbody>
</table>
Conducting campus interviews

- **Report on the preliminary interviews.** Convene the search committee to hear the report of the preliminary interview team and decide on 2 to 4 finalists for campus interviews. Select several alternate candidates, who you can invite to campus if any of your top choices are no longer available. Contact the finalists immediately to determine their continuing interest in the position and their availability to visit campus.

- **Secure the VPAA’s approval of the finalists’ dossiers before arranging the interviews.** You will likely work with the VPAA to check all the candidates references before moving ahead to the final phase of the search.

- **Make the travel schedules and campus itineraries.** Once you have confirmed the availability of your finalists to visit campus, coordinate closely with your department secretary and Academic Affairs to sequence the visits and set a detailed agenda for each one. Your secretary will work with the candidates to make travel arrangements. Expenses are covered by Academic Affairs.

- **Get everyone involved.** Marshall the members of your department to assist with the various aspects of the campus interview, including transportation to and from the airport, meals, a research talk or luncheon, a sample class, campus and town tours, and meetings with various members of the department and administration.

- **Organize sample classes.** Gather a pool of the department’s strongest students to participate in the sample class, to meet with the candidates in another venue if desired, and to provide the search committee with written feedback about their experiences with each candidate. Assure the students of the importance of their contribution in determining the future of the department.

- **Sell the candidates on DePauw.** By this point in the search process, you have identified the best candidates, possibly rising stars in your field. While you want to assess the candidates in anticipation of making an offer, you also want to guarantee that the best candidate takes the offer when it comes.

**FAQ**

**What kinds of topics are off-limits when interviewing a candidate?**

Early in the search process, the VPAA, perhaps accompanied by a member of the Diversity and Equity Committee (DEC), will meet with the search committee to discuss the legal parameters of the search process, including interviews. In short, you cannot ask the candidates about anything that doesn’t pertain to their job qualifications. Avoid discussing family or personal life, religious belief, political views, or sexual orientation. Candidates may introduce these topics on their own, but you should not prompt them, even when talking to them “ unofficially.”

**How do I “sell” the candidates on DePauw?**

Just speak frankly with the candidates about the challenges and advantages of being a faculty member here. You shouldn’t give them a party line or mislead them in any way. Shade the interview with your personal experiences. Articulate for them your best experiences as a teacher, scholar, or artist, and the ways that DePauw has facilitated these opportunities. Speak about your best students, your most valued colleagues, and the unique contributions the candidates could make to the university.
### Other Resources

**Additional Contacts**
- Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
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**University Policy & Procedures**
- Personnel Policies - [http://www.depauw.edu/handbooks/academic/personnel/](http://www.depauw.edu/handbooks/academic/personnel/)

**Relevant Examples/Forms/etc. in Appendix**
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Making the offer for a faculty position.

Following the final deliberations of the search committee and the identification of the top candidate, the process is mostly out of your hands. The VPAA will contact the candidate to make the offer and negotiate its terms. As chair you won’t be privy to these negotiations, but you can advise the VPAA about how aggressively to pursue the hire, depending on the level consensus within the search committee and the strength of the other finalists. Prior to accepting or rejecting an offer, the candidate might contact you to discuss departmentally specific details, such as which classes they might teach. You might influence their decision this way, but you can’t promise anything that isn’t in your power to deliver, such as salary, moving expenses, or tenure schedule.

Making the decision and closing the deal

- **Make the decision.** Convene the search committee to make a careful and complete assessment of each of the finalists following all of the campus visits. Have a system for gathering and disseminating comments from students. Following deliberation, identify each finalist as acceptable or unacceptable to hire. If you have more than one acceptable candidate, rank them to determine which one will receive the offer first, second, or third. If you find that none of the candidates are acceptable, consult with the VPAA to schedule further campus interviews.

- **Write a formal memo or email to the VPAA.** Outline the strengths and weakness of each of the finalists brought to campus and explain the committee’s choice.

- **Move quickly.** Work with the VPAA to make the offer to the candidate as soon as possible, especially if the candidate mentions other interviews or offers. DePauw’s Winter Term schedule usually puts us a few weeks behind other institutions pursuing the same candidates.

- **Advise the administration.** Provide the VPAA with insight that might guide negotiations with the candidate. If, for example, the department has reached strong consensus or does not have an especially strong second or third candidate, the VPAA might offer greater incentives to the candidate.

- **Pull all the strings you can.** Ask the president to contact the candidate to make a final pitch for DePauw. An unexpected call from university’s chief executive can make a good impression.

Waiting for a response

- **Be patient.** The VPAA will typically give the candidate two weeks to respond to an offer, unless exigent circumstances, such as the need to respond to another candidate, unavoidably hurries the process.

- **Know your boundaries in talking to the candidate.** If a candidate contacts you prior to making a decision, make clear that you can discuss teaching assignments, but not salary, moving or startup expenses, teaching load, or tenure schedule. You can offer suggestions about negotiating with the VPAA, but you’re not authorized to change the terms of the offer.

- **Try to keep all your options open.** Do your best to keep your second and third candidates “on hold” while your first candidate makes a decision. This process can be tense, since many candidates will have other interviews or offers and will be pressing for a response. As you delay, the other candidates will begin to sense that they’re not your first choice, and may lose interest in the position. Simply tell them that the search is still in progress, and that you’ll let them know as soon as you can.
Waiting for a response

- **Have a backup plan.** If your first candidate rejects the offer, be prepared to make the offer to the next candidate as quickly as possible. Repeat as necessary. If none of your acceptable candidates accepts your offer, reconvene the search committee to determine whether you will invite other candidates for campus interviews or discontinue the search.

**FAQ**

**What can I do to help a candidate decide in our favor?**

While you can’t directly negotiate the terms of a contract, you can facilitate the negotiations. Consult with the VPAA about what concessions might be made in order get the candidate to accept the position. You can also continue the effort to “sell” DePauw to the candidate once the offer has been made. Tell them what you find to be the best things about working here and what unique opportunities they might find at DePauw. You can also encourage other members of the search committee, particularly those most closely aligned to the candidate’s field, to send an email encouraging them to accept the position.

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Hiring term and part-time faculty members.

Hiring term and part-time faculty members can fill gaps in your department curriculum and replaces tenure-track faculty members on leave. Although it’s not as complicated as hiring tenure-track faculty, it’s a crucial part of maintaining a strong department. Term and part-time faculty members can have important teaching and advising responsibilities within a department. In some cases, successful term and part-time faculty members can become mainstays, converted to tenure-track by means of a national search or an opportunity hire. Determining and establishing the need for term and part-time faculty begins with the staffing plan, the annual projection of a department’s curricular and staffing needs.

**Correlating curriculum and staffing**

- **Match staffing requests to curricular needs.** Determine a clear plan for the department that correlates curricular needs with requests for term and part-time staffing. The annual staffing plan that you submit to the VPAA should make a compelling argument for hiring staff in particular areas, either to replace faculty members on leave or to open new areas of the curriculum.

- **Match the type of position to curricular needs.** Avoid hiring term faculty to fill a curricular need that the department recognizes as permanent. RAS proposals and tenure track hires better serve these needs. Still, term faculty members can fill the role as a permanent position materializes, and might become candidates in the tenure-track search.

- **Look for versatility in candidates for term and part-time positions.** Those who can make various contributions to the curriculum might serve present as well as future needs and save you the trouble of conducting more searches later.

- **Consider diversity.** Meet with the Diversity and Equity Committee (DEC) to discuss the implications of your term and part-time hiring for the diversity of the department and university.

**Searching and hiring**

- **In searching for term positions, streamline the process but be comprehensive.** Pursue the same, but abridged, search process that you would with a tenure-track position: write and publish a job advertisement, cull the applications, and schedule interviews and campus visits. Expedite the process when you can, given that the search for term and part-time faculty is usually more compressed than a tenure-track search.

- **In searching for part-time positions, work closely with the VPAA’s office.** While term searches can mirror tenure-track searches, part-time search procedures can vary widely depending on the particular need they fill.

- **Delegate hiring within the department.** Consider using a smaller search committee for the purpose of hiring. All eligible members of the department need not be included on the committee. Seek approval from the VPAA for all divisions of hiring responsibilities.

- **Interview a fewer number of candidates, in person or by videoconference.** If your search budget is limited, invite only the top candidate to campus, bringing others only if the first candidate proves to be unacceptable.
Extending and retaining term and part-time faculty

- **Draw on existing resources if possible.** Filling a future staffing need might be simplified by extending the contract of a term faculty member already on staff. Still, staffing plans should focus on the courses needed rather than the department’s desire to extend the terms of existing faculty members. Justify the curricular need prior to justifying that an existing term or part-time faculty member is the right person for the job.

- **Don’t repeat the whole hiring process when renewing existing term and part-time faculty members.** If your staffing plan identifies needs that existing part-time faculty could continue to fill, you don’t have to go through the full hiring process again. First identify which courses in your staffing plan you wish to continue to offer with existing staff and request the VPAA’s permission to determine if the existing part-time faculty member is interested and willing to teach again. You may need to provide positive evidence, such as strong peer observation reports, years of service, or favorable student opinion responses, for renewing a term or part-time faculty member. Once you have communicated with the faculty member and determined their interest and availability, request that Academic Affairs issue them a new letter of agreement.

- **Mentor and cultivate term and part-time colleagues once you hire them.** Welcome them to the department and get them involved in department business. Realize that they will be actively searching for permanent positions and help them by reviewing materials and giving advice when asked.

- **Envision a future for term and part-time colleagues in the department, when possible.** Many of us started our careers in these positions, and these new colleagues might come to play a more permanent part in the life of the department.

FAQ

**What if I don’t get the term and part-time positions I requested from the VPAA in my staffing plan?**

Just make do without them, reassigning existing department members to cover any essential classes that won’t be covered by a new position. Look ahead to the prospects of the following year. If departmental goals and students are seriously underserved by the absence of a needed term or part-time position, then you have a stronger argument for getting these positions the following year. If not, then maybe you didn’t need the positions as much as you thought. Remember that you were asked to explain what you would do without the positions when you submitted your staffing plan.

**How do I know if I should request the renewal of a term or part-time colleague?**

Renew them if the curricular need they serve still exists. If it doesn’t—for example, it they are sabbatical replacements—and they have demonstrated talent or potentially valuable expertise that will help the department, try to conceive of another purpose they could serve, one you didn’t envision when initially hiring them. You should not renew them if no clear purpose emerges, or if they have performed poorly, as evidenced by student opinion forms and peer observations.
### Other Resources

#### additional contacts
- Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
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- Human Resources - [http://www.depauw.edu/offices/human-resources/](http://www.depauw.edu/offices/human-resources/)

#### university policy & procedures
- Personnel Policies - [http://www.depauw.edu/handbooks/academic/personnel/](http://www.depauw.edu/handbooks/academic/personnel/)

#### relevant examples/forms/etc. in appendix
- Academic Affairs Search Procedures (currently being revised)

#### external references
- Essential Guide for Department Chairs - [http://www.usc.edu/academe/faculty/essential_guides/department_chair/#facultysearch](http://www.usc.edu/academe/faculty/essential_guides/department_chair/#facultysearch)
Making opportunity hire proposals.

The opportunity hiring process was originally conceived as a way to diversify the faculty by expediting the hiring of talented faculty of underrepresented minorities, often those already on staff, by converting them from term to tenure-track positions. The process has since been expanded as a broader way of enhancing the faculty, by hiring new faculty members who demonstrate special talent, or who can expand the curriculum in vital new areas. Often opportunity hire proposals are prompted when term faculty members have success or extreme promise on the job market, and a department wants to retain them rather than letting them go to another institution. In other words, opportunity hires are a good way to help your department to stay competitive on a national level.

Recognizing opportunities

- **Look for opportunities to expand diversity.** Take an interest in the progress of any term or part-time members of your department, especially those who belong to any underrepresented groups in academia. Consult the Office of Human Resources and the Office of Institutional Research (OIR) for employment and demographic data.

- **Look for special talent or expertise.** Be especially cognizant of those faculty members who, even if they don’t belong to underrepresented groups, might significantly enhance the department curriculum, perhaps by introducing new areas of the discipline or by forming productive interdisciplinary connections to other departments and programs.

- **Formally consult with the department.** When you identify a possible candidate for an opportunity hire, convene the Full-Time Position Request Committee (FTPRC) to discuss the desirability of a proposal and its potential for success.

- **Factor in the plans of the potential candidate.** Meet with them to discuss their future plans and their desire to continue working at DePauw. You need not tell the candidate that the department is pursuing an opportunity hire proposal, but you might reconsider the proposal if the candidate wishes to leave DePauw.

Framing the proposal

- **Think of an opportunity hire proposal the same way you would think about a RAS proposal.** Many of the justifications and evidentiary support you would use to make a RAS proposal can be marshaled in service to the opportunity hire proposal. Note, however, that opportunity hire proposals are not limited to the submission deadlines for RAS.

- **Prioritize curricular need over diversity.** Do not make race, gender, or any other social category the primary argument for hiring the candidate. While diversifying the faculty can be a stated goal of the proposal, it should be secondary to curricular need and the performance and potential manifested by the candidate. Opportunity hiring is not an affirmative action tool.

- **Match the specific candidate with a clear curricular need.** Keep two primary goals in mind as you craft the proposal: identifying a specific curricular need or opportunity and arguing why the candidate serves this purpose particularly well.

- **Consider potential contributions of the candidate to the whole university.** Discuss wider university goals, and the ways the candidate may serve them, in addition to referring to the more specialized goals of the department. You will submit the proposal to the VPAA and the Resource Allocation Subcommittee (RAS), whose membership consists of faculty from across the university.
**Framing the proposal**

- **Stay attuned to the candidate's status on the job market.** Interviews or offers from other institutions are the most compelling evidence of a candidate’s competitiveness and quality on a national level, and a compelling reason to keep them at DePauw.

**Searching and recruiting**

- **Know the laws and university policies for these special circumstances.** If the proposal is accepted, consult with the VPAA and Human Resources about the special procedures for opportunity hiring. Although you will craft the proposal and the position for a specific candidate, you must publicly advertise the position and legitimately consider other applications for the position.

- **Follow the process.** Use the standard search procedures, modified with the special requirements, even if there is only one candidate for the position: convening of the search committee, a review of application materials, an interview, and a “campus visit” that includes meetings with members of the department, administration, and students.

- **Sell DePauw to the candidate as you would in any tenure-track search.** Once the offer is made, discuss the special advantages and opportunities of working at DePauw, and the contributions the candidate could make to the institution.

- **Be aware of the challenges of retention.** Keep in mind that DePauw has had some difficulty in retaining faculty from underrepresented groups, and discuss these challenges honestly with the candidate.

**FAQ**

*What if a candidate’s status as a member of an “underrepresented group” is ambiguous? Can I still use this status in making an argument for an opportunity hire?*

If a candidate identifies himself or herself as a member of an underrepresented group, either personally or in previous job application materials, then you may identify them as such. If not, then you cannot.

*Why has DePauw had trouble hiring and retaining faculty of color? How should I address this problem with opportunity hire candidates who feel uncertain about their personal and professional prospects at DePauw?*

Consult with senior colleagues, particularly members of the administration, who have significant institutional knowledge about personnel trends at DePauw. It may be that the historical lack of diversity in DePauw's student body and the Greencastle community has sometimes made it difficult for faculty of color to feel at home here. Many choose to live in Bloomington, Plainfield, or Indianapolis and commute to DePauw, which can add stress to the job. At the same time, increasing diversity among DePauw's students and faculty holds promise in mitigating this problem.
### Other Resources

**additional contacts**
- Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
- Dean of Faculty - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
- Human Resources - [http://www.depauw.edu/offices/human-resources/](http://www.depauw.edu/offices/human-resources/)

**university policy & procedures**
- Personnel Policies - [http://www.depauw.edu/handbooks/academic/personnel/](http://www.depauw.edu/handbooks/academic/personnel/)

**relevant examples/forms/etc. in appendix**
- Academic Affairs Search Procedures (currently being revised)

**external references**
- Essential Guide for Department Chairs - [http://www.usc.edu/academe/faculty/essential_guides/department_chair/#facultysearch](http://www.usc.edu/academe/faculty/essential_guides/department_chair/#facultysearch)
Preparing for the arrival of a new faculty member.
You and your department colleagues will feel great relief when you successfully conclude a search, but for
the person you’ve just hired, the transition and new challenges have just begun. You can do a number of
things to smooth the transition and ensure a successful first semester at DePauw. Mostly, you should stay in
contact with new hire, as he or she prepares to relocate to Greencastle and start teaching in your
department. The first order of business is determining which courses they will teach and getting them on the
schedule for the coming year. After that, you can help them with any number of logistical matters during the
summer, such as shipping, moving, getting them settled into an office and lab, and helping them to navigate
campus services. You might also keep them posted about relevant university programming, such as
competency workshops at the end of summer and new faculty orientation.

**Helping your new colleague right after hiring**

- **Get in touch personally.** Call them to express your excitement about hiring them and, more
  practically, to discuss which courses they will teach in the coming year. This conversation could follow
  previous discussions of their teaching interests and proposed courses during the interview.

- **Let them know about competency workshops.** Encourage them to become certified in the Q, S,
  or W programs as soon as they can to increase the range of courses they can teach. If a competency
  workshop is being offered in the August after they’re hired, encourage them to participate.

- **Find a good office.** While chairs do not have authority in assigning offices, consult with the Dean of
  Faculty to find the right office and lab space for the new hire. Try to orient them close to the “center of
  gravity” within the department, near to the Chair or department secretary.

- **Foster the transition when hiring an existing colleague into a new position.** In the case of an
  opportunity hire or the conversion of a term faculty member to a tenure-track position, discuss the
  transition from one role to the other, articulating their new responsibilities and opportunities.

- **Let the students know about them.** Promote their classes with your advisees, and encourage
  colleagues to do the same.

**Helping your new colleague over the summer**

- **Help with logistics.** Stay in touch, assisting them, if necessary and within reason, with the logistics of
  shipping and moving. This could involve helping to move books or equipment into a new office or lab,
  or putting them in touch with a local real estate agent to find the right house or apartment.

- **Help with campus services.** Attend to the small but important details such as office keys,
  identification cards, computer and network services, and access to e-Services and Moodle. While other
  staff members will handle these things directly, you can help your new colleague stay on top of them
  and smooth any glitches that occur.

- **Monitor enrollment in your new colleague’s classes.** A new professor can represent an unknown
  quantity to students, leading to a reluctance to enroll. Make adjustments to the schedule if necessary.
Helping your new colleague over the summer

- **Welcome them personally.** After their arrival in Greencastle, treat them to an informal lunch with you and, possibly, other members of the department. See if they need help with anything and ease their transition from job candidate to colleague. Let them know what they can expect from new faculty orientation and their arrival in the department.

- **Plan to attend new faculty orientation events where chairs are encouraged to join the new colleague.** This is typically a social gathering the evening prior to Faculty Institute in August.

- **Foster social interactions.** Use social occasions, within and outside the university, to introduce your new colleague to members of other departments and programs and university staff.

FAQ

Where is the line between smoothing their transition and hand-holding? I want to do all I can to help them, but I also want to give them the space to figure things out on their own. Take your cue from your new colleague. Offer your help. If they need it, they’ll take you up. If not, they won’t. At the same time, if they fail to respond to crucial emails or phone calls from the administration, particularly about important matters like their teaching schedule, you should reach out to them more aggressively. Remind them that getting a good start depends on quickly responding to communication.

What if my new colleague makes unreasonable demands during the transition process, such as requesting funds or equipment not specified in his or her contract? Remind them that you can’t authorize any resources not specified in the hiring agreement, and that they should discuss any unanticipated moving expenses or equipment needs with the VPAA.

Other Resources

- **additional contacts**
  - Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
  - Dean of Faculty - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
  - Human Resources - [http://www.depauw.edu/offices/human-resources/](http://www.depauw.edu/offices/human-resources/)

- **university policy & procedures**
  - Personnel Policies - [http://www.depauw.edu/handbooks/academic/personnel/](http://www.depauw.edu/handbooks/academic/personnel/)

- **relevant examples/forms/etc. in appendix**
  - n/a

- **external references**
  - Essential Guide for Department Chairs - [http://www.usc.edu/academe/faculty/essential_guides/department-chair/#facultysearch](http://www.usc.edu/academe/faculty/essential_guides/department-chair/#facultysearch)
Mentoring untenured faculty members.

A formal responsibility of department chair is to mentor untenured faculty members. This does not preclude other senior faculty members from contributing to the mentoring process in an informal way. Just as there are different styles of chairing a department, there are different styles of mentoring. Whatever your approach, you should keep in mind two main goals: 1) help acclimate the new faculty person to the department and university; and 2) support the advancement of the junior faculty person’s career.

**Department and campus acclimation**

- **Facilitate access to nonacademic resources (e.g., housing, child care, school, dual careers).** Human Resources is also a good source of information for general information about living in the Greencastle community.

- **Foster connections and visibility of junior faculty.** For example, accompany new faculty to university events, so you can introduce them to people outside the department. Create an opportunity for junior faculty to present their scholarly or artistic work in a campus-wide forum.

- **Protect new faculty from department service, and encourage them to say “no” to most university service requests in their first year.** Guide them in selecting service obligations in subsequent pre-tenure years, suggesting areas where their experience and interests could be most useful.

- **Be mindful of the number and timing of new class preparations for junior faculty, especially as they are getting acclimated to the university.**

- **Demystify the department and campus culture.** For example, discuss the departmental norms for course reading loads, types of assignments, and distribution of grades. Share syllabi to assist their course preparations. Accompany new colleagues to faculty meetings to decipher acronyms and explain nuances in debates.

- **Encourage new faculty members to interact with, and seek advice from, senior colleagues in the department.** It is important to communicate early on that you are not the only person in the department that the newcomer can come to for advice. A simple, “You might ask Elizabeth what she thinks, too” may be all they need to feel comfortable approaching a senior colleague.

- **Remind junior faculty of the academic dishonesty policy and offer to serve as a third-person observer when meeting with difficult students.**

**Career advancement**

- **Help translate the formal university policy on what is expected for the pre-tenure review and for tenure and promotion.** Be clear that department expectations cannot exceed university expectations.
Career advancement

- **Explain the policy for classroom peer observations.** Remind new faculty that classroom observations are optional in the first year, and discuss the advantages and disadvantages of selecting this option.

- **Discuss the annual report process.** New faculty should anticipate writing an annual report at the end of each academic year, which is then responded to by the chair of the department and kept in their personnel file.

- **Advise new faculty to start collecting documents to subsequently use in their pre-tenure and tenure files.** This should include graded exams and papers from their courses, letters from colleagues acknowledging service activity, evidence of participation in campus workshops or events, and evidence of professional development (e.g., conference participation, drafts of manuscripts, etc.).

- **Encourage junior faculty to attend teaching workshops offered on campus.**

- **Suggest that junior faculty apply for faculty development awards for which they are eligible.**

- **Attend the Committee on Faculty (COF) information meeting on interim and tenure review with junior colleagues.**

General suggestions

- **Establish an open door policy, so that they feel comfortable asking you for advice on their day-to-day teaching, professional development, and long-term goals.** Depending on your schedules, you may need to schedule specific times to touch base, or you may want to use an informal (“drop in anytime”) approach.

- **Give junior faculty feedback—early and often.** This might include reviewing the syllabus for a new course or an exam for a class, debriefing after a classroom visit, or meeting to discuss their annual report.

- **Do not take advantage of new colleagues to meet departmental obligations to university-wide programs or mandates (e.g., FYS, unpopular time banks) because senior members are unwilling to step up.**

FAQ

What are some common signs that a new colleague is not successfully acclimating to the department or university?

Try to identify colleagues who rarely ask questions and generally avoid feedback when offered. They may be coming from a highly competitive environment and simply need to be reassured that asking for help at DePauw is not seen as a weakness and that we are all striving to become better teacher-scholars. Another red flag is a colleague who seems to be constantly overwhelmed. Having a conversation with this colleague about how you manage your work-week between teaching, research, and service and your larger struggles balancing your work and home lives may give them some ideas on how to better manage their time. At the same time, you will be communicating to this person that s/he is not alone in their struggle.

A final sign of a colleague who is having difficulty acclimating is one who only comes to campus to teach and hold office hours, but rarely for larger campus events, informal department gatherings, or to get to know colleagues and students one on one. A simple invitation to join you for the next poetry reading or a brown bag on the quad with a small group of colleagues may ease their transition to a more visible, active community member.
### Additional Contacts
- Human Resources: [http://www.depauw.edu/offices/human-resources/](http://www.depauw.edu/offices/human-resources/)
- Committee on Faculty: [http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/committee-on-faculty/](http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/committee-on-faculty/)
- Faculty Development Coordinator: [http://www.depauw.edu/offices/academic-affairs/faculty-development/](http://www.depauw.edu/offices/academic-affairs/faculty-development/)

### University Policy & Procedures

### Relevant Examples/Forms/etc. in Appendix
- n/a

### External References
- Olmstead, Marjorie A. “Mentoring Junior Faculty: Advice to Department Chairs,” University of Washington, Seattle: [http://faculty.washington.edu/olmstd/research/Mentoring.html](http://faculty.washington.edu/olmstd/research/Mentoring.html)
- UCLA Department Chair Forums, “Faculty Mentoring and Advancement,” pp. 57-62: [https://faculty.diversity.ucla.edu/resources-for/department-chairs/faculty-mentoring-advancement](https://faculty.diversity.ucla.edu/resources-for/department-chairs/faculty-mentoring-advancement)
Visiting the classroom of untenured faculty members.

The Personnel Policy at DePauw specifies the number and timing of peer observations for untenured colleagues (including all part-time, term, and tenure-track faculty members). The purpose of all formal classroom observations is to help junior colleagues develop as teachers, so all observers should make sure to provide clear and supportive feedback on what the junior colleague is doing well and on what the colleague can do to improve.

**Chair's responsibilities**

- Make sure that observations have been assigned to tenure-track colleagues to occur at the correct times during the junior faculty member's probationary period. Be sure that a range of courses is observed by a range of faculty in the department by the end of the faculty member's probationary period (at least one half of the observations must be made by tenured professors). You might consider using some time in a department meeting to work out the details and the assignments, or assign a committee within the department to do so. For larger departments, the Faculty Development Coordinator can also be helpful in managing peer observations.

- Remind all departmental colleagues about the purpose of peer observations. Remember that you or another colleague should train and mentor those faculty members who are serving as observers for the first time (see process overview below).

- Explain carefully to junior colleagues about the process for classroom visits. Be aware that some junior colleagues might be very nervous about being observed. Assure them that they should not view these as negative experiences but rather opportunities to showcase and potentially improve their teaching skills.

- Emphasize to untenured colleagues that learning to teach well continues throughout their entire academic career. All faculty members can learn different teaching skills and methods for their teaching toolkit.

- Follow-up with tenure-track colleagues about performing the observations and turning in reports in a timely fashion.

- Read peer observations when they are submitted. Take appropriate action (e.g., meet with the junior faculty member, etc.) based on the report.

- Suggest to junior faculty members who would like to have more feedback on their teaching to contact the Faculty Development Coordinator. Any classroom visits by the Faculty Development Coordinator are confidential and are not part of the formal personnel review process.
Overview of a good peer observation process

• Work with the junior colleague to find a day within the given time frame to come for the classroom visit. These are announced visits, so the junior colleague might choose a day when they are giving a particularly strong lecture or they may choose a day on which they would like to get some feedback on the material.

• Ask for a syllabus as well as materials that give the goals for the specific class period. If possible, arrange a meeting prior to the observation to discuss what your junior colleague plans to do on the day that you visit and to begin the process of mentoring your colleague in good teaching methods.

• Come to the classroom before the class begins and position yourself so that you can see and hear well without being disruptive.

• Take good notes about the class. These notes might include the material covered, how the students respond, what teaching methods are used, what the overall atmosphere is, and your initial evaluation of the session.

• Write your notes for your colleague as soon as possible after the session. Make sure to have a positive tone, but still make evaluative comments (e.g., it should point out strengths as well as perceived areas for improvement). Remember that this report should NOT be a minute-by-minute description of the class and should include suggestions for strengthening your colleague’s teaching.

• Send the report to the junior colleague to read ahead of your meeting with him/her to discuss your peer observation. It is best if the document and the meeting happen within two weeks of the observation. Give the junior colleague a chance to correct any factual errors or misperceptions that appear in the report.

• A final copy of the report goes to the Department Chair and the COF Coordinator (cofcoord@depauw.edu). To avoid confusion and duplication of efforts do not send the report to the Dean of Faculty or the VPAA.

FAQ

What if a colleague’s class that is being observed is a disaster? Can I give them a “do-over” or should I submit a report of the bad class?

It depends on just how big of a disaster. Given that the goal of the peer observation is developmental rather than evaluative, often we can learn more from our mistakes than from times when all runs smoothly. It is also useful to learn strategies for “turning a class around” when you sense it is headed for disaster. So, there is still value in having a discussion with the colleague about the negative experience and discussing potential ways of salvaging the lessons learned. Because peer observation reports become part of a faculty member’s personnel file, deciding between writing up a formal report or allowing a do-over warrants a conversation with the Dean of Faculty.
## Other Resources

### Additional Contacts
- Committee on Faculty - [http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/committee-on-faculty/](http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/committee-on-faculty/)
- Dean of Faculty – [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
- Faculty Development Coordinator – [http://www.depauw.edu/offices/academic-affairs/faculty-development/](http://www.depauw.edu/offices/academic-affairs/faculty-development/)

### University Policy & Procedures
- Peer Observation of Faculty Members in Probationary Tenure-Track Positions - [http://www.depauw.edu/handbooks/academic/personnel/evaluation/observation/](http://www.depauw.edu/handbooks/academic/personnel/evaluation/observation/)
- Classroom Observation Policy for Faculty Members on Full-time and Part-time Appointments - [http://www.depauw.edu/handbooks/academic/genpol/classroom/](http://www.depauw.edu/handbooks/academic/genpol/classroom/)

### Relevant Examples/Forms/etc. in Appendix
- n/a

### External References
Conducting annual evaluations of untenured faculty members.

Reading and responding to junior colleague's annual reports is an important duty of the chair. A copy of your written response is placed in the faculty member's personnel file and considered important data during interim and tenure/promotion reviews. The tone of your response should be developmental and honest, pointing out both strengths and weaknesses. It should also give concrete advice on how to remedy areas of deficiency and what resources are available for support. If your response is thorough and forthcoming, there should be no surprises to the faculty member at the interim and tenure/promotion reviews.

Mentoring new faculty on writing annual reports

- Initiate a discussion with new faculty members once the call for Annual Reports is announced. You will want to stress the importance of the report, and explain the role these accumulated documents (as well as the chair's responses) may play during the interim and tenure/promotion reviews. This discussion will also give you the opportunity to answer any questions that they may have about the form, detail, and content of the report.

- Offer to read a draft of the new faculty member's Annual Report prior to submission (if you feel comfortable doing so) to give feedback on the level of reflectiveness, tone, and technical accuracy. Or, you might ask a recently tenured colleague who wrote a particularly reflective report to share an example that the new colleague might use as a model (if appropriate).

Writing chair's response to annual report

- Focus on mentoring your colleague to become a better teachers, scholar/artist, and department/university/professional citizen. Be mindful to include both praise and developmental suggestions for improvement where warranted.

- View the report with an eye toward how the Departmental Personnel Committee and the Committee on Faculty will see it (as well as the candidate).

- Review carefully the report, the curriculum vitae, and the Student Opinion Forms for all courses taught during the academic year.

- Address each area of responsibility separately and in detail: teaching, scholarly/artistic work, service, and future growth/development.
**Writing chair’s response to annual report**

**Teaching.** Help the faculty member make sense out of the quantitative numbers on the Student Opinion Forms and note the patterns that you identify in the qualitative comments. Given how anxiety-producing Student Opinion Forms can be for many teachers, it's important to help them distinguish between constructive feedback and student comments that you think are out of line, counterproductive, or otherwise should be ignored. It might be useful to specify patterns that are unique to individual courses and patterns that appear across courses and/or semesters. Offer specific remedies or strategies that they can experiment with the next time they teach the course. Or, you might refer them to a specific departmental colleague who is particularly good in the area in which they need improvement.

**Scholarly/Artistic Work.** Untenured colleagues will look to you for feedback on the pace of their scholarly/artistic productivity and the venue of their work. Use this as an opportunity to praise accomplishments, make practical and/or substantive suggestions, and refer them to resources, if needed. Encourage them to get second opinions from other senior faculty in the department. Mentoring young colleagues should be a collective effort among tenured departmental members.

**Service.** It is the chair’s responsibility to shield junior colleagues from most university service in their first year. Do not expect solicitors of service (even VPAAs and deans) to remember this rule. Beyond the first year, encourage untenured colleagues to develop a plan for their service—selecting commitments that fit well with their talents and interests or selecting service opportunities that expose them to a breadth of university experience, for example. This will give them a guide as to when to say “no” to service requests. Explain the review process preference for quality of service, rather than quantity and underscore the need for them to obtain documentation of their service contributions.

**Future growth and development.** Finally, respond to your colleague’s goals for the future. Are they too ambitious or not ambitious enough? How do they fit with the timing of the interim review and tenure/promotion review? Are their connections between teaching, scholarship/artistic work, and service? Should there be?

- Write the “Chair’s Response to Annual Report” in a timely manner, and schedule a meeting with the faculty colleague to go over your response in person. This will give you the opportunity to discuss in detail the issues raised in the report. Leave adequate time to revise your report before submitting it by the due date.

**FAQ**

**How seriously does COF take the “Chair’s Response to Annual Report” when reading an interim or tenure/promotion file?** The quality of the Chair’s response is often used as an indicator of the quality of the mentoring the candidate has received in general. If the response is thorough, frank, and well-grounded in evidence, it is taken quite seriously, and COF will expect a candidate to subsequently follow-up and further reflect on the suggestions made by the chair. If, on the other hand, there is a clear pattern of deficiency in the candidate’s performance that neither the candidate raises in the Annual Report nor the chair addresses in the Response, COF may wonder about the amount of care put into both documents and about the quality of mentorship the candidate is receiving.
### Other Resources

#### Additional Contacts
- Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
- Dean of Faculty - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
- Committee on Faculty - [http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/committee-on-faculty/](http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/committee-on-faculty/)

#### University Policy & Procedures
- [http://www.depauw.edu/handbooks/academic/personnel/evaluation/evalfulltime/](http://www.depauw.edu/handbooks/academic/personnel/evaluation/evalfulltime/)

#### Relevant Examples/Forms/Etc. in Appendix
- n/a

#### External References
- n/a
Convening the Department Personnel Committee (DPC).

A Department Personnel Committee (DPC) is constituted anew for every term, interim, tenure, and promotion case under review. University policy, for the most part, determines the composition of the personnel committee, but it is your job as chair to ensure that everyone who is required to serve does so, that those who are eligible, but not required are given the opportunity, and that those who are serving have no conflict of interest with the person under review.

**Committee membership**

- **Consult the faculty handbook for the basic rules of convening a personnel committee.** Generally, the committee consists of all full-time tenure-track faculty members and all term faculty members with significant administrative duties, who are not in their first or last year of service.

- **Offer the option to participate to those who are eligible, but may also excuse themselves without prejudice.** This includes probationary tenure-track faculty members, term faculty members with significant administrative duties, and those on leave.

- **Consider any potential conflicts of interest (including yourself) as you are finalizing membership on the committee.** Most faculty members know to remove themselves, but it never hurts to remind all potential members on the committee of the “Conflict of Interest” policy (cited below) and encourage them to speak with you if there is a conflict with the candidate under review.

- **Consult with the VPAA when required members of the committee request to be excused.** There may be a variety of circumstances in which the VPAA will excuse a colleague who is otherwise required to serve.

- **Submit the names of the committee members to Committee on Faculty when prompted to do so.** Note the other people in your department and why they will not be serving (e.g., on leave and asked to be excused; untenured and chose not to serve, etc.). You will also note this information in the final DPC report.

- **Communicate with the DPC in the spring prior to the review year to decide whether to solicit letters from students and/or external colleagues.** If student letters are desired, the COF Coordinator will generate a randomized list of current and former students and solicit letters at end of spring semester. If letters from outside colleagues are necessary, the DPC should develop a list of potential reviewers (in coordination with the candidate) and forward the list to the COF Coordinator, who will solicit the letters.
Convening the meeting

- **Establish a protocol so all reviews are standardized.** This might include a preamble, a template for meeting times, and agenda items for meetings.

- **Set dates and times for meetings/deadlines, working backwards from the date when the final DPC report is due to COF.** Distribute this to committee members early in the process to minimize conflicts.

- **Remind members of the committee to read the policy outlining the criteria for decisions on faculty status.** This is greatly facilitated by the fact that the COF Coordinator distributes a packet to each DPC member with the relevant policy. Review the policy at your initial meeting, clarifying any questions.

- **Set a tone that will become the standard for the duration of the committee’s work.** This tone should include the COF dictated guidelines of strict confidentiality, open participation regardless of rank, and reliance of evidence in the file only. It is best to communicate this at the outset, but be prepared to remind the committee throughout its tenure.

- **Adhere to strict confidentiality.** There should be no discussion of the case outside of the DPC meetings. This includes private exchanges among individual members of the DPC outside of formal meetings, discussions in the COF room, or with family members.

- **Encourage wide participation by everyone on the committee.** Be aware of subtle ways in which committee members can be silenced. Rotate who gets to start the discussion on a particular topic. Develop rules, if need be, to constrain those who dominate discussions. Find ways to encourage more reticent colleagues to participate. Pay special attention to participation opportunities for junior colleagues.

- **Consider evidence in the file only.** Monitor and remind committee members that they should only be considering evidence that is in the candidate’s file. Because we often know candidates so well, we tend to say something about them that we have experienced, but that is not documented in writing in the file. To prevent this from happening, you might remind department members early on to submit letters to the candidate’s file if they have something of value to contribute.
FAQ

What if I sense a conflict of interest with one of my colleagues but he or she does not withdraw from the committee?
First of all, be very familiar with the standards for conflict of interest. For example, dislike of a colleague (even if publically expressed) is not grounds for disqualification. As always, consult with the VPAA. Before doing so, however, you should discuss the potential problem with your colleague. Maybe he or she does not perceive the same conflict you do. In any case, make sure all members of the committee realize that any bias could corrupt the review process and, in the worst case, make the university legally liable. In gray areas, where conflict may or may not exist, err on the side of extreme caution.

What advice should I give an untenured colleague who asks if he or she should serve on a DPC?
You should make it absolutely clear that they should not feel pressured into serving on a DPC. The university policy makes this an option for those individuals who might find it helpful to observe the review process (e.g., the construction of a file, the deliberations of the committee, the writing of the report) before they go up for review. We recognize that for some, this may be more uncomfortable and intimidating than useful. Reassure your colleague that whatever decision they make, it will be interpreted without prejudice.

Other Resources

Additional Contacts
- Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
- Dean of Faculty - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
- Committee on Faculty - [http://www.depauw.edu/offices/academic-affairs/faculty-governance/committee-on-faculty/](http://www.depauw.edu/offices/academic-affairs/faculty-governance/committee-on-faculty/)

University Policy & Procedures
- Personnel Committee Membership: [http://www.depauw.edu/handbooks/academic/by-laws/aoo/stdlib/](http://www.depauw.edu/handbooks/academic/by-laws/aoo/stdlib/)
- Conflict of Interest Policy: [http://www.depauw.edu/handbooks/academic/personnel/appendices/appendix3/](http://www.depauw.edu/handbooks/academic/personnel/appendices/appendix3/)

Relevant Examples/Forms/etc. in Appendix
- n/a

External References
- n/a
Writing pre-tenure, tenure, promotion & tenure and promotion reports.

Department Personnel Committees (DPC) are charged with writing a report that serves as the first level of review for pre-tenure, tenure, tenure & promotion, and promotion decisions. This obligation has short and long-term implications for the department. The principles guiding the work of the committee should be professionalism, confidentiality, and fairness. As much as you might be tempted, this is not the time to write a book, be creative with format and style, or advance a departmental agenda. The Committee on Faculty’s work is made easier if you include the relevant information and language outlined in the Personnel Policy and use the format articulated in the Committee on Faculty (COF) Joan Crimson sample DPC report.

**Reading and discussing the file**

- **Direct all members to read the candidate’s file in its entirety, taking thorough notes.** Although you have already stressed the importance of confidentiality when you first convened the DPC, it never hurts to remind everyone how important it is to keep their notes in a secure place and to refrain from discussing the file outside of DPC meetings.

- **Meet to discuss the contents of the file.** Some departments assign individuals or subcommittees to write sections of the report (e.g., teaching, scholarship, service). Knowing the assignment at the start of this meeting (but after a thorough reading of the entire file) will enable the individuals responsible for each section to take detailed notes on the discussion. In departments where the chair writes the report, it might be helpful to designate a note-taker for this meeting.

- **Come to a consensus on the recommendation for COF.** In cases where a consensus cannot be reached, a separate minority report must be written. Be sure to follow the appropriate language specified in the policy in making your recommendation.

**Writing and discussing the report**

- **Back up your statements with evidence from the file.** Evidence might include statements from letters, Annual Reports, Student Opinion Forms, syllabi, exams, peer observations, etc. COF will be asking itself: Does the DPC report accurately reflect the evidence in the file? So, it is best to keep this question in mind as a writer.

- **Be mindful of the tone of your writing.** You will especially want to be sensitive to the differences in the purpose of the interim or term review and the tenure/promotion review. The former should be developmental and geared toward helping the candidate address areas requiring improvement before the next review.

- **Remember that the Interim Review is included in the Tenure Review file.** What the DPC says at the time of interim becomes evidence at the time of tenure. If the DPC asks the candidate to do something at interim and they do not do it, it might be held against them during the tenure review. On the other hand, the DPC should not make any promises to the candidate at interim (e.g., if you teach the same way, you will get tenure). The point is to be careful with your advice, and the language you use in giving that advice.

- **Distribute the draft of the report (or sections of the report) and meet as an entire committee to discuss it.** The extent of the changes on this draft may be an indication on how close the DPC is to consensus and the scope of the work remaining.
Do a detailed final editing of the document. Make sure you have used the correct policy language in your recommendations, followed the structure of the COF Joan Crimson sample report, included all the necessary introductory notes, and have signature lines.

Plan for every member of the DPC to read and sign the final document (no substitute signatures). A faculty member’s signature indicates that they have read the report, and they agree with the recommendation included.

Submit your report on time. In the event the committee needs more time to discuss/finalize the report, the chair should consult with the COF Coordinator to request an extension. Any extension must be approved by the VPAA and the Chair of COF.

Wait until the COF Chair or Coordinator gives you permission to release the DPC report to the candidate. Or, if you prefer, they will give you the option to delivery it themselves. The delivery of the report triggers the time period allowed for a candidate’s opportunity to file a response to the DPC report.

FAQ

How detrimental to the candidate is it for the DPC to submit a majority and minority report? While it is always nice when a committee can reach consensus, there may be instances when this is not possible. In such cases it is better to accurately reflect the sentiments of committee members and honor the integrity of the process than to squelch dissent for the sake of appearance. Remember, the candidate has an opportunity to respond to each report. Submitting a minority report is tantamount to asking COF to resolve differences that the department cannot. Consider the relative advantages and disadvantages to the department and candidate in these cases.

When is going in to “investigative mode” appropriate? When uncertain, it is best to check with the Chair of COF. Generally, the DPC goes into investigative mode when they are unable to make a recommendation based on the evidence in the file (e.g. there is reference to a book in progress, but no evidence of chapter drafts or a book contract). Investigative mode can take a variety of forms, from the benign request for a missing document to the investigation of apparent academic dishonesty. The formal request to enter investigative mode goes to the Chair of COF and is outlined in the Personnel Policy. The DPC cannot investigate without formal permission.

Other Resources

Additional contacts
- Vice President for Academic Affairs - http://www.depauw.edu/offices/academic-affairs/
- Dean of Faculty - http://www.depauw.edu/offices/academic-affairs/
- Committee on Faculty - http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/committee-on-faculty/

University policy & procedures
- Personnel Policies - http://www.depauw.edu/handbooks/academic/personnel/

Relevant examples/forms/etc. in appendix
  http://www.depauw.edu/files/resources/jc-report-from-strong-rev-4-10.pdf

External references
- n/a
Mentoring tenured faculty members.

Mentoring tenured faculty members is important in maintaining the vitality of a department. Tenured faculty members face unique career challenges in midlife and/or at career’s end. They are also indispensable resources with historical or institutional memory that can aid a department chair on a range of issues. This is particularly the case for those colleagues who have served as department chair before you.

Suggestions for creating a supportive environment for tenured faculty members

- **Create opportunities in the department for interaction between tenured and untenured faculty members to prevent generational groups from arising.** You might ask a junior and senior colleague to work on an ad hoc departmental committee together or collaborate on bringing in an outside speaker.

- **Ask senior and tenured faculty members for advice on critical matters or for leadership on a particular project.** Seeking out a second opinion from someone more experienced than you not only makes your job as chair less isolating, but it also signals to the other person that they are a valuable member of the department.

- **Encourage tenured faculty members to help mentor junior members in the department or to serve as Faculty Development mentors for junior faculty in other departments.**

- **Celebrate tenured faculty achievements by organizing book signing events, announcing achievements on the department website, or nominating them for awards.**

- **Communicate your willingness to discuss mid or late-career challenges.** Point colleagues to useful resources within and outside the university.
Suggestions for enhancing tenured faculty members’ careers

- Keep informed of your colleagues’ academic work and pass on relevant new book advertisements, upcoming conference announcements, and funding opportunities.

- Offer to read your colleagues’ scholarly work if they are looking for feedback from a non-specialist. While you cannot do this for every one of your departmental colleagues, making yourself available when the opportunity arises will communicate your genuine support.

- Nominate tenured faculty members for university awards when appropriate. Annual awards such as the Tucker Award and the Exemplary Teaching Award rely on colleague nominations. Consider appropriate candidates in your department and nominate them.

- Encourage tenured colleagues to apply for internal and external grants to support their research or teaching, if they are not already doing so. Sometimes a little encouragement is all someone needs to submit their work for competitive review.

- Ask tenured colleagues to present their scholarly or artist work in department or university-wide venues.

- Initiate discussions on putting together a file for promotion to full professor. Discuss expectations for promotion, especially in terms of distinguishing between adequate and significant service and between adequate and significant scholarly and artist work. As with tenure files, discuss the importance of being reflective about their teaching, service, and scholarly and artistic work. Stress the need for them to provide comprehensive documentation of all their activity, including drafts of work in progress. Attend the Committee on Faculty information session on promotion with your colleague.

- Invite your colleagues to discuss their sabbatical plans and the application process. Help them find ways to piece together various awards and banked time, so they are able to take a full-year leave, if so desired. Attend the faculty development information session regarding sabbaticals with your colleague.

- Demonstrate interest in your colleagues’ long-range goals and well-being.

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FAQ

What should I do, if anything, if a senior colleague seems stalled in any way? Is it appropriate for me to nudge him or her to be a more effective teacher or a more productive scholar, particularly if s/he is already full professor?

It depends on what kind of relationship you have with the colleague. If it is someone you know quite well and feel comfortable asking, a simple inquiry as to their well-being might serve as an easy segue into their productivity and/or ability to focus on their teaching (e.g., “Is everything okay, Charles? I’ve noticed you haven’t presented at the XYZ meetings for a couple of years?”). If it is someone who you don’t know as well or feel as comfortable with, seek the advice of the Dean of Faculty.
### Other Resources

#### additional contacts
- Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
- Dean of Faculty - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
- Faculty Development Coordinator - [http://www.depauw.edu/offices/academic-affairs/faculty-development/](http://www.depauw.edu/offices/academic-affairs/faculty-development/)

#### university policy and procedures
- Sabbatical policies - [http://www.depauw.edu/offices/academic-affairs/faculty-development/sabbatical-and-pre-tenure-leaves/](http://www.depauw.edu/offices/academic-affairs/faculty-development/sabbatical-and-pre-tenure-leaves/)
- Preparing a decision file - [http://www.depauw.edu/handbooks/academic/personnel/procedures/preparation/](http://www.depauw.edu/handbooks/academic/personnel/procedures/preparation/)

#### relevant examples/forms/etc. in appendix
- n/a

#### external resources
- “Why are Associate Professors So Unhappy?” Chronicle of Higher Education [http://chronicle.com/article/Why-Are-Associate-Professors/132071](http://chronicle.com/article/Why-Are-Associate-Professors/132071)
Encouraging faculty participation in professional development activities.

Professional development encompasses a broad range of scholarly & artistic activities as well as various opportunities for professional growth, ranging from conducting research to writing to attending workshops & professional conferences. Individual faculty members (as well as departments and DePauw University as a whole) benefit greatly from active participation in scholarly & artistic activities and in opportunities for professional growth.

Benefits of engaging in professional development

• Scholarly and artistic work often enhances a faculty member's teaching.

• Collaborative scholarly and artistic works involving students help develop and grow the student's intellectual potential (and hopefully further the faculty member's goals as well).

• Scholarly and artistic works increase personal professional reputation in your discipline.

• Reputation & expertise helps recruit prospective students to DePauw University and prospective majors to your program.

• Professional development is one of several important criteria for personnel reviews.

• Faculty members who are active in scholarly and artistic activities help justify resource requests for their work and/or for their department.

• Workshops help develop new skills and/or enhance existing expertise.

• Professional meetings provide a means of communicating with others in the faculty member's discipline, potentially leading to new directions for professional growth and/or new collaborations.

• Conferences and workshops help others become aware of the creative scholarly & artistic work happening at DePauw University.
Approaches for discussing professional development opportunities with faculty

- Stay positive.

- Discuss things in person, not by email.

- Focus on suggestions and recommendations, not commands or directives.

- Emphasize potential benefits of engaging in professional development activities for the faculty member and his/her students.

- Have a conversation regarding DePauw University expectations for professional development with specific reference to the faculty member's contract and to the criteria for personnel reviews.

- Suggest ways to manage time and/or to prioritize various opportunities in which the faculty member engages. In particular, it is important to help new faculty members find a productive level of participation without becoming overcommitted (and overwhelmed).

- Discuss needs (e.g., budgetary, physical space, time) that might assist the faculty member in becoming more productive/active.

- Investigate the potential for peer mentoring within the department or university.

- Appoint a department faculty member to serve the department by searching for potential professional development activities (e.g., calls for papers, annual discipline conference notices, etc.).
FAQ

Should I steer faculty (especially untenured faculty) more toward service or professional development (e.g., scholarly and/or artistic activities)?

Ideally, faculty members will be engaged in both of these important roles during their careers. Some will choose to emphasize one area over the other, but should not focus on one at the total expense of the other. It is not uncommon for untenured faculty members to initially focus on their scholarly activity and artistic work in order to publish work related to their dissertations, and after the first year or two, become more involved in university governance. The chair’s role is not to tell faculty members what to do or to steer them in a specific direction, but rather to remind them about criteria for upcoming reviews (if relevant) and to encourage a manageable level of participation in both service and professional development in areas that are meaningful and interesting to the faculty member.

Is it appropriate to encourage senior colleagues to be more professionally active?

Absolutely! While senior faculty members may not feel the need to reap the personal benefits of being professionally active at this stage in their careers, consider stressing the impact that their reservoirs of knowledge and experience can have on others (both inside and outside of DePauw). Senior faculty members also can provide excellent mentors for junior faculty in terms professional development (and in terms of service).

Does one encourage junior faculty members and senior faculty members to be more professionally active in different manners?

Possibly. At different stages in a faculty member’s career, it is reasonable to assume that there will be different motivations for being professionally active (this may also reflect various personal characteristics as well). It may be necessary to work with faculty members to help cultivate their professional interests (e.g., by suggesting symbiotic collaborations that might build synergy towards professional products). Ultimately, however, everyone benefits from an active and vibrant department, and professionally active faculty members are part of that formula. In addition, students benefit, either directly or indirectly, from a department that bustles with energy and excitement due to professionally active members.

Other Resources

additional contacts
- Vice President for Academic Affairs - http://www.depauw.edu/offices/academic-affairs/
- Dean of Faculty - http://www.depauw.edu/offices/academic-affairs/
- Faculty Development Coordinator - http://www.depauw.edu/offices/academic-affairs/faculty-development/

university policy & procedures
- Personnel Policies - http://www.depauw.edu/handbooks/academic/personnel/
- Faculty Development Conference, Workshop, & Professional Expense Funding - http://www.depauw.edu/offices/academic-affairs/faculty-development/

relevant examples/forms/etc. in appendix
- n/a

external references
- Essential Guide for Department Chairs - http://www.usc.edu/academe/faculty/essential_guides/department_chair/
- Student Learning and Faculty Research: Connecting Teaching and Scholarship - http://cpr.iub.edu/uploads/ACLS%20teagle5_SSB4.pdf
Sustaining faculty participation in service activities.

Service includes a broad range of activities that can provide meaningful impact to the faculty member’s department, DePauw University, the local community, and the faculty member’s discipline. While service on departmental and university committees commonly supports the academic mission of DePauw University, other service endeavors can build connections with the neighboring residents and can create links with the greater professional community at large. Many service activities (e.g., advising) directly or indirectly affect our students and are critical to fostering student learning and development.

### Benefits of engaging in service activities

- Service to the department and university is critical for the smooth operation of the academic mission of the university.
- Service on committees is an excellent way to better understand how the university operates.
- Collaborative service with students (e.g., Winter Term in Service) not only assists in the intellectual development and growth of students, but also may nurture their life-long commitment to service.
- Service to the professional discipline may increase the faculty member’s professional reputation (and indirectly that of DePauw University) in that field.
- Community service not only provides outreach that builds connections with local residents, but also helps remove “town-gown” barriers.
- Service is one of several important criteria for personnel reviews.

### Approaches for discussing service opportunities with faculty

- Stay positive.
- Discuss things in person, not by email.
- Focus on suggestions and recommendations, not commands or directives.
- Emphasize potential benefits of engaging in service activities for the faculty member, his/her students, his/her department, and DePauw University as a whole.
- Have a conversation regarding DePauw University expectations for service with specific reference to the faculty member’s contract and to the criteria for personnel reviews.
- Suggest ways to manage time and/or to prioritize various opportunities in which the faculty member engages. In particular, it is important to help new faculty members find a productive level of participation without becoming overcommitted (and overwhelmed).
FAQ

Should I steer faculty (especially untenured faculty) more toward service or professional development (e.g., scholarly and/or artistic activities)?

Ideally, faculty members will be engaged in both of these important roles during their careers. Some will choose to emphasize one area over the other, but should not focus on one at the total expense of the other. It is not uncommon for untenured faculty members to initially focus on their scholarly activity and artistic work in order to publish work related to their dissertations, and after the first year or two, become more involved in university governance. The chair’s role is not to tell faculty members what to do or to steer them in a specific direction, but rather to remind them about criteria for upcoming reviews (if relevant) and to encourage a manageable level of participation in both service and professional development in areas that are meaningful and interesting to the faculty member.

Is it appropriate to encourage senior colleagues to be more active in service?

Yes! While senior faculty members may not feel compelled to be overly involved in service activities at this stage in their careers, the university likely will greatly benefit from the expertise, experience, and institutional memory of senior colleagues who serve on committees. Senior faculty members also can provide excellent mentors for junior faculty in terms of service (and in terms of professional development).

Other Resources

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<td>The Hubbard Center for Student Engagement - <a href="http://www.depauw.edu/academics/centers/hubbard/">http://www.depauw.edu/academics/centers/hubbard/</a></td>
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Delegating responsibilities to department faculty members.

The work of a department chair can be difficult for one person. If you try to do everything yourself, you will face burn-out and you also deny the department the benefit of the talents of your colleagues. Participation in department responsibilities is also a way your colleagues build a record of service. Effective delegation of department responsibilities will make your job much easier, and should serve to increase colleagues’ ownership in the successful operation of the department.

Tasks to delegate

- **Create a list of all the tasks which might be appropriately shared or completed by others.** There are certain departmental tasks that cannot be delegated by the department chair to others in the department. If you have questions about what can and cannot be delegated, you should consult the Dean of the Faculty and the Vice President of Academic Affairs.

- **Develop a sense of your department’s culture toward the delegation or sharing of department tasks.** Department history may have created certain expectations regarding delegation or sharing of responsibilities; however, look for opportunities to adjust these perceptions where appropriate.

- **Resist the temptation to delegate unpleasant tasks to department colleagues, unless they have unique experience or perspective that makes them the best person for the job.**

- **Take advantage of the interests and strengths of colleagues.**

- **Share tasks with department colleagues.** Sharing a task is an excellent form of delegation. You do not need to turn over all responsibility for a task; collaboration and cooperation can produce substantial results. For example, the schedule of classes can be a complex process to complete. A chair could assign discrete tasks within the process to department colleagues and the end product will be the result of greater departmental collaboration. The department secretary may also share responsibilities related to the schedule of classes and other departmental tasks.

- **Form committees or subcommittees.** In large departments, you can form standing or ad hoc committees to help manage departmental tasks. Doing so tends to make service “official” and makes it easier to recognize colleagues’ contributions.

- **Thank publically those that have contributed to the operation of the department.** If the person is pre-tenure and the work was substantial, you should write a note that can be placed in the faculty member's file in order to document the valuable service.
Approaching colleagues for help

- **Ask for volunteers, as they are often the best source of help with departmental tasks.** Ensure that the colleague’s skills and temperament are suited to the task you are delegating or sharing. You will also want to be careful not to over-burden colleagues that feel pressured to volunteer.

- **Make appointments to recognize department colleagues.** If a department colleague is well-suited for a specific task, then appoint them to a position of departmental responsibility. An appointment recognizes the colleague’s talents and efforts on behalf of the department.

- **Take advantage of the opportunity to engage department members in the responsibility for correcting specific problems.** Your colleagues’ comments about an issue might suggest a potential volunteer to help resolve the problem. For example, a faculty member concerned about the writing skills of the majors might be engaged to review and make suggestions for improvements in the writing-in-the-major program for the department. Use your discretion in such instances; however, because the person raising the concern may not be the ideal colleague to address the issue. Still, we frequently comment on things we care about and a colleague that declines to be part of the solution may have less motivation to continue to raise the issue.

**FAQ**

**How do I find the right balance for delegation?** Accept that there is no perfect balance of delegation. If you delegate too much you may be accused of not doing your job. In general, the balance is appropriate when you can maximize your efficiency in the tasks that you have retained and when the tasks assigned to others do not overburden them.

**Other Resources**

**additional contacts**
- Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
- Dean of Faculty - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)

**university policy & procedures**
- Personnel Policies - [http://www.depauw.edu/handbooks/academic/personnel/](http://www.depauw.edu/handbooks/academic/personnel/)

**relevant examples/forms/etc. in appendix**
- n/a

**external references**
- n/a
Resolving issues between department faculty members.

Unless you are a department of one, there will likely be multiple personalities in the department that will occasionally come into conflict. You will need to judge when those conflicts are minor skirmishes that should be ignored and when the interpersonal conflict needs attention or intervention.

**Understanding the issues**

- **Develop a sense of your department’s history and attitude toward resolution of intra-departmental faculty member conflicts.** Current conflicts can be reflections of long past grudges or injured feelings. Build upon any successes in your department’s history of resolving conflict, and avoid chronic missteps that can create even more resentment.

- **Be an unbiased and impartial mediator.** All faculty members deserve to be treated fairly in any resolution process. You cannot take sides, but you should act decisively in the best interests of the department and the students.

- **Gather the necessary facts, but don’t delay action that may allow the problem to fester and grow.** Timely intervention is often the key. Many large problems can often be minimized by early attention.

- **Focus on the broad goals of a healthy and functional department.** Acknowledge when the conflict presents a barrier to the fundamental goals of the department, undergraduate liberal arts education, or student welfare, and work to resolve the issue quickly so as to minimize any negative effects to the department and its faculty, staff, and students.

- **Take special care with conflicts between faculty colleagues also involve students.** In some cases the conflict between the department members will draw students into the conflict. Chairs should seek to minimize the impact the conflict has on students and should not seek to use the student as part of the resolution process.

**Meeting with colleagues**

- **Clearly state the goals of any meeting you have with your colleagues in conflict.** It may help to focus the goals on the good of the department or the welfare of the students. It may also be necessary to establish ground rules for the conversation and consider including the faculty colleagues in establishing these ground rules.

- **Seek to build consensus.** The goal is not universal agreement; but rather, the goal should be a resolution that is broadly acceptable and equitable. You should consider asking the faculty members in conflict to first identify the problem, then to articulate desirable outcomes to be achieved by any resolutions they propose.

- **Recognize the diversity and validity of opinions expressed.** Colleagues expect to have their opinions respected. When those opinions focus on ideas, a diversity of opinion can be a very beneficial thing.

- **Document the conversation by taking notes and distribute a copy of the notes (or a summary) to everyone involved, so that each has a record of the discussion and the resolution (if any) that was reached.**
**Meeting with colleagues**

- **Accept the presentation of ideas, but challenge any personal attacks.** It is acceptable and desirable for colleagues to challenge each other on the ideas they present or represent. Vigorous challenges to the ideas are a healthy part of democratic citizenship and governance. What cannot be permitted is challenges directed at the person or their inferred motives. Attacks on personality never resolve the issue at hand.

- **Consult the available resources for starting difficult conversations.** There is no-one-size-fits-all solution for resolving interpersonal conflicts, but there are some excellent resources (see links below) that can help you and your colleagues start moving in the right direction.

**FAQ**

What if my efforts fail?
Success is not guaranteed in any attempted resolution. Try your best and make a good faith effort to resolve the issue between you and your colleagues. If you fail, there are always options to consult with the VPAA/Dean of the Faculty or to refer the matter to them.

Is it appropriate to bring in a mediator from outside the department?
In your position as department chair, you should be the first to try to assist in the resolution of the conflict. You could consider an external mediator, especially if one is requested by either of the colleagues in conflict (or if you find yourself becoming personally invested in the conflict), but our organizational structure expects chairs to make the first attempt. If the conflict cannot be resolved, the matter should be referred to the VPAA/Dean of the Faculty.

What if one of the parties refuses to sit down and talk about the conflict?
If one or both department faculty members refuses to sit down and talk about the conflict, you should contact the VPAA/Dean of the Faculty to discuss your options and next steps.

**Other Resources**

- **additional contacts**
  - Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
  - Dean of Faculty - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)

- **university policy & procedures**
  - Personnel Policies - [http://www.depauw.edu/handbooks/academic/personnel/](http://www.depauw.edu/handbooks/academic/personnel/)

- **relevant examples/forms/etc. in appendix**
  - n/a

- **external references**
  - n/a
Working with difficult colleagues.

Whatever difficult situation you find yourself in, it will most certainly be unique with regard to the time, place, and circumstance. While there is no magic solution to resolve difficult situations or to work with a difficult colleague, there are some basic principles that should provide you with a helpful place to start. Carefully assessing the situation and placing it in the department’s historical context is the first step. Only then are you ready to address the difficult colleague directly.

Assessing the situation

- **Identify the nature and scope of any problem you plan to address with a department colleague.** Difficulties with department colleagues come in an infinite variety of forms. Be aware that a long-held grudge or a deep-seated sense of feeling underappreciated may exist, but try to focus on the current problem at hand, while remaining sensitive to preexisting extenuating circumstances.

- **Develop a sense of your department's history and attitude toward dealing with difficult department members.** Current tensions or issues can be reflections of long past grudges or injured feelings. Build upon any successes in your department’s history of dealing with difficult colleagues and avoid chronic missteps that can create even more resentment. Be patient when a long neglected issue falls to you to resolve.

- **Acknowledge your personal feelings and opinions, but strive to approach the situation in an unbiased manner.** Although you may have your own personal feelings, perceptions, and opinions, as chair you have the responsibility to deal with the situation in a fair and professional manner.

- **Focus on departmental goals.** Strive to address the situation with the health of the department and the academic enterprise in mind. You are unlikely to change attitudes, but you might successfully modify behaviors. Articulate the departmental goals and explain what changes in behavior are necessary to align with them.

Meeting with a difficult colleague

- **Schedule a meeting with the colleague.** Do not assume the problem will go away on its own.

- **Consult the “5 Steps for Tackling Tough Conversations.”**

- **Acknowledge the benefits that the difficult colleague brings to the department.** Try to create and foster situations that maximize their benefits. You are working with someone that has gone through the hiring and review process. If they are at DePauw, it is most likely because there is something valuable they contribute to the university.

- **Focus on ideas and not on personalities or motivations.** Focus on the common goals you and the difficult colleague share and resist efforts to blame other department colleagues.

- **Seek to build consensus, not capitulation.** Remember your job is not to bend the difficult colleague to your will; rather, your job is to address a situation that impedes the healthy and efficient functioning of your department. Don’t assume your answers are the only right answers. Work toward a resolution that you and the difficult colleague agree upon.
Meeting with a difficult colleague

- **Document the conversation and steps you have taken regarding the difficult colleague.** Share a summary of the conversation in writing with the colleague. Keep a good record of the efforts that you have made in trying to resolve issues with a difficult colleague.

- **Let it go.** Once you have made a good faith effort to address issues with a difficult colleague, you have done your job. Move on.

### FAQ

**What if nothing works?**

Be patient with yourself and the difficult colleague. It may take time for any intervention on your part to bear fruit and your efforts may not appear to have done much initially. If it becomes clear your good faith efforts have failed, consult with the Dean of the Faculty or the VPAA about what can be done next. Remember, you can’t win them all—don’t take it personally.

### Other Resources

#### Additional Contacts
- Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
- Dean of Faculty - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)

#### University Policy & Procedures
- Personnel Policies - [http://www.depauw.edu/handbooks/academic/personnel/](http://www.depauw.edu/handbooks/academic/personnel/)

#### Relevant Examples/Forms/Etc. in Appendix
- 

#### External References
Celebrating achievements of departmental faculty members.

Throughout the year, DePauw faculty work on various projects and activities related to teaching, service, and professional development. These accomplishments include (but are not limited to): conducting research, publishing papers, presenting/performing scholarly activities, receiving awards for teaching, scholarly activities, or professional service, working on volunteer service projects, interacting with the community through outreach to the local schools, serving on university/professional/community committees, etc. Recognizing these faculty achievements not only acknowledges the faculty member’s expertise and hard work, but also serves to highlight strengths of both the department and DePauw community as a whole.

**Methods for celebrating faculty achievements**

- **Write an email describing the accomplishment(s) to an email distribution list for student majors, faculty, staff, and prospective majors.** This is a quick and effective means to get important news out to members of the department.

- **Announce the achievement(s) at department meetings and/or departmental social gatherings (e.g., prospective major meetings, departmental talks, cookouts, etc.).** If asked, faculty members likely would be happy to say a few words describing their accomplishment(s).

- **Consider adding a news item to your department's web/Facebook page** (linking to any articles written for the main depauw.edu news web page).

- **Write a descriptive article in the next department newsletter.** Depending on the nature of the achievement(s), the faculty member might be able to provide a photo or graphic to include with the article.

- **Contact the Executive Director of Media Relations with an email detailing the faculty member's achievement(s).** It is important to provide contact information for the faculty member, so that the Communications staff can follow up to obtain more detailed information about the achievement in order to write their story.

- **Nominate the faculty member for university faculty awards.** Not only does that potentially reward that faculty member for outstanding work, but it shows that a wide range of activities is recognized and valued by the university.

- **Forward information about the achievement to the editor of the DePauw Magazine** (again, with contact information so that the editor can follow up for more detailed information in order to write their story). While this publication is mostly about alumni, they also appreciate hearing about ongoing faculty member activities and accomplishments.
Methods for celebrating faculty achievements

- Invite the faculty member to present a talk, give a performance, etc. This might be done informally over lunch as a brown-bag talk/presentation or sometimes (where appropriate) departments may be able to pay for refreshments from departmental budgets and/or cost-share with other departments/programs. You might also contact the Faculty Development Coordinator, so that he/she might contact the faculty member about doing a Faculty Forum talk.

FAQ

What if I have a “shy” colleague who doesn’t want to “brag” about or publicize his or her achievements?
First, respect their wishes. However, you might ask them to reconsider by discussing the benefits to them, the department, and the university. Try to point out that it is not “bragging”, but rather sharing some of the important activities and educational opportunities that exist at DePauw. Tangibly, important achievements by faculty members (and their students) help influence prospective students who are considering attending DePauw (and their parents), make current students aware of potential opportunities, and imbue alumni with a sense of pride in their alma mater.

Other Resources

additional contacts
- Executive Director of Media Relations - http://www.depauw.edu/news-media/
- Senior Editor, DePauw Magazine - http://www.depauw.edu/news-media/depauw-magazine/

university policy & procedures
- n/a

relevant examples/forms/etc. in appendix
- n/a

external references
- n/a
Planning for scheduled and unscheduled leaves of absence for faculty members.

Scheduled leaves of absence (e.g., sabbaticals, pre-tenure leaves, pre-retirement leaves in lieu of sabbaticals, special leaves for Faculty-in-Residence opportunities, academic leaves, etc.) typically provide release time away from one's normal routine of institutional responsibilities for a variety reasons, including: scholarly immersion; development of professional skills; experimentation; creation of artistic, musical, or other intellectual products; and, in general, personal and career renewal. There are also several types of unscheduled leaves, such as health issues involving a faculty member or an immediate family member, bereavement, etc. that can arise unexpectedly. It is helpful for the chair to prepare in advance for both types of leaves of absence, so as to ensure the effective and smooth operation of the department. Flexibility in making adjustments to accommodate a leave of absence is key to minimizing its impact.

Planning for scheduled leaves of absence

- Map out all scheduled leaves of absence. Create a calendar with scheduled leaves, so that you can anticipate in which semesters your department will have specific faculty members unavailable. The Faculty Roster on the e-service “Staffing Planner” may help identify leave/reassigned time for department faculty, however it can be slow to update (so you probably do not want to use it as the only resource for information).

- Cross-check your scheduled leave calendar with your projected course offerings schedule (see Curriculum section). This comparison allows you to determine if the department will be able to offer a sufficient number of non-major courses to support demand while supporting the departmental major(s) with advanced courses.

- Determine departmental staffing adjustments/needs. Determine if the department can accommodate the leaves of absence with current staffing by making adjustments to teaching schedules/loads or by not offering select courses. If a particularly large number of absences occur in one semester or if the department cannot offer critical courses to support the needs of both major and non-major students, you may decide to update the departmental staffing plan and to submit a request for a term/part-time replacement.

Planning for unscheduled leaves of absence

- Be understanding, positive, and calm. Unscheduled leaves of absence are, by their very nature, unanticipated. So....“planning” in advance for such situations is difficult (if not impossible). Realize in advance that being understanding, positive, and calm helps in these situations and reduces stress for both you and the person involved.

- Review your projected course offerings schedule (see Curriculum section). At the beginning of each semester, review your projected course offerings schedule in terms of what short-term and long-term adjustments you might have to make if someone is unexpectedly unavailable to teach. Don’t make this an extensive exercise as the adjustments likely will vary depending on the faculty member who takes the leave of absence and the nature/length of the leave of absence; however, it is useful to reflect on how the department might need to react to various scenarios.
Planning for unscheduled leaves of absence

- **Frame leave of absence accommodations to minimize the impact on students.** Recognize that it may be possible to adjust course offerings and/or teaching schedules and loads to weather short-term leaves of absence such that students are not substantially impacted. Communicating to departmental faculty members that this will be the first option investigated if an unscheduled leave of absence arises is important, so that no one is surprised if they are called upon to do extra work in such situations. Be clear that you recognize that there may be strong reasons (depending on the type and length of the leave of absence, the expertise of the person, etc.) where the department may need to request a term/part-time replacement in order to not negatively impact student learning.

- **Realize that leaves in the middle of the semester may introduce additional complexities.** In some cases, department faculty members (including yourself) may have to adjust to sudden teaching overloads. While stressful for all involved, hopefully department faculty members will be willing to make adjustments to help a colleague in need for the good of the department and the students it serves. Communicate the situation to the students and assure them that the department has a plan in place to minimize the impact on them and their education.

- **Be hesitant in “making deals” in exchange for covering for a colleague.** Current policy is not to pay department faculty who help out a colleague by covering classes (unless that assistance extends beyond two weeks). While some department faculty members might be willing to help out by teaching a paid overload that extends beyond two weeks, they should be reminded that compensation for a paid overload is not equivalent to compensation for a regular full course.

- **Rely on the resources and support of the VPAA and the Dean of the Faculty.** Academic Affairs will certainly be involved if the leave is expected to last more than two weeks. They can help you negotiate with department faculty members to help cover the course, and they may even be able to offer additional incentives to department faculty members who help out.

**FAQ**

**How should I negotiate the line between a colleague’s personal privacy, and my responsibility to know and respond to the situation?**

Work through the Dean of Faculty, the VPAA, and the Office of Human Resources. The faculty member should have apprised them of the situation, and they should be able to help you address any issues that arise. Any information shared with you by either the faculty member or someone in Academic Affairs or Human Resources should be held in strictest confidence.
### Other Resources

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<td>• Dean of Faculty - <a href="http://www.depauw.edu/offices/academic-affairs/">http://www.depauw.edu/offices/academic-affairs/</a></td>
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<td>• Director of Human Resources - <a href="http://www.depauw.edu/offices/human-resources/">http://www.depauw.edu/offices/human-resources/</a></td>
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<td>• General Information on Leaves - <a href="http://www.depauw.edu/offices/academic-affairs/faculty-development/general-information-leaves/">http://www.depauw.edu/offices/academic-affairs/faculty-development/general-information-leaves/</a></td>
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Planning for retirement of department faculty members.

Chairs should plan for upcoming retirements of departmental faculty members in order for the department to make a smooth transition when the retiring faculty member leaves. In most instances this process develops over a period of time, allowing both the retiring faculty member and the department sufficient time to work out the details before the retiring faculty member departs. The decision about when to broach a discussion about retirement lies with the retiring faculty member. That is, wait to begin any conversations about the topic until after the retiring faculty member has approached you and initiated the discussion first.

- **Discuss his/her retirement plans with the retiring faculty member.** Because of legal issues, wait to begin these discussions only after the topic has been initiated by the retiring faculty member or if someone in Academic Affairs or Human Resources has officially informed you that the faculty member has formally made retirement plans.

- **Map out the retirement leave schedule with all other scheduled leaves of absence.** Create a combined calendar with both scheduled leaves and retirements, so that you can anticipate in which semesters your department will have specific faculty members available/unavailable. This is especially important if the retiring faculty member arranges a phased retirement with a reduced teaching load over his/her last few semesters at DePauw.

- **Cross-check your scheduled leave calendar with your projected course offerings schedule (see Curriculum section).** This comparison allows you to determine if the department will be able to offer a sufficient number of non-major courses to support demand while supporting the departmental major(s) with advanced courses.

- **Determine departmental staffing adjustments/needs.** Determine if the department can accommodate the retirement with current staffing by making adjustments to teaching schedules/loads. If not, you will need to prepare a Resource Allocation Subcommittee (RAS) proposal (see “Convening the Full-Time Position Request Committee (FTPRC) and writing a Resource Allocation Subcommittee (RAS) proposal for a faculty position.” in the Faculty section). Retiring faculty members typically are not involved in writing the RAS proposal, interviewing candidates, or making hiring recommendations in order for the department to have flexibility in hiring faculty members in the sub-discipline speciality area that best fits the current composition of the department and/or current trends in the discipline. Lastly, please note that a retirement in your department does not guarantee a RAS replacement of the retiring faculty member (i.e., a case to replace a retiring faculty member must still be made in a strong RAS proposal).

- **Talk with the retiring faculty member about any retirement celebrations and about his/her emeritus plans/expectations.** Having a discussion about any open house plans for the retiring faculty member provides a means for them to have input into what they would prefer happen at their celebratory event. Such a conversation also might provide a good opportunity to discuss their emeritus plans/expectations regarding the department (although any final decisions/arrangements rest with the VPAA).
FAQ

For some, retirement is a highly emotional time. What's my role in helping my colleague through this aspect of the retirement process?

Just be a good friend and colleague. Be careful not to convey the impression that they are being shown the door. Treat everyone as a valued member of your department and let them leave on their own terms. If the retiring faculty member is having trouble coping, you also might suggest that they discuss their feelings with the university councilors.

What if a retiring faculty member prefers no celebration, but the department faculty members insist on organizing a party?

Respect the retiring faculty member's wishes. You have no control over what individual faculty members choose to do on their own, but the department does not have to fund or organize the event. In the end, however, seeking a compromise is the optimal solution. Consider suggesting that your department's retiring faculty member be part of a joint reception with other retiring faculty and staff members from other departments. Oftentimes, these types of gatherings bring together common friends of the retiring faculty and staff members and provide a nice informal setting for interactions between various departments and offices.

Other Resources

additional contacts
- Vice President for Academic Affairs - http://www.depauw.edu/offices/academic-affairs/
- Dean of Faculty - http://www.depauw.edu/offices/academic-affairs/
- Director of Human Resources - http://www.depauw.edu/offices/human-resources/

university policy & procedures
- Retirement - http://www.depauw.edu/offices/academic-affairs/faculty-development/general-information-leaves/ (NOTE: some material in this section was taken directly from this resource.)

relevant examples/forms/etc. in appendix
- n/a

external references
- n/a
Retaining department faculty members.

Many factors that affect faculty retention are simply beyond a chair’s control. In addition, sometimes different considerations may need to be taken into account in attempting to retain tenure-track faculty members versus term or part-time faculty members (especially when framed in the context of the department’s/ university’s long-term needs). Overall, being fair, honest, and constructive in your interactions with the entire department creates a positive environment in which to work and which helps to retain faculty members.

- **Realize that many factors affecting faculty retention are beyond your control.** Don’t make yourself miserable if a faculty member simply doesn’t like living in a small town in the Midwest. However, it is definitely worthwhile to point out that DePauw is an extraordinary institution and that while some faculty members don’t like the downside of small-town life in the Midwest at first, many come to treasure the sense of community and ability to make a difference in the life of a community with their presence.

- **Treat everyone how you would like to be treated.** Be honest, upfront, and fair without any hidden agendas. Also, friendly colleagues who are actively interested in each other promote more collegial interactions and make for a better workplace.

- **Discuss/debate issues openly, honestly, and in a constructive manner.** There will always be disagreements, but as chair, you should mediate a fair discussion/deliberation of the issue(s) that focuses on resolution of the issue at hand and attempts to minimize personal conflicts.

- **Don’t give special treatment to (or discriminate against) anyone based on their race, age, gender, sexual orientation, etc.** Conversely, if someone intends to leave because they feel they have been discriminated against or harassed, encourage them to talk to the VPAA and/or the Dean of Faculty.

- **Try to work with your faculty given the context of their situation.** That is, it might be appropriate to give a new faculty member two or three sections of the same course so that she/he has fewer course preparations as they get their feet on the ground during the first few semesters, but it would not be appropriate to schedule someone’s classes so that they only have to be on campus a few days each week because they live out of town. While both might help faculty retention, the former does not harm students or colleagues, whereas the latter affects student learning and is unfair to departmental colleagues.

- **Listen carefully, then carefully act.** Try to listen to issues/complaints/suggestions without preconceived opinions and then act in a careful manner that strives to do no harm.

- **Direct salary/workload/competing offers/startup issues to the VPAA.**
FAQ

What do I say to term or part-time faculty that are not likely to have their contract renewed?
Be honest and frank. Remind them that, by definition, term and part-time faculty members have contracts with defined time limits. Sometimes these contracts get renewed, and in exceptional cases, some get converted to tenure-track positions, depending on the needs and priorities of the department. Extend an offer to review their application materials and/or to serve as a reference as they search for a new position.

What if a term or part-time colleague accuses me of making a special effort to retain another faculty member while neglecting them?
Don’t take their accusations personally, as they likely are very concerned about what the future holds for them. Remind them about the nature of term and part-time positions (see above) and explain that the tenure-track faculty in the department (in consultation with the VPAA) decide what the personnel needs of the department are (or will be in the near future). Assure them that any perceived special effort on anyone’s behalf is because their skills/expertise better match the needs as determined by this group. Lastly, it is important to reflectively check for unconscious biases and make sure that you are not playing favorites without realizing it.

If I have a really good term or part-time faculty member in my department, how can I make an argument to retain them?
The most compelling argument to convert a term or part-time faculty member’s position to a tenure-track position (essentially an opportunity hire; see Section 09. Making opportunity hire proposals.) is that she or he uniquely fills a department or university need in terms of teaching specialty and/or research expertise. The person might also add diversity based on personal attributes and/or based on the types of opportunities they might offer for DePauw students (e.g., field research in international areas). In addition, some term and part-time faculty members are such outstanding teachers and have connected so well with our students as evidenced by student evaluations that you could make a strong argument that it is important to retain them. Lastly, if the faculty member has been interviewing for other tenure-track positions, DePauw might be at risk of losing him or her to another institution, creating an urgency that doesn’t allow the department to write a RAS proposal to do a national search.

Other Resources

- additional contacts
  - Vice President for Academic Affairs - http://www.depauw.edu/offices/academic-affairs/
  - Dean of Faculty - http://www.depauw.edu/offices/academic-affairs/
  - Director of Human Resources - http://www.depauw.edu/offices/human-resources/

- university policy & procedures
  - n/a

- relevant examples/forms/etc. in appendix
  - n/a

- external references
  - n/a
Meeting with prospective students.

First impressions can make all the difference in a prospective student's decision of whether DePauw University is a good fit for them or not. The department chair is often the first point of contact for prospective students who are interested in attending DePauw to potentially major in that particular discipline. As such, you should not only be prepared to talk about the specifics of your department, but you also should be able to provide a general description of a liberal arts education at DePauw. That is, some students will come to you with a passion for a particular field of study, whereas others may request a meeting because they are just beginning their exploration. Some may have a strong grasp on the interdisciplinary nature of a liberal arts education, and others may not. Being prepared to answer some very basic questions about the collegiate/academic experience, along with more specific questions about your department and major is important.

### Activities prior to the meeting with prospective students

- **Direct all prospective student inquiries through Admissions.** Admissions are experts in the various processes involving prospective student recruitment and in the technical details pertaining to admission and financial aid. If you are contacted directly by a prospective student, direct them to [www.depauw.edu/visit](http://www.depauw.edu/visit). This on-line tool allows the family to choose a date/time for a tour and admission interview, and also has flexibility for requesting individual appointments with faculty, coaches, etc. Admissions also can schedule a classroom visit, if the student requests it.

- **Prepare for your meeting with them.** Know who they are, where they come from, and their interest in your department (Admissions will provide this information).

- **Customize a basic outline for meeting with prospective students that works for you and your department.** Such an outline is very useful for other faculty to use when meeting with prospective students during your absence.

- **Develop and/or assemble relevant handouts (e.g., major/minor requirements, department pamphlet, department newsletters, projected course offerings, etc.).**

- **Work with Admissions to allow a prospective student to sit in on a class in the department.** Normally, Admissions directly contacts faculty members who are teaching appropriate courses that fit into the prospective student’s schedule. Sometimes, however, the department chair helps facilitate this process.

- **Schedule time for the prospective student to talk with departmental majors (time permitting; coordinate with Admissions).**

### During the meeting with prospective students

- **Get to know the student by learning about where they are from, what school they are attending, what classes they have taken, other interests/hobbies, etc.** In addition, ask questions about their academic interests, activities (both academic and non-academic) in which they have participated that are related to those interests, potential life/career goals, etc.

- **Give the student your undivided attention.** It is important to listen carefully to the student and make eye contact during the conversation.
During the meeting with prospective students

- **Keep everyone in the room involved in the conversation, but remember that the meeting is with the student.** Be aware that it is not uncommon for some prospective students to be shy/quiet/reticent, requiring some parents to become more proactive in asking questions. In answering questions in such instances, it may be possible to coax more active participation from the prospective student by directing your answers to both the student and the parent, by asking the student questions, and/or by drawing comparisons with information that you have learned about the student.

- **Describe the department and the majors/minors that it offers.** Handouts (e.g., major/minor requirements, projected course offerings, department pamphlets, department newsletters, etc.) and department websites provide excellent visual representations for sharing this information.

- **Detail student outcomes in your field.** It is very useful to create a resource that shows what some recent departmental graduates are now doing (e.g., graduate schools, careers, etc.). Expect the question: “What can I do with a degree in your field?” Answer this question broadly, emphasizing not only career options, but also the student’s general, personal, and intellectual development as part of a liberal arts education.

- **Talk about teaching and research interests of departmental faculty.** In particular, you might describe specific courses that correspond to interests that the student has described and recent research projects in the department that have involved students.

- **Explain the ethos of the liberal arts.** Place your department within the larger context of the university and its mission to provide students with a broad, integrated education. Many students are attracted to DePauw for this reason and are happy to have their notions confirmed.

- **Emphasize the features of DePauw’s First-Year Experience program, including the First-Year Seminar and the role of the faculty advisor and student mentor.** Parents like to know about special efforts to orient students to academics and student life.

- **Give the student and parents a departmental tour.** Such a tour might include: introductions to other departmental faculty, a classroom/lab where the student might be taking classes, a student lounge or study area, specialized instruments and/or collections, etc.

- **Provide an opportunity to answer any questions that the student (and parents) might have.** These different constituencies may have substantially different questions. Try to answer all of their questions as completely and as honestly as you can. Don’t pretend to know more than you do if asked about things beyond your role as a faculty member, such as athletics, residence life, or financial aid. Refer these questions to the appropriate resources.

- **Make sure that the student has any hardcopy handouts that you have available to take home.** In case they think of additional questions after they leave, it might a good idea to give the prospective student your business card with your email address and departmental website URL (make sure that your reference materials are available on the website).

- **Follow up with a letter, email, or phone call to see if the prospective student has any additional questions.** Following up with the student goes a long way in helping to develop a personal connection with the student. In addition, information/feedback about the student and his/her level of engagement with faculty will assist Admissions in determining the student’s affinity for DePauw.
**FAQ**

**Do I have to act like a salesperson for DePauw?**
Not really. Ultimately, your goal is to help the prospective students and their parents make an informed decision. DePauw isn’t right for every student, and it helps everyone to recognize when that’s the case. Still, we always want to attract good students, so emphasize the best aspects of DePauw, honestly. Often, students and parents like to hear what you, personally, like about working here and what you like about your students and colleagues.

**Aren’t Admission Officers better trained to recruit students than I am?**
Admission Officers, obviously, do most of the work and know how to “close the deal,” but they rely on you to answer students’ questions about particular fields of study and to fan the flame of their academic interest at DePauw. You can answer their questions about particular courses, majors, research or internship opportunities, or long-term career options in a field of study.

**Other Resources**

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<th>relevant examples/forms/etc. in appendix</th>
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<tr>
<td>Apply to DePauw - <a href="http://www.depauw.edu/admission/apply/incoming-freshmen/">http://www.depauw.edu/admission/apply/incoming-freshmen/</a></td>
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Recruiting and meeting with prospective majors.

DePauw students typically are required to declare majors by March of their sophomore year (some declare majors much sooner). It is not uncommon for a student to have questions about potentially majoring in a department after taking a course or two in that department. General questions about departmental majors and minors often can be answered in a general interest meeting, whereas more individually specific questions may be more amendable to one-on-one meetings.

### Activities prior to meeting with prospective majors

- **Customize a basic outline for meeting with prospective majors that works for you and your department.** Such an outline is very useful for other faculty to use when meeting with prospective majors as well.

- **Develop and/or assemble relevant handouts (e.g., major/minor requirements, department pamphlet, department newsletters, projected course offerings, etc.).**

### During general meetings with prospective majors

- **Consider organizing a general group meeting for interested prospective majors.** Some departments may hold interest meetings annually, whereas other departments may want to hold such meetings at least once a semester. Mid-February is a convenient time before the March major declaration deadline.

- **Depending on projected numbers at the meeting and the department budget, consider having pizza, drinks & cookies, etc.**

- **Describe the department and the majors/minors that it offers.** In this general setting, it probably is more effective to describe “big picture” concepts and direct the students to hardcopy handouts and/or to individualized meetings with departmental faculty for specifics. Projected slides of handouts (e.g., major/minor requirements, listing of courses offered, projected course offerings, department pamphlets, department newsletters, etc.) and department websites provide excellent visuals for sharing this information. Be sure to allow time to answer all student questions.

- **Inform the students about upcoming departmental activities (e.g., picnics, trips, speakers, exhibitions, etc.).** Pass a sign-up sheet around to be added to a departmental email distribution list to be kept informed about additional department-related opportunities.

- **Share recent activities of current student majors (e.g., summer internships, summer research opportunities) and outline what some recent departmental graduates are now doing (e.g., graduate schools, careers, etc.).** Consider discussing salary ranges for graduate assistantships, industry positions, etc. for recent graduates.

- **Ask current majors and/or department alumni to talk about their experiences to prospective majors.**


During individual meetings with prospective majors

- **Get to know the student.** For example, try learning about where they are from, what classes they have taken at DePauw, activities (both academic and non-academic) in which they have participated that are related to the major, potential life/career goals, other interests/hobbies, etc.

- **Give the student your undivided attention.** It is important to listen carefully to the student and make eye contact during the conversation.

- **Describe the department and the majors/minors that it offers.** Handouts (e.g., major/minor requirements, listing of courses offered, projected course offerings, department pamphlets, department newsletters, etc.) and department websites provide excellent visual representations for sharing this information. It also is very useful to have a resource that shows what some recent departmental graduates are now doing (e.g., graduate schools, careers, etc.). Be sure to allow time to answer all student questions.

- **Talk about teaching and research interests of departmental faculty.** In particular, you might describe specific courses that correspond to interests that the student has described and recent research projects in the department that have involved students.

- **Give the student a departmental tour.** Such a tour might include: introductions to other departmental faculty, a classroom/lab where the student would be taking advanced classes in the major, a student lounge or study area, specialized instruments and/or collections, a departmental bulletin board or resource for graduate school opportunities/internships, etc.

- **Invite the student to talk with departmental majors.** It might be helpful to provide a list of current majors who the student might contact.

- **Provide an opportunity to answer any additional questions that the student might have.**

- **Make sure that the student has any hardcopy handouts that you have available.** It might a good idea to give the prospective student your business card with your email address and departmental website URL.

- **Follow up with an email to see if the student has any additional questions.**

### Other Resources

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<tr>
<td>Registrar’s Office - <a href="http://www.depauw.edu/academics/academic-resources/advising/registrar/">http://www.depauw.edu/academics/academic-resources/advising/registrar/</a></td>
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<td>Choosing a Major or Minor - <a href="http://www.depauw.edu/academics/academic-resources/advising/choosing-a-major-or-minor/">http://www.depauw.edu/academics/academic-resources/advising/choosing-a-major-or-minor/</a></td>
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<tr>
<td>Major, Minor, and/or Advisor Declaration Form - <a href="http://www.depauw.edu/files/resources/reg_major_declaration.pdf">http://www.depauw.edu/files/resources/reg_major_declaration.pdf</a></td>
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Assigning advisors for major advisees in the department.

In most cases students will self-select an advisor in the major, but prospective majors may seek you out for guidance in making their selections. You also play a role re-assigning majors when department members go on leave or depart the university through resignation or retirement. You should monitor the number of advisees being mentored by your department colleagues and distribute them evenly when possible.

### Advising potential major advisees

- **Welcome students that have not found a major advisor.** As department chair, you are not required to take on all advisees that contact the department, but you will often be the best person to temporarily advise them until they find an appropriate advisor.

- **Meet with potential majors to determine which departmental courses they have already completed or in which they are currently enrolled.** Explore their interests and goals with them. Describe the department faculty and the courses they offer.

### Reassigning major advisees

- **Consult with your department colleagues who are going on leave about their plans for their advisees.** The university expects that faculty members on leave will minimize or eliminate service commitments like advising, but some colleagues prefer to continue their advising during leave.

- **Initiate the process for reassigning advisees if the department colleague does not want to advise while on leave.** Determine if there is a department colleague that can take over the advisees during the leave. It is best to transfer advisees as a group rather than spreading them out among the remaining department colleagues.

- **Discuss plans to transfer advisees back to the department faculty member once they return.** Depending on the number of advisees involved (and graduation of advisees), it may work better to have the advisees remain with the replacement advisor rather than to return to the original advisor. You should keep a list of advisee assignments as the current database does not track a student’s advisor history.

- **Contact the Registrar’s Office and Associate Dean of Academic Life.** You may get a prompt from either office in the late spring prior to the scheduled leave, but it is never too early to develop a plan.

- **Be prepared to advise student majors who would prefer to have another replacement advisor or to help them find someone else in the department as an advisor.** The department chair is the default advisor and contact person for departmental student majors.
Monitoring advising loads

- **Access the list of the number of advisees (major/minor/undeclared) assigned to each faculty member.** This information is available on e-services in the Advisee Counts drop down menu under the Department Faculty Information link. NOTE: Graduating seniors are processed out of the system in early June and First Year Seminar advisees do not appear in the advisee count table until the first week of August.

- **Anticipate that you may be expected to help even out the number of advisees assigned to each department colleague.** This can be difficult since all advisors are not created equal and majors may become frustrated with an unresponsive advisor. Some colleagues are better equipped and capable of advising a larger number of advisees. Ultimately, you want to do what is best for the student even if that means there is wide variation in the number of advisees per faculty member in the department.

Other Resources

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<tr>
<td>Associate Dean of Academic Life - <a href="http://www.depauw.edu/academics/academic-resources/academic-life/">http://www.depauw.edu/academics/academic-resources/academic-life/</a></td>
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<td>Advisee Counts Link</td>
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<td>Advisees for Individual Department Faculty</td>
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Building connections with and between department and interdisciplinary majors.

One of the advantages of a liberal arts environment is the contact students have with professors and with other students in their major area of study. Regardless of department or program size, the chair can play a pivotal role in building community among students and between professors and students.

**Strategies for building community**

- **Use social media (e.g., Facebook, Instagram, Pinterest, Twitter) or use the departmental website to communicate news about department members, events, research opportunities, internships, or study abroad programs.** Feature the accomplishments of individual students so they feel like they are a central part of the department. This may be an excellent department function to delegate to a willing colleague or responsible student.

- **Designate a space in the department for majors to gather for group work or studying.** This should be centrally located, easily accessible, and visible.

- **Organize events for majors to meet with alumni to hear about their post-DePauw careers.** The Hubbard Center for Student Engagement and Office of Alumni Relations can help with the programming.

- **Hold gatherings for students and faculty to promote the department or program to prospective majors.** Funds are often available to defray the costs of such a gathering through the Office of Academic Life.

- **Support students who are interested in forming a discipline-specific club.**

- **Arrange opportunities for, and accompany, small groups of majors to present papers or posters at professional conferences.**

- **Promote student/faculty collaborative research projects and encourage faculty members to apply for Student-Faculty Summer Research Grants.**

- **Consider ways in which the curriculum might facilitate community among student cohorts (e.g., requiring majors to take the core courses in a particular order).**

- **Showcase or display student work publically when feasible (e.g., having all seniors publically present their senior thesis, research poster, or artwork).**

- **Advise students interested in graduate school as a group, perhaps featuring the academic trajectories of faculty members or alumni.**

- **Invite students to an informal gathering at a faculty member's home.**

- **Encourage faculty members to lead departmental field trips (e.g., museums, fieldwork, etc.).**
FAQ

Does the university provide additional funds to support departmental events?
In most circumstances, the departmental budget should be used for these purposes. There are sometimes funds to help cover a “Welcome to the Major” or advising-related events. Check with the Dean of Academic Life.

Does the university provide funding for students to travel to professional conferences?
Yes! As long as the students are presenting academic papers at the conference, they may apply for funding through the Internal Grants Committee. Additionally, consider using any discretionary funds from endowed accounts to fund these activities (if allowed).

Other Resources

additional contacts
- Alumni Engagement - [http://www.depauw.edu/alumni/](http://www.depauw.edu/alumni/)
- Associate Dean of Academic Life [http://www.depauw.edu:academics:academic-resources:advising/](http://www.depauw.edu:academics:academic-resources:advising/)
- Internal Grants Committee - [http://www.depauw.edu/offices/academic-affairs/faculty-development/](http://www.depauw.edu/offices/academic-affairs/faculty-development/)
- Dean of Academic Life - [http://www.depauw.edu/academics/academic-resources/academic-life/](http://www.depauw.edu/academics/academic-resources/academic-life/)

university policy & procedures
- Student Research and Artistic Grants - [http://www.depauw.edu/offices/academic-affairs/faculty-development/student-research-and-artistic-grant/](http://www.depauw.edu/offices/academic-affairs/faculty-development/student-research-and-artistic-grant/)
- Student Faculty Summer Research - [http://www.depauw.edu/offices/academic-affairs/faculty-development/summer-research-for-student-faculty/](http://www.depauw.edu/offices/academic-affairs/faculty-development/summer-research-for-student-faculty/)

relevant examples/forms/etc. in appendix
- n/a

external references
- Most professional association websites have resources for starting student clubs.
Recognizing student achievements.

DePauw students often accomplish a wide variety of noteworthy achievements during their careers at DePauw, including, but not limited to: conducting research, publishing papers, presenting/performing scholarly activities, receiving awards/scholarships for academic excellence, working on volunteer service projects, studying abroad, being awarded graduate fellowships/assistantships, etc. Celebrating these student successes and achievements not only recognizes the student’s outstanding efforts and hard work, but also serves to highlight how vibrant and active your department is.

**Methods for recognizing student achievements**

- **Write an email describing the accomplishment(s) to an email distribution list for student majors, faculty, staff, and prospective majors.** This is a quick and effective means to get important news out quickly to members of the department.

- **Announce the achievement(s) at department meetings and/or departmental social gatherings (e.g., prospective major meetings, departmental talks, cookouts, etc.).** If asked, students likely would be willing to say a few words about their work, to describe preparations leading up to the activity, etc.

- **Add news items about student achievements to your department's website or social media site (e.g., Facebook, Instagram).** Such items might include links to articles written for online university publications (e.g., The DePauw) or for the university website. In addition to their academic achievements, consider highlighting student achievements outside of class as athletes, entrepreneurs, or performers.

- **Write a descriptive article in the next department newsletter.** Depending on the nature of the achievement(s), the student might be able to provide a photo or graphic to include with the article.

- **Contact the Communications staff and describe the student’s achievement(s).** It is important to provide contact information for the student, so that the Communications office can follow up to obtain more detailed information about the achievement in order to write their story.

- **Nominate qualified students for departmental or university awards.** Not only does that potentially reward that student for outstanding work, but it also serves as a means of motivating other students to become involved in projects/activities outside of normal classroom activities.

- **Encourage qualified students to present at the annual Spring Senior Showcase.** While this forum might not be appropriate for all student achievements, it does provide a wonderful opportunity for students, faculty, and staff to discuss student research/scholarly activities.
Methods for recognizing student achievements

- Forward information about the achievement to the editor of the DePauw Magazine (again, with contact information so that the editor can follow up for more detailed information in order to write a story). While this publication is mostly about alumni, they also appreciate hearing about ongoing student activities and accomplishments.

- Invite the student to present a talk, give a performance, etc. This might be done informally over lunch as a brown-bag talk/presentation or in a more structured way, like a student art show, School of Music recital hour, etc. Sometimes (where appropriate) departments may be able to pay for refreshments from departmental budgets and/or cost-share with other departments/programs.

Other Resources

additional contacts
- Executive Director of Media Relations - http://www.depauw.edu/news-media/
- Vice President for Communications & Strategic Initiatives
- Senior Editor, DePauw Magazine - http://www.depauw.edu/news-media/depauw-magazine/

university policy & procedures
- n/a

relevant examples/forms/etc. in appendix
- n/a

external references
- n/a
Substituting non-DePauw course credit for DePauw coursework.

The department chair shares responsibility for approving non-DePauw credit that is counted toward the fulfillment of DePauw coursework, especially coursework credited toward the fulfillment of the requirements for a major in your department. Some coursework is approved directly by the Registrar’s Office, but you may be asked to authorize various types of courses for credit in the department. More typically, you will be asked to approve off-campus courses (international and domestic) that are taken either during semester abroad studies or during the summer months.

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<th>Crediting Advanced Placement and transfer credit</th>
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<tr>
<td>• Consult the individual student’s advising transcript or contact the Registrar’s office. Advanced placement (AP) and transfer credit will appear on a student’s advising transcript and will indicate any similar DePauw course for which the credit is being applied.</td>
</tr>
<tr>
<td>• Review requests from the Registrar’s Office to accept certain courses for departmental credit. The Registrar may seek your assistance in assessing the AP or transfer course credit. You may be asked to advise the Registrar on any similarities to existing DePauw courses, the amount of credit (most 3 semester hours credit courses as .75 DePauw credits), and/or whether the credit can be applied toward the major.</td>
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<tr>
<td>• Accept or reject courses that might apply toward the major based upon a rational and universally applied criteria. You may wish to consult with your department or with individual department colleagues before making final decisions on courses.</td>
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Approving off campus study courses - semester

- **Follow the existing procedures of the Hubbard Center for the approval of off-campus study courses** competed during an academic semester.

- **Approve more courses than the student is likely to take.** Like students at DePauw, students studying abroad do not always get their first choice. It is better to approve a longer list of courses than the student plans to take, so they can substitute an approved course for one which they have been unable to register. Make sure to specify the total number of credits that can be transferred back to DePauw for credit towards the major.

- **Assess the appropriate level for the credit transferred.** Many departments have a required number of 300 level classes in their major. You may be able to assess the appropriateness of 300 level or above credit from the course description or syllabus, but many chairs will withhold approving courses at the 300 level or above until the student returns to campus and can provide evidence of a 300 level course proficiency associated with the off-campus course. In other words, the numbering systems of other institutions are of little value when you are trying to determine the appropriate level of credit (100, 200, 300, or 400) to assign to an off-campus course.

- **Previously reviewed courses will be reviewed annually.** Students will have access to a list of courses previously approved by the academic department, and may select from that list once a course is approved for department credit. Beginning in 2015-2016, The Hubbard Center will share the list of “pre-approved” courses with each department at the start of each academic year for review. Courses that should be removed from the approved list should be identified by the chair and communicated to the Registrar and the Hubbard Center for removal.

Approving off campus study courses - summer

- **Follow the existing procedures of the Registrar’s Office for the approval of off campus study courses** competed during the summer break.

- **Approve more courses than the student is likely to take.** Like students at DePauw, students studying abroad do not always get their first choice. It is better to approve a longer list of courses than the student plans to take so they can substitute an approved course for one which they have been unable to register. Make sure to specify the total number of credits that can be transferred back to DePauw for credit towards the major.

- **Assess the appropriate level for the credit transferred back.** Many departments have a required number of 300 level classes in their major. You may be able to assess the appropriateness of 300 level or above credit from the course description or syllabus, but many chairs will withhold approving courses at the 300 level or above until the student returns to campus and can provide evidence of substantial writing and/or research associated with the off-campus course. In other words, the numbering systems of other institutions are of little value when you are trying to determine the appropriate level of credit (100, 200, 300, or 400) to assign to an off campus course.
FAQ

How is a chair to assess the quality of teaching in non-DePauw courses?
The chair often has very little information about the course they are asked to approve. Chairs should have the student provide material related to the class (i.e. a course description, a syllabus, number of contact hours, lab sections, and any URL link for course information) in order to make a determination about the course. The chair should attempt to familiarize themselves with the quality of the institution giving the credit. Guard against prejudice against certain types of institutions, but also be careful not to approve a course that is not appropriate for college-level liberal arts credit.

Other Resources

additional contacts
- University Registrar - http://www.depauw.edu/academics/academic-resources/advising/registrar/
- Hubbard Center for Student Engagement - http://www.depauw.edu/academics/centers/hubbard/

university policy & procedures
- n/a

relevant examples/forms/etc. in appendix
- n/a

external references
- n/a
Supervising work-study students.

Work-study students are hired mainly to assist your department secretary or another department staff member, so it’s mostly their to assign work hours and supervise tasks. At the same time, you should take a direct interest in what they’re doing, making sure that the department is using them appropriately. Their work consists of mostly of office tasks such as copying, publicity for department events, or website maintenance. They can also help individual professors with special tasks, though they should not be employed as research assistants or monopolized by any single member of the department.

Delegating authority and assigning work

- Delegate supervising authority to the department secretary regarding work-study students.
  
  In many departments, the secretary hires the work-study students, assigns hours and tasks, and evaluates their performance.

- If possible, try to hire department majors or other students familiar with department faculty.
  
  Some familiarity with the discipline and the faculty might make their work more relevant and interesting.

- Keep financial need in mind when hiring. Federal Work Study is based on financial need. In addition to familiarity with department faculty, you can prioritize need when hiring. Student financial information is confidential, but you can consult with Financial Aid to determine eligible candidates.

- Make sure both the secretary and the students are aware of the parameters of the position.
  
  Faculty members should not assign work-study students tasks more appropriate for research assistants, particularly if a task will consume too many of the student’s work hours. Work-study students are a shared department resource, not an individual one.

Evaluating performance

- Make your expectations clear. Even if you delegate evaluation of work-study students to the secretary, establish basic guidelines for good performance. Students should show up for their assigned hours, be available to the secretary and faculty, and perform their tasks according to expectations.

- Be personable. Know the students’ names, majors, and plans. Some secretaries and chairs recognize good work with birthday or graduation gifts for a work-study student.

- Give second chances. If a work-study student makes a mistake or simply does poor work, talk to them about the problem and give them the opportunity to improve before firing them.

FAQ

What should I do with a work-study student who has excessive “downtime,” and is mostly writing papers, doing social media, listening to music, or playing video games during work hours?

Assess whether or not you really need as many work-study students working as many hours as they do. Consider reducing hours for the mutual benefit of the department and the student. Thinking more constructively, especially given that the student probably needs the hours as part of his or her financial aid package, look for new ways the student might assist the department, and encourage the secretary to do the same. For example, you might suggest that the student knock on faculty members’ office doors to solicit work when they have nothing to do.
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<td>• Human Resources - <a href="http://www.depauw.edu/offices/human-resources/">http://www.depauw.edu/offices/human-resources/</a></td>
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Resolving allegations of student disruptive behavior in the classroom.

As described in the Classroom Atmosphere Policy, it is important for our classrooms to be academic settings where students, faculty, and staff freely exchange ideas/viewpoints/perspectives in an environment of courtesy, respect, and professionalism. A student's inappropriate behavior can sometimes seriously undermine that environment. As chair, addressing complaints about student behavior in the classroom can be challenging because you must consider the individuals (faculty and student(s)) who are directly involved as well as the impact on the other students in the class. In most situations, problems can be resolved informally by listening to both parties and working to identify common ground and an equitable resolution. When problems are more complex, however, it is important to follow formal university policies to address the issue(s). Consult with the Dean of Academic Life at any stage of the process, especially if it appears that an informal resolution will not be possible.

It is essential that any allegations of behavior that raise issues of harassment, discrimination, etc. be immediately shared with the appropriate senior administrator as described here: http://www.depauw.edu/handbooks/employee-guide/harassment/reporting/

Informal resolution

- Read the Classroom Atmosphere Policy before attempting informal resolution. This not only will help keep you from accidentally contradicting the policy, but it also provides a useful framework and context that is helpful in mediating an informal resolution to the situation.

- Meet with each party separately to understand both sides of the issue. If a departmental faculty member is involved, try to meet with him/her prior to meeting with the student(s). Remain neutral during these meetings and do not side with one party or the other.

- Take notes that focus on what you hear, not what you infer. Avoid introducing your own speculations about underlying causes of the problem(s). Keep in mind that two parties may well interpret the same event very differently.

- After listening to both sides, offer to meet with the parties jointly to help them find solutions that are mutually agreeable. The best solutions are fair to all parties and maintain the integrity of the course.

- Stay on top of the situation. After a solution is reached, check back with both parties at appropriate points to confirm that no further difficulties are being encountered.

Formal resolution

- Read and follow the steps outlined in the Classroom Atmosphere Policy.

- Consult with the Dean of Academic Life for advice on interpreting the policy. Because each case is different and has its own unique complexities, you may want to consult with the Dean of Academic Life to get help sorting out the various details and interpreting the policy.

- Help the faculty member understand that following the established procedures is essential. For example, separating the student from the class, or otherwise punishing the student without following formal University policies, can give the student grounds to file a grade grievance.
**FAQ**

Can the faculty member remove the student from the course until the problem is resolved?  
The Classroom Atmosphere Policy provides an option for the faculty member to ask a student to leave class for the remainder of the period. However, any continued separation from the class would require specific procedures to be followed.

How much should I worry about legal issues?  
Lawsuits are a real concern, but don’t let the fear of them paralyze you. Thoughtful and sympathetic action can defuse and help solve a bad situation, just as indecision and inaction can exacerbate it. Whatever the situation, draw on the support of the VPAA, Deans, and university legal counsel to assist you.

**Other Resources**

### additional contacts
- Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
- Dean of Academic Life - [http://www.depauw.edu/academics/academic-resources/academic-life/](http://www.depauw.edu/academics/academic-resources/academic-life/)
- Dean of Faculty - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)

### university policy & procedures
- Academic Policies - [http://www.depauw.edu/handbooks/academic/policies/](http://www.depauw.edu/handbooks/academic/policies/)

### relevant examples/forms/etc. in appendix
- n/a

### external references
- n/a
Handling student academic integrity problems.

Academic integrity problems can be gut-wrenching for all parties involved. Faculty members often feel betrayed and disrespected when they believe a student has been dishonest. Students often feel embarrassed and humiliated if they know they have been dishonest, and they often feel persecuted if they believe they have been wrongly accused. While department chairs do not normally have a formal role in academic integrity proceedings, once an incident occurs, colleagues and/or students may approach you for general advice or colleagues may ask you to be a witness when they confront the student. It is important for you to refresh your understanding of the Academic Integrity Policy before weighing in, so that you do not give advice that contradicts the formal policy. Acknowledging that academic integrity problems are always difficult, and encouraging both parties to use the situation as a learning experience, can help to make the best of a difficult situation.

### Advising faculty members

- **Read (and have all of your departmental faculty members read) the formal Academic Integrity Policy.** Encourage everyone in your department to routinely review the Academic Integrity Policy. This helps keep everyone current on procedures in the event of an academic integrity incident.

- **Stress that it is essential for departmental faculty members to follow written Academic Integrity Policy procedures.** Adhering to the specified procedures grants students their rights in the process and helps avoid giving the student grounds for an appeal at a later date.

- **Acknowledge that academic integrity cases are always difficult.** Let the faculty member know that you understand their frustration and will work with them to resolve the issue fairly and efficiently.

- **Remind the faculty member that this is meant to be a learning process for the student.** Encourage the faculty member to keep the situation positive and not to take it personally. Make sure the faculty member realizes that a student may be more willing to accept responsibility if the student knows that the faculty member understands that even good people make mistakes.

- **Emphasize to faculty members that the identity of students accused of an academic integrity violation should be kept strictly confidential.**

- **Refer the faculty member to the Dean in the Academic Life Office who oversees the Academic Integrity Policy.** The Dean of Academic Life can also serve as a resource.

### Advising students

- **Read (and have the student read) the formal Academic Integrity Policy.**

- **Explain the Academic Integrity Policy and procedures to the student in detail.** In many cases, the faculty member may have already done this, but it may be helpful for the student to hear it again.

- **Keep the discussion positive.** Focus on the learning aspects of the process by letting the student know that you understand that everyone makes mistakes. Explain that first-offenses are not recorded in the student’s permanent record (kept in the Office of Student Life), provided that there isn’t a second occurrence of academic dishonesty.
Advising students

- Make sure the student understands that s/he is entitled to seek guidance before signing the settlement form. Students have rights and should be reminded of this fact. Suggest that they talk to a trusted advisor (e.g., their academic advisor, a faculty member, the Dean of Academic Life, etc.) before they sign the settlement form. However, it is also important that students be accountable if they have made a mistake regarding academic integrity.

- Ask the student if they have any questions about the procedure. This is (hopefully) unfamiliar territory for everyone. Try to create an environment where the student feels comfortable asking questions. This is particularly important in helping the student to understand how to prevent such occurrences from happening again (e.g., how to prevent plagiarizing from an internet source, etc.).

FAQ

Is it OK for a faculty member to impose a penalty for an academic integrity violation without completing and submitting a settlement form?

No. The settlement form is designed to ensure that the student is aware of his/her rights in the process. If a faculty member imposes a penalty without completing a settlement form, the student may have grounds for a grade grievance. In addition, filling a settlement form is an essential part of our process because it alerts Academic Affairs to students who have had more than one instance of academic dishonesty.

How do I proceed if a student steadfastly maintains his or her innocence, but the faculty member believes that the student committed a violation?

Our academic integrity process allows for a University Review Committee (URC) to hold a hearing and make a decision in this case. Refer to the formal process for details.

Is there anything I can do proactively to minimize the number of academic integrity cases my colleagues will experience?

Encourage your colleagues to include clear explanations of their expectations on their course syllabi as well as on individual assignments/exams. Also, encourage your colleagues to talk regularly to their students about academic integrity. Faculty members who permit or encourage students to collaborate on portions of an assignment should be especially clear about the amount and type of collaboration that is permitted. For example, if a problem set can be completed collaboratively, does it mean that each student can do half of the problems? Or does it mean that the students should discuss each of the problems in the problem set? Answers to these types of questions may be obvious to a faculty member, but less obvious to a student. When in doubt, encourage your faculty members to clarify.

Other Resources

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<th>Additional contacts</th>
<th>Academic Life Office - <a href="http://www.depauw.edu/academics/academic-resources/academic-life/">http://www.depauw.edu/academics/academic-resources/academic-life/</a></th>
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Addressing student complaints about department faculty members and/or courses.

Addressing student complaints can be one of the most difficult parts of your job. Remember that you are not alone. Most problems require only an objective listener and calm reassurance. More complex problems, however, may require a formal process. Rely heavily on colleagues and staff in Academic Affairs, Academic Life, and Student Life to help you respond in the best interest of both the student and the faculty member.

It is essential that any allegations of behavior that raise issues of harassment, discrimination, etc. be immediately shared with the appropriate senior administrator as described here: http://www.depauw.edu/handbooks/employee-guide/harassment/reporting/

Meet with the student(s)

- **Put the student(s) at ease.** He/she/they may be uncomfortable about making a complaint regarding a professor or course. They may even request to remain anonymous. Assure them that your primary goal is in working to resolve the situation in a fair and constructive manner so as to establish and maintain a positive environment in which all faculty, students, and staff can work and learn.

- **Document your meeting.** Take careful written notes on the meeting. In your notes, include things like the date, the people present, the facts/evidence brought to you, any proposed outcomes, any actions promised, etc.

- **Listen carefully.** Allow the student(s) to say everything on their mind. Be careful not to put words in a student’s mouth; let them tell the story in their own words. Ask clarifying questions as necessary, but be careful not to ask leading questions. Your primary goal is to gather information from the student about the complaint (to further investigate the situation, you can always have another follow-up meeting with the student after talking to the faculty member). Do not appear to take sides in asking questions.

- **Encourage the student to take up the problem with the faculty member in question, when appropriate.** When accusations of harassment or discrimination are involved, the student may feel uncomfortable meeting with the professor. In other cases, however, especially grade grievances, encourage the student to communicate openly with their professor and to address the source of the problem.

- **View the evidence.** Students may want to show you evidence supporting their complaint. For example, they may want to show you course materials, graded homework, exams, lecture slides/notes, etc. Hold any personal examples in strictest confidence.

- **Determine the proposed outcomes.** Ask the student what they would like to see done to resolve the issue. Some students just want to make you aware of the situation, some just want you to talk to the faculty member, and others may want you to do something more punitive in nature.
Meet with the faculty member

- Meet with the faculty member as soon as possible after meeting with the student.

- **Put the faculty member at ease.** It may be very disconcerting to learn that you or your course are the source of a complaint by a student or a group of students. It is not uncommon for the faculty member to become defensive. Assure them that your primary goal is in working to resolve the situation in a fair and constructive manner so as to establish and maintain a positive environment in which all faculty, students, and staff can work and learn.

- **Document your meeting.** Take careful written notes on the meeting. In your notes, include things like the date, the people present, the faculty member’s responses/evidence, any proposed solutions, any actions promised, etc.

- **Explain the complaint to the faculty member.** Make sure the faculty member is fully aware of the complaint. Stick to the account as described by the student(s). Use your notes to avoid misrepresenting the facts, paraphrasing, or injecting your own opinions/perceptions.

- **Listen carefully.** Allow the faculty member to completely respond to the complaint. Be careful not to put words in the faculty member’s mouth; let them respond in their own words. Ask clarifying questions as necessary, but be careful not to ask leading questions. Your primary goal is to gather information from the faculty member in response to the complaint (you can always have another follow-up meeting later). Do not appear to take sides in asking questions.

- **View the evidence.** Faculty members may want to show you evidence supporting their response to the complaint. For example, they may want to show you course materials, graded homework, exams, lecture slides/notes, etc. Hold any personal examples in strictest confidence.

- **Entertain possible solutions.** Ask the faculty member to explain how they might best propose to remedy the situation.

Assessing the situation

- **Decide who should address the student complaint before taking action.** If the complaint consists of accusations of discrimination, harassment, or retaliation, contact the relevant personnel in Academic Affairs, Academic Life, or Student Life, and turn the case over to them as there may be formal policies/procedures in place as mandated by law. Other situations may only require an objective mediator, which you can handle on your own. Each situation will need to be evaluated on a case-by-case basis.

- **Be aware of potential Title IX issues.** Title IX under the Equal Opportunity in Education Act prohibits exclusion from participation in education programs on the basis of sex. Title IX complaints could manifest themselves in a number of ways, from a student feeling isolated in class discussion to a department secretary hiring only men or women for work-study. If you sense a possible gender discrimination issue, consult with the VPAA and university legal counsel.

- **Frame the complaint in the overall context of the situation.** Keep in mind that a complaint about one thing may indirectly point to a different or more complicated problem. Personal and academic difficulties are often interrelated.
Assessing the situation

- **Know the history, but don’t let it prejudice you.** Don’t rely on rumor or previous experiences with the student(s) or faculty member in determining the facts of the situation at hand. However, if a pattern of similar complaints emerges over time (either from a student or about a specific faculty member), you might seek advice from the Dean of the Faculty or the Dean of Academic Life.

- **Maintain personal distance.** Refer the complaint to the Dean of the Faculty if you feel that you cannot maintain objectivity in responding to the complaint, particularly if you have a personal relationship with the faculty member in question.

Responding to the complaint

- **Know the legal ramifications.** Understand the potential legal risks to you, the faculty member, and the university and ways to reduce them. If you do not understand the legal ramifications, consult with relevant personnel in Academic Affairs, Academic Life, or Student Life, depending on the nature of the complaint, before taking action.

- **Be concise.** When writing emails or other statements about the complaint, emphasize facts and decisions, not opinions or speculation of motives.

- **Be clear and decisive.** Say what you’ll do, and do what you say. Follow through on your decisions with prompt action, once the appropriate action is determined.

- **Seek advice from the appropriate Administration staff.** If you are unsure of how to proceed or simply need a sounding board for proposed solutions, discuss the situation with the appropriate staff in the Administration.

- **Keep perspective.** Not every student complaint is valid, and not every faculty member is 100% perfect. Similarly, some complaints are relatively minor (and easily addressed), whereas some complaints can be major with many layers of complexities. Try to determine the best approach for the scale of the problem (i.e., don’t kill a mosquito with an elephant gun and vice versa).

- **Decide if a face-to-face meeting is appropriate.** In some cases, a face-to-face meeting between the parties with you as an impartial mediator is an excellent way of “clearing the air” and moving forward. In such instances, both parties can be open and frank. However, in other cases, students may not want to meet with a faculty member for fear of negative repercussions to their grade.

- **Determine if specific actions or changes need to occur.** Create a list of specific action items / changes that need to occur to resolve the situation. These proposed resolutions may be the responsibility of the student, the faculty member, or both.

- **Follow up with both the student(s) and the faculty member.** See if the issues have been resolved (or at least substantially improved). Often times, student complaints, when viewed through a lens of constructive criticism, provide a means of dramatically improving the teaching and learning in the classroom.
FAQ

Should I consider myself an advocate for either the student or the faculty member?
Only insofar as making sure both are treated fairly, and the problem is resolved. Your job is not to protect the faculty member or to mollify the student, but to assess the situation as an objective third party.

How actively should I investigate a complaint?
Try to establish as many facts as possible through initial conversations with the student and faculty member, but consult with the VPAA, Dean of the Faculty, Dean of Academic Life, or the Dean of Students before talking to anyone else, particularly with complaints involving discrimination, harassment, or academic dishonesty.

How much should I worry about legal issues?
Lawsuits are a real concern, but don’t let the fear of them paralyze you. Thoughtful and sympathetic action can defuse and solve a bad situation, just as indecision and inaction can exacerbate it. Whatever the situation, draw on the support of the VPAA, Deans, and university legal counsel.

Other Resources

additional contacts
- Vice President for Academic Affairs - http://www.depauw.edu/offices/academic-affairs/
- Dean of Faculty - http://www.depauw.edu/offices/academic-affairs/
- Dean of Academic Life - http://www.depauw.edu/academics/academic-resources/academic-life/
- Dean of Students - http://www.depauw.edu/studentlife/dean-of-students/

university policy & procedures
- Personnel Policies - http://www.depauw.edu/handbooks/academic/personnel/

relevant examples/forms/etc. in appendix
- n/a

external references
- Essential Guide for Department Chairs - http://www.usc.edu/academe/faculty/essential_guides/department_chair/
STAFF

back to table of contents
Supervising a department secretary or staff member.

Your support staff is often the lifeblood of the department and its efficient operation. Hiring a quality secretary and staff is essential, but that secretary and staff also need to be nurtured and supervised. This section addresses the basic considerations in managing a secretary or staff member.

Defining the position

• **Review the job description.** The job description is perhaps the single most important document for you and the secretary or staff member. The document should describe the duties and responsibilities of the position. It should be clear enough to give you and the secretary or staff member direction, but it should also have some flexibility for inevitable changes in the work assigned.

• **Develop a detailed list of secretary or staff member activities.** This document can be delivered to a new hire and can even be included as part of the annual performance review. This document can also be developed in cooperation with the secretary or staff member, so that it accurately reflects the actual work being accomplished. Use previous job descriptions available from Human Resources as a place to start.

• **Keep notes about new tasks and responsibilities assigned to the secretary or staff member.** These should be noted eventually in an annual performance review or they should be formally incorporated into a revised job description.

Daily operations

• **Be an accessible supervisor.** It is your responsibility to assign tasks and to be available to answer questions about the work to be done. The more involved you are the more prepared you can be for approving time cards and for conducting the annual review.

• **Provide direction and be sensitive to the secretary's or staff member's need for direction early in your relationship.** New employees and new relationships take time to develop. You also may be required to spend more time and provide more direction at the beginning of the year as the semester gets underway.

• **Meet with the secretary or staff member on a regular basis, but not so frequently that the meetings interfere with the tasks you are seeking to accomplish.** Strive to find that balance between giving the secretary or staff member enough direction to work independently and being available for more detailed consultation when necessary.

• **Be generous with your feedback.** Praise the department secretary or staff member for a job well done. Anticipate their needs for clarification or more direction and help them when they have issues. Try to work through problems long before they come up in an annual review.

• **Work with your secretary or staff member to develop a document that details their activities of the position in a calendar format.** These documents can include both frequently occurring and infrequently occurring activities. A good list of activities will help you both when it comes time to complete the annual review.
### FAQ

**What if the department secretary or staff member is not doing their job?**
You should immediately begin to document any failure of a secretary or staff member to fulfill the terms of their job description. If the deficiency is not resolved after being addressed, you should note the issue in the annual report.

**What if the department secretary or staff member and I can't get along?**
No relationship is perfect and there will likely be tension between you and the secretary or staff member at some time. You should first attempt to resolve issues directly with the employee. Most issues can be addressed in a manner that prevents them from increasing in scope or from becoming a chronic source of irritation. In the event you are unable to resolve issues with the secretary or staff member, you should consult with Human Resources and/or Academic Affairs about the next steps. Proper documentation is required before any significant action can be taken by the university. Serious issues may require you to fill out a Disciplinary Action Documentation Form or other documents recommended by Human Resources.

### Other Resources

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Supervising a shared department secretary or staff member.

Some departments and programs share a secretary or staff member. This sharing makes a division of duties challenging for both the secretary/staff member as well as the chairs. You need a coordinated effort to balance the employee workload and to communicate effectively. This section is designed to address issues related to sharing a secretary or staff member.

**Dividing the labor**

- **Ensure that the Position Summary contained in the job description clearly identifies the departments/programs and number of faculty to whom the secretary or staff member is working.** It is essential to develop a clear understanding of the division of labor between the various departments and the shared secretary or staff member and to communicate that formally to the employee.

- **Review the Job Description Questionnaire (JDQ) that department secretaries and staff members are asked to complete.** Human Resources will occasionally use a JDQ to gather information about the duties and responsibilities of a position. As a supervisor, you have the opportunity to review the secretary or staff member’s responses to the questionnaire and to discuss it with them.

- **Develop a plan for how to manage separate department budgets and commercial cards.** Each department should have its own commercial card. Help the secretary to develop a process to keep departmental budgets, commercial cards, and receipts separate.

- **Anticipate busy periods for the secretary or staff member.** Negotiate and plan well in advance for any special circumstances or needs (such as conferences, personnel reviews and searches, or special events) your department places upon a shared secretary or staff member. Assist the secretary or staff member during annual “crunch times,” and be sensitive to the number of departments they service.

- **Develop protocols for secretaries or staff members that change offices or buildings during the workday.** Develop a strategy for communicating with the secretary or staff member throughout the day.

**Shared supervising and completing reports**

- **Appoint an authorized supervisor to complete the employee time cards if you are not completing it yourself.** As chair you are technically a supervisor for the department secretary or staff member, but for purposes of payroll, only one authorized supervisor should complete employee time cards. Some departments formally rotate the supervision of the department secretary or staff member. Notify Human Resources who will be responsible for completing the employee time cards, and inform the employee.

- **Work collaboratively to resolve conflicts.** Department secretaries and staff members will likely approach department colleagues or department chairs when there are conflicts, but the chairs who share a secretary or staff member should discuss resolutions that go beyond a single department or colleague.
**Shared supervising and completing reports**

- **Complete the Annual Performance Review.** Most departments that share a secretary or staff member share the duties of completing the end-of-year performance review. Each chair should be consulted about concerns or issue to include in the report. Chairs may decide to divide up the responsibility of writing the report and discussing it with the secretary or staff member.

- **Clarify for the secretary or staff member who needs to be notified of changes in their schedule.** The department chairs should work together to determine who needs to be notified (just chairs or all department faculty) when the secretary or staff member is taking a sick day or some other form of leave.

**FAQ**

**What do I do if the secretary or staff member complains to me about another one of the authorized supervisors?**

Carefully listen to the secretary/staff member’s concerns and when possible encourage them to address the issue directly with the other supervisor. Unless an intervention is necessary, it is best for you not to get into the middle of the dispute. In the event the issue cannot be resolved or if the issue required intervention, you should consult with the Dean of the Faculty to determine the best way to proceed.

**If the workload of the secretary or staff member seems too heavy, should I request additional support?**

Perhaps. Duties of secretaries and staff members can expand beyond the parameters of the original job description, but they can also shrink. If you and the other supervising chairs think the duties of the position require additional support, then you may have to re-structure the position or present Academic Affairs with a proposal for additional support.

**Other Resources**

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Determining appropriate tasks for department secretary or staff.

Both the original job description and the annual review give you and your department secretary or staff member an opportunity to agree upon appropriate tasks for the job. Outside of those documents you should communicate regularly with the department secretary and other staff about the daily expectations and duties of the job that they are hired to perform. Depending on your departmental culture and structure, you are likely the primary source of instruction for the secretary and staff.

Determining the tasks

• Review the job description and develop some departmental guidelines on the expectations for and duties of the secretary or staff member. Consult with Human Resources if you have questions about the appropriateness of certain tasks. A secretary or staff member is an employee of the university designated to help you and your department function smoothly. These employees are not your personal assistant or the personal assistant of anyone in your department. All assigned tasks should represent professionally appropriate work focused upon the smooth operation of the department and university.

• Prioritize and communicate what the best use of the time of the secretary or staff person is to that person and the department as a whole. Don’t hesitate to use the department secretary or staff member as a resource for determining the best use of their time. They may have special skills that were not apparent at the time of hiring or that have been developed over the course of their time with the department. Some menial tasks are unavoidable, but seek to provide variety and challenges in the types of work assigned.

• Be sensitive to the pressure you place upon the secretary or staff member by virtue of being their supervisor. Employees eager to please may find it difficult to correct you or other department members, or they may find it difficult to decline to do tasks that are not part of the job.

Assigning the tasks

• Help set priorities for the work assigned to the secretary or staff member. You should help the secretary or staff member determine what is timely and what can wait.

• Support the secretary or staff member when others in the department request help or assign tasks. You should be in the best position to determine what work needs to be done in what order. It may be necessary to put an individual faculty member’s task on hold while other department business is addressed. You should take the lead in resolving any conflict between the tasks assigned to the secretary or staff member and conflicting requests of department colleagues.

• Meet frequently with the secretary or staff member. Many department tasks occur regularly and can be placed on an annual calendar of department business; however, the bulk of the work assigned is likely to change from week to week.

• Develop a hierarchy and/or protocol for the assignment of tasks to the secretary or staff member. You should clearly communicate what department members are authorized to assign specific tasks and whom the secretary or staff member should consult first for clarification or resolution of any conflicts.
**FAQ**

**Can a secretary or staff member work on or through their lunch hour?**
Federal labor laws and university rules regarding the work of hourly employees are strictly regulated and clearly outlined by Human Resources. Employees are entitled to a lunch break and another break during the work day. Employees should not be asked to work on or through their lunch hour or breaks. If you have any question about any specific activity for the secretary or staff member, you should consult Human Resources directly. Employees should not use the lunch hour to run errands for university business, nor should they combine off campus university business with personal errands.

**Can a secretary or staff member “volunteer” their time?**
Typically, the answer is no. University hourly employees are strictly limited to a number of hours they are permitted to work in a week and calendar year. Despite the altruism of the employee, employees are usually not permitted to work at the university without compensation.

**What if we disagree or have questions about the appropriateness of a specific task?**
If you or the secretary or staff member disagree or have questions about the appropriateness of a specific task, you should consult with Human Resources.

**What if one member of the department seems to be assigning tasks related to scholarly/creative projects or personal errands?**
You should remind the faculty member of the parameters for appropriate tasks to assign to the secretary or staff member. You might also remind the faculty member of the procedures for requesting student assistance on scholarly/creative projects. Neither employees or students should be asked to run personal errands for faculty members.

**Other Resources**

- **additional contacts**
  - Assistant to the Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
  - Human Resources - [http://www.depauw.edu/offices/human-resources/](http://www.depauw.edu/offices/human-resources/)

- **university policy & procedures**
  - Personnel Policies - [http://www.depauw.edu/handbooks/academic/personnel/](http://www.depauw.edu/handbooks/academic/personnel/)

- **relevant examples/forms/etc. in appendix**
  - Helpful Forms - [http://www.depauw.edu/offices/human-resources/](http://www.depauw.edu/offices/human-resources/)

- **external references**
  - n/a
Approving timecards for department secretary or staff members.

As primary supervisor of the secretary or staff member, you will be responsible for approving the employee's timecard and managing employee absences from work. You approve timecards through the current payroll management system used at the university. Timely approval of the employee timecards is important and ensures the employee is paid on time for services rendered.

**Approving bi-weekly timecards**

- **Develop a schedule for the bi-weekly approval of the employee timecards.** While you will get reminders that the timecards approvals are due, it is better to develop a regular practice of approving the timecards on a specific day at a specific time. Occasionally (especially around holidays), the submission and approval of the timecards may need to follow a special schedule.

- **Access the timecard approval system through the current payroll management provider (currently ADP).** Human Resources can provide training for you on how to log in and complete employee timecards approvals.

- **Be familiar with the amount of work completed by the employee each cycle, although you do not need to keep a formal log of the secretary's or staff members' daily work.** While you are not certifying that the employee's work was completed, your approval authorizes and directs the university to pay the employee for work actually completed.

- **Contact Human Resources if for any reason (vacation, limited access to internet) you will be unable to approve an employee timecard by its due date.**

**Managing sick days, vacation, and other leaves**

- **Recognize that illnesses are a part of life.** Your secretary or staff member will occasionally miss work due to illness or to take care of family members with an illness. The number of sick days permitted is regulated by Human Resources. It is best to develop a system for alerting the department when the secretary or staff member is absent due to illness. Serious illness may warrant a discussion with Human Resources about your options and the employee's options under the Family Medical Leave Act.

- **Monitor vacation and personal days.** Each university employee is entitled to a certain number of vacation days and one personal day each calendar year. Work with your secretary or staff member to plan vacation days at the least disruptive time for the department.

- **Plan for summer and other leaves.** Employees on less than a twelve-month contract are expected to take their annual time off during the summer months. Plan ahead to complete tasks like end-of-year accounting before the secretary or staff member leaves for the summer. Also, plan ahead for the employee’s return in the fall before the start of classes. Any other type of leave should be discussed and arranged through consultation with Human Resources and Academic Affairs.

- **Guard against overtime.** The university strongly discourages overtime. Tasks assigned to the secretary and staff member should be completed during the contracted regular hourly schedule for the employee. Any potential overtime should be discussed and arranged with Human Resources and Academic Affairs prior to the overtime occurring.
FAQ

What happens if I forget to approve the timecard before the approval is due?
Payroll does an excellent job reminding you to approve timecards. If you fail to approve a timecard before the due date, Payroll will attempt to contact you (usually via e-mail). In the past, Payroll has approved the submitted timecard then asked the department chair to sign a hard copy of the submission to confirm its accuracy. The process may change from time to time, but unless you are completely out of internet contact, you should be able to approve timecards after multiple reminders from Payroll.

Other Resources

additional contacts
• Human Resources Office (Payroll) - http://www.depauw.edu/offices/human-resources/payroll/

university policy & procedures
• Personnel Policies - http://www.depauw.edu/handbooks/academic/personnel/

relevant examples/forms/etc. in appendix
• n/a

external references
• n/a
Performing annual evaluations for department secretary or staff member.

As part of the university’s performance appraisal program, department chairs and secretaries/staff complete an annual evaluation of the job performance of the secretary/staff. This system, developed by Human Resources, guides the secretary/staff member’s reflection on their performance over the year through the form provided. This form gives the secretary/staff member the opportunity to address any concerns or confusion in writing. The form is delivered to the department chair and the chair responds to the form through a ten-part performance criteria appraisal. The chair and secretary/staff member then meet to discuss the report before filing a final version with Academic Affairs.

Preparing the secretary or staff member for the evaluation

- Download or have the employee download the Employee Pre-Performance Appraisal Form from the Human Resources web page.
- Provide the employee with a copy of the job description.
- Encourage the employee to review any previous appraisals and any documentation regarding job performance or expectations.
- Request that the employee complete the nine question, two page Employee Pre-Performance Appraisal Form and deliver it to the department chair. These first few pages are the responsibility of the employee.

Responding as chair

- Remind the secretary/staff member that a performance appraisal will be conducted. Several secretaries and staff members are not on a twelve-month contract, so be sure to leave adequate time at the end of the school year to complete the review process. You may also want to consult department faculty and the previous appraisal response to determine if there are issues that should be addressed in the current appraisal.
- Complete your portion of the Performance Appraisal Form and deliver a copy to the secretary/staff member. This should be delivered a few days before your scheduled meeting with the employee.
- Schedule a meeting to review the pre-performance appraisal submission and your response with the secretary/staff member.
- Meet with the secretary/staff member to discuss the report and any actions that need to take place in response to the report. You can amend the report to reflect the discussion, and you can submit additional pages as needed.
- You and the secretary/staff member should sign and deliver a hard copy of the report to Academic Affairs. You should later confirm with Academic Affairs that a copy of the final report has been received by Human Resources.
FAQ

Does a form need to be completed every year for every secretary/staff member?
Yes. The form is a streamlined communication tool that helps both the department and the secretary/staff member address areas of concern, areas that require change, or areas that can be improved in the next year. It also provides you the opportunity to point out exceptional work, areas of strength, or areas for growth.

What do I do if my appraisal is critical of the work of the secretary/staff member?
An honest appraisal of the person’s work will be helpful to everyone. The annual appraisal is not be the appropriate place to surprise someone with an on-going concern, but it should be a place to record any deficiencies in performance. It is perfectly acceptable to be critical of work that is sub-par, and you also have an opportunity to suggest ways that the performance can be improved.

Other Resources

additional contacts
- Assistant to the Vice President for Academic Affairs - http://www.depauw.edu/offices/academic-affairs/
- Human Resources - http://www.depauw.edu/offices/human-resources/

university policy & procedures
- Personnel Policies - http://www.depauw.edu/handbooks/academic/personnel/

relevant examples/forms/etc. in appendix
- Helpful Forms - http://www.depauw.edu/offices/human-resources/helpfulforms/

external references
- n/a
Hiring a department secretary or staff member.

Secretaries and other support staff of the university are the face, the gateway, the hub, the anchor, and the rock of your department. The secretary and staff member manage many of the daily operations of the department, including the website, the budget, work study students, and other specialized tasks. Hiring a good secretary or staff member and maintaining a good working relationship with her or him is essential to your job as chair. Work closely with Human Resources and Academic Affairs throughout the hiring process.

Preparing for the search

- Recognize the good work of any outgoing secretary or staff member. Often prospective candidates will contact the outgoing secretary to ask about the job experience and the department climate.

- Familiarize yourself with university policies regarding hiring, managing, and compensating staff detailed in the Employee Guide.

- Work with the secretary and staff members to develop and maintain an instructional handbook for the work to be completed by the new employee. To put it crassly, you would do well to maintain an “if I got hit by a bus, here’s how everything works” document for the purposes of transition.

- Convene a hiring committee of at least three full-time members of the department.

- Review the job requirements and decide, as a committee, what the department needs most in a new secretary or staff member. This step is especially important if the outgoing secretary has held the position for a long time. Consider how the requirements of the position have changed over time.

- Consult with the outgoing secretary or staff person to help you determine what you might seek in candidates for the position. Remember, however, that, just as in a faculty search, she or he should not review candidates or play a direct role in hiring her (or his) successor.

Navigating the hiring process

- Begin the process by notifying Human Resources and Academic Affairs of your intent to hire a new secretary. These offices will provide detailed step-by-step instructions for posting an advertisement, interviewing candidates, and making an offer.

- Prepare a detailed job description for Human Resources, which they can use in the advertisement. Use the previous job description as a starting point or request a sample job description from Human Resources and modify as necessary.

- Consider the placement of the advertisement in consultation with Human Resources. In addition to posting internally, you may advertise in a range of local and city papers. Advertising for a longer period of time in a wider range of venues will generate a larger pool of candidates.

- Consider potential conflicts of interest, as in the faculty personnel process. You will likely have several internal candidates that might be known to members of the department.
Navigating the hiring process

- Review the Interview Question Guidelines, available through Human Resources, prior to interviewing finalists.

- Whenever possible, conduct an on-campus interview with potential candidates and all members of the search committee.

- Consult with Human Resources prior to making an offer. Typically Human Resources extends the offer, or they may authorize you to do so.

- Schedule some time with the new secretary to help with the transition, before the real work begins. Department secretaries do not have formal orientations.

- Introduce the new secretary, formally and informally, to all members of the department.

FAQ

Is it better to hire a candidate with previous secretarial experience at DePauw?

Many staff members at DePauw will tell you that institutional experience is crucial. In fact, many secretarial positions are filled from within the university. Still, you’re not required to hire someone with DePauw experience. You should weigh institutional experience and knowledge as one factor in your decision, but it need not be the decisive factor, if you have strong external candidates.

Can I “ask around” about an internal candidate?

You should not have different review processes for internal and external candidates, which might place one at an advantage or disadvantage. Contact the references provided by the candidate, but don’t investigate on your own. If you would like to contact a reference not listed by the candidate, ask the candidate’s permission first. The candidate may not want her (or his) present supervisor to know that she (or he) is looking for another job.

Other Resources

- Additional contacts
  - Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
  - Human Resources - [http://www.depauw.edu/offices/human-resources/](http://www.depauw.edu/offices/human-resources/)

- University policy & procedures

- Relevant examples/forms/etc. in appendix
  - Application Review and Action Form - [http://www.depauw.edu/files/resources/application_review_and_action_form.pdf](http://www.depauw.edu/files/resources/application_review_and_action_form.pdf)
  - Interview Question Guidelines - [http://www.depauw.edu/files/resources/interview-question-guidelines_apr08.pdf](http://www.depauw.edu/files/resources/interview-question-guidelines_apr08.pdf)
  - Recruiting and Hiring Procedures - [http://www.depauw.edu/files/resources/recruithireprocedures.pdf](http://www.depauw.edu/files/resources/recruithireprocedures.pdf)

- External references
  - Essential Guide for Department Chairs - [http://www.usc.edu/academe/faculty/essential_guides/department_chair/-hiring](http://www.usc.edu/academe/faculty/essential_guides/department_chair/-hiring)
Building connections with departmental alumni (e.g., newsletters, web pages, Facebook, etc.).

Whether they graduated last year or several decades ago, DePauw alumni are fiercely loyal to DePauw University. It is beneficial for both DePauw and its alumni to maintain this strong bond. Many alumni identify closely with their department and the faculty who taught them, so it is important for a department to honor its history and the history of those who have passed through its classrooms while celebrating the present-day achievements of its current faculty and students.

**Ways to build connections with departmental alumni**

- **Update your departmental web page.** Once an initial department website has been developed, the challenge is to keep the website current and fresh with new content and/or formats. Maintaining the website could be delegated to someone in your department, including faculty members, staff members, or administrative assistants (although it is essential that all members of the department actively provide photos, news, etc. to the departmental webmaster).

  Ideally, each departmental website will have an alumni section with a web page listing department alumni and their post-DePauw education and careers (e.g., [http://www.depauw.edu/academics/departments-programs/geosciences/alumni/](http://www.depauw.edu/academics/departments-programs/geosciences/alumni/)). LinkedIn - [http://www.linkedin.com](http://www.linkedin.com) provides a useful resource for keeping up-to-date on departmental alumni.

- **Create a department newsletter with information about departmental activities, updates from faculty, pictures from courses and/or field trips, etc.** Digital copies of the newsletter can be emailed to alumni or made downloadable from the department web site. If budgets permit, it might be a good idea to mail out paper newsletters as some alumni may not have a means of accessing the digital files and/or would rather receive a paper copy to read. It is important to have the newsletter reviewed by the Vice President of Academic Affairs, the Vice President for Communications & Strategic Initiatives, and the Associate Vice President for Alumni Engagement before it is released to the public.

- **Engage alumni through a departmental Facebook page.** Facebook provides an important social network portal through which the department may maintain contact with alumni. While a departmental Facebook site may provide important departmental information and news, it also serves as an excellent vehicle for more informal personal updates between departmental alumni, current departmental majors, and departmental faculty members.

- **Invite alumni to return to the department to speak to current majors,** either as a formal presentation or as an informal conversation (perhaps over lunch). Such speaking opportunities not only build bridges with departmental alumni, but also are invaluable for current majors because they can receive advice from alumni who have “been there”, and they can see what others have done with their DePauw educations. Please alert the Office of Alumni Engagement at [alumnioffice@depauw.edu](mailto:alumnioffice@depauw.edu), so that alumni activity can be recorded and measured in the University’s Alumni Engagement Index.

- **Ask departmental alumni to reflect on their experiences at DePauw as part of personnel and/or departmental reviews.** Alumni provide an essential and extremely valuable perspective regarding their academic experiences at DePauw, and they can provide valuable assistance in assessing and improving teaching and learning in your department. This is especially true, not only because alumni have gone through your program and taken classes in the department, but also because they now have “real-world” experiences based on their careers and/or post-DePauw education that allow them to couch their DePauw experiences within broader contexts.
Ways to build connections with departmental alumni

- Discuss potential internship and/or job opportunities with departmental alumni. Alumni are great resources for potential employment and internship opportunities in their field (and within their organization). In addition, they can provide departmental majors excellent tips on creating resumes, interviewing for positions, developing portfolios, etc.

FAQ

How do I obtain contact information for alumni?
Contact the Office of Alumni Engagement. Staff in the Office of Alumni Engagement can search for departmental alumni based on their major, obtain alumni contact information, and then will work with you to decide the best way for your department information to be communicated with alumni.

Are there offices at DePauw with whom I should share information about contacts and/or interactions with alumni?
Yes, contact the Office of Alumni Engagement about interactions with alumni beyond the occasional personal email, and the Development Office regarding alumni seeking to make donations to the university. The Office of Alumni Engagement may find this information useful, particularly in quantifying alumni engagement for external reports about DePauw. In addition, these offices can share recommendations for working with alumni without conflicting with the particular missions of those offices (e.g., departments should not be soliciting donations from alumni as this is best handled by the Development Office).

Other Resources

- Vice President for Communications & Strategic Initiatives
- Associate Vice President for Alumni Engagement - [http://www.depauw.edu/alumni/](http://www.depauw.edu/alumni/)
- Associate Vice President for Development - [http://www.depauw.edu/giving/](http://www.depauw.edu/giving/)

university policy & procedures
- n/a

relevant examples/forms/etc. in appendix
- Department of Geosciences newsletter - [http://www.depauw.edu/academics/departments-programs/geosciences/dept-newsletter/](http://www.depauw.edu/academics/departments-programs/geosciences/dept-newsletter/)

external references
- n/a
Working with alumni donors.

It is not uncommon for department chairs to be contacted by department alumni regarding donations to the department or by the Development Office regarding a potential donation from department alumni. Such donations are a tangible way for alumni to give back to their department and to help promote meaningful changes to the academic program(s) that helped shape them during a very formative time in their lives.

As part of this process, departments should maintain a list of ideas with concise, but well-reasoned descriptions and rationales of how the department might effectively use funding to enhance opportunities for faculty and students. For example, a gift to the department might fund student-faculty research, course-related field trips, a speaker series, scholarships for majors, a discretionary fund for expenditures beyond normal department budgets, major instrumentation, etc. Such a list should not be a “if-we-have-money-we-can-spend-it” wish list, but rather a carefully considered itemization of ideas that, if a funding opportunity became available, would endow real and meaningful improvements in the learning and teaching of departmental students and faculty.

Working with potential alumni donors

• **Listen.** Alumni donors may have specific reasons for contacting you as department chair regarding a possible donation to the department/university. They simply may not know who best to contact at the university regarding a donation, or alternatively, they may have specific goals/projects in mind for their donation related to your department. Let them explain their vision to give you a context for the nature of their donation.

• **Involve the Development Office.** The Development Office has experts on staff who have the skills and experience to work with the alumni donors in various situations and contexts. Ideally, potential donors are already working with someone in that office, but if not, suggest that the potential donor contact the Development Office and make an appointment to meet with staff members to discuss the nature of their potential gift and important considerations related to their gift (e.g., proper receipting for tax purposes, credit for the donation, etc.). In addition, it is a good idea to copy someone in the Development Office on emails concerning alumni donations as well.

• **Be prepared, upon request, to discuss how the department might effectively use additional funds to enhance opportunities for faculty and students.** Ideally, this conversation would include both the potential donor and a Development Office staff member and would include options from the list of ideas that your department has developed and/or from existing initiatives that could be enhanced with additional funds.

• **Help the potential donor understand your department and its needs.** A concise department summary document (e.g., faculty biographies with recent teaching, research, and publications; numbers of majors & minors; information about what majors do after graduation; etc.) helps potential donors to understand what is happening academically in the department and to assess how their gift might best impact departmental students and faculty.

• **Keep connections open with potential donors as you would with all department alumni** (see Building connections with departmental alumni (e.g., newsletters, web pages, Facebook, etc.)). Consider following up with the potential donor with an email or short letter thanking them for considering a donation and expressing a willingness to answer any questions that might arise.
**Working with potential alumni donors**

- **Realize that not all potential donors end up donating a gift.** That’s OK...there could be a whole host of reasons that has nothing to do with you, your department, or the university. Hopefully, in the end, the alumna/alumnus realizes the care and thought that went into the process and has a deeper and stronger overall relationship with the university as a result of your interactions.

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**Working with alumni donors after a donation**

- **Maintain communication with alumni donors and keep them informed of how their gift is impacting your program.** An occasional letter or email to the donor may help them feel appreciated and connected to the project and the faculty/students involved. Such communications can direct them to a weblink, provide a short update, or even a photo that they may find of interest. Not only is this a courteous response to a thoughtful gift to your department, but tangible results might lead to additional support from the donor (and other alumni).

- **Work with stewardship staff members in the Development Office to craft an annual report to donors** describing how income from their gift has been used during the past year (reports may come from the department chair or from the Development Office, depending on the gift). A copy of the annual report should be sent to the Director of Stewardship to record the contact in the Development Office database and files.

- **Consider writing the donor a letter from the department** in addition to the annual report. Also, encourage faculty in your department who have endowed chairs, University Professorships, Faculty Fellowships, etc. to work with the Development’s Stewardship Office when asked to write letters thanking the donor of their award and describing how that award has benefitted them (e.g., how it has enabled them to make progress on a scholarly work). Again, please share copies of any correspondence related to stewardship of gifts with the Director of Stewardship.

- **Mention how the gift has impacted the department in the annual department newsletter, on the department website, etc.** (e.g., if funds were donated to support student-faculty research, then include this in an article about a research student presenting their work at a national conference).

- **Attend the Academic Awards Convocation each spring.** Many alumni donors attend the Academic Awards Convocation that is held each spring. Not only is the convocation an excellent setting to meet with alumni donors and to thank them for their gift, but it is also an opportunity for them to meet students (and their parents) who have benefitted from their generosity.

- **Consider attending Alumni Relations events** (e.g., Reunion Weekend, the Monon Bell game, off-campus alumni events in various cities, etc.) to visit with alumni.
### Other Resources

#### additional contacts
- Associate Vice President for Development - [http://www.depauw.edu/alumni/](http://www.depauw.edu/alumni/)
- Associate Vice President for Alumni Engagement - [http://www.depauw.edu/giving/](http://www.depauw.edu/giving/)
- Vice President for Communications & Strategic Initiatives
- Director of Stewardship - [http://www.depauw.edu/giving/](http://www.depauw.edu/giving/)

#### university policy & procedures
- n/a

#### relevant examples/forms/etc. in appendix
- n/a

#### external references
- n/a
Recognizing alumni achievements.

DePauw alumni often experience “uncommon success” once they graduate and leave campus for the “real world”. Department chairs often serve as a point of contact with whom alumni share news of these recent accomplishments. Celebrating alumni successes and achievements not only recognizes the individual, but also highlights strengths of the DePauw experience for both current and future students.

**Methods for recognizing alumni achievements**

- **Contact the Executive Director of Media Relations with an email detailing the alumna/alumnus’s achievement(s).** It is important to provide contact information for the alumna/alumnus, so that the Media Relations office can follow up to obtain more detailed information about the achievement.

- **Consider adding a news item to your department’s web page** (linking to any articles written for the main depauw.edu news web page).

- **Write a descriptive article in the next department newsletter.** Depending on the nature of the achievement, the alumna/alumnus might be able to provide a photo or graphic to include with the article.

- **Forward information about the achievement to the editor of the DePauw Magazine** (again, with contact information so that the editor can follow up for more detailed information).

- **Invite the alumna/alumnus back to campus to present a talk** for students about their achievement (e.g., book, poem, research, etc.; see Building connections with departmental alumni (e.g., newsletters, web pages, Facebook, etc.)). Often departments can pay for expenses from departmental budgets, cost-sharing with other departments/programs, and/or Public Occasions Committee funds.

**Other Resources**

**additional contacts**
- Executive Director of Media Relations - [http://www.depauw.edu/news-media/](http://www.depauw.edu/news-media/)
- Vice President for Communications & Strategic Initiatives
- Associate Vice President for Alumni Engagement - [http://www.depauw.edu/alumni/](http://www.depauw.edu/alumni/)

**university policy & procedures**
- n/a

**relevant examples/forms/etc. in appendix**
- n/a

**external references**
- n/a
Proposing new courses to the Committee on Management of Academic Operations (MAO).

New courses must be approved by the Committee on Management of Academic Operations and approved by the faculty. Any proposal, therefore, should be considered carefully by the entire department with sufficient time allowed for the necessary steps in the approval process. Generally, new courses stem from two sources: individual faculty requests and departmental curricular reviews. Individual faculty requests to teach a new course first should be brought to the entire department (or curriculum committee in large departments) for internal approval. It is assumed that new courses generated from curricular reviews will have already received this department-wide, informal approval.

### Questions to consider regarding new courses

- **How does this course enhance the existing departmental curriculum?** Does this course address an identified gap in the department’s offerings based on comparison with similar disciplines/departments at other liberal arts colleges? Is there a more important gap in the curriculum that should take precedence?

- **Is the course of sufficient breadth to add to the liberal arts mission of the university?** How will this course contribute to distribution and competency requirements?

- **Are there courses in other departments that overlap with this course?** Are there courses in other departments that this course would complement? Should it be considered for cross-listing with an interdisciplinary program?

- **Is there student demand for the course (based on enrollment records when offered, for example, as a topics course or an experimental course)?** What students will it attract (e.g., majors, minors, non-majors)? How will this course help students in their post-graduate plans after DePauw?

- **Who is able to teach the course?** How often will it be offered? Will you need to hire additional faculty to teach this course?

- **What specific number should be used for the course?** Is it best pitched at the 100, 200, or 300-level? Should there be any prerequisites?
Submitting the course to MAO

- Follow the link on the department chair's e-services for submitting new course proposals to MAO.

- Provide the following information to complete the form: course name, course number, course description, how often the course will be taught, who will teach the course, and whether it was taught as an experimental or topics course previously. The course description will eventually appear in the university catalog.

- Determine how the course supports the department major/minor, if it will count towards a university distribution or competency requirement, and what additional resources will be needed.

- Specify whether the course will be cross-listed with an interdisciplinary program and whether there will be overlap with courses in other departments. Having conversations with other departments and programs about cross-listings and overlap ahead of time will expedite the process.

- Include a copy of the syllabus with the proposal (if there is one) to help the committee's deliberations.

- Use the chair's endorsement/comment utility as the last step in the on-line course proposal process (even if you, as chair, are submitting the course proposal). This confirms to MAO that the department has discussed the course and its connection to the department’s curriculum. Having a strong, thorough endorsement from the chair expedites the approval process.

- Be prepared to meet with MAO (if asked) to answer specific questions or to talk more generally about how the proposed course fits within the department's larger vision. If MAO approves the course, it will be placed on the next faculty meeting agenda for a faculty vote.

- Make yourself (or the instructor for the course) available at the faculty meeting to answer any questions that might arise prior to the formal vote.

Additional issues to consider

- Have a plan in place for who will teach the course over the long term and how frequently.

- Minimize courses that are highly specialized, as liberal arts colleges must carefully balance breadth and depth (especially in small departments).

- Package courses in a way that will attract students by selecting titles that are descriptive and provocative. Avoid long titles that will become meaningless when abbreviated on the Schedule of Classes and dispense with esoteric titles that do not communicate in plain language the content of the course.
What is the difference between a topics course and an experimental course? In most departments, topics course numbers are permanent listings and there is no limit on the number of times a particular topic can be offered with a topics number, and students are not limited to one topics course of the same number. Topics courses are not reviewed by MAO. Experimental courses are reviewed by the Registrar and the chair of MAO and are limited to being offered twice. Often, these courses are offered as experimental because they do not fit with the kinds of courses offered under a department’s topics category. For example, the topics course for English is ENG 255 and is reserved for literature courses on any topic. If someone wanted to teach a grammar course, it would more appropriately be proposed as an EXP course. In contrast, some departments rarely have the need to use the EXP classification because their topics classification is broad enough to accommodate any subject.

Should a topics course or an experimental course ever become a regular course with its own number? Yes. There should be, however, a solid curricular justification for making it a regular course, a budgetary commitment to staff the course, and proven demand for the course.

Other Resources

additional contacts
- Office of the Registrar - http://www.depauw.edu/academics/academic-resources/advising/registrar/
- Chair of the Faculty - http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/faculty-governance-steering-co/

university policy and procedures
- Catalog - http://www.depauw.edu/academics/catalog

relevant examples/forms/etc. in appendix
- Sample new course proposal
- Course Proposal/Course Change Form - Log on through e-services https://my.depauw.edu/e/portal/login.asp and look under Department Information

external references
- n/a
Scheduling courses and staffing.

There are many approaches for determining what courses a department should offer each semester, who should teach those courses, and in which time bank to schedule each course. The most effective approaches place primary emphasis on the needs of students (both majors and non-majors) by offering a diverse array of courses in a variety of time banks and avoiding as many known conflicts as possible. These diverse offerings should include courses that support various university initiatives, such as the first-year seminar program, distribution requirements, W, Q, & S competencies, etc., and that fulfill departmental and affiliated program needs. It also is important to develop a fair and transparent process for how instructors are assigned to particular courses, which elective courses are offered, and when courses are offered. Such processes vary between departments, but should ultimately strike a reasonable balance between the needs of the students, the support of university initiatives, and the preferences of individual faculty members.

**Identifying needed courses, their frequency, and number of sections**

- **Consult the Schedule of Classes for the last two or three years to determine what courses were offered by your department.** This should give you a good idea of the numbers and kinds of courses that your department needs to offer and perhaps help identify a pattern of time banks for particular courses that have worked in the past for both students and instructors. The Registrar can provide historical schedule of classes data upon request.

- **Create a master list of all core courses that your department needs to offer each year for majors and minors.** In creating this list, use previous Schedule of Classes to help determine not only what required courses are needed for majors/minors, but also the number and kind of elective courses (100, 200, & 300-level) typically offered each semester to support majors and minors.

- **Add to this list the number of first-year seminars, competency courses (W, S, Q), and additional introductory courses (including those specifically for non-majors) typically offered each year.** Work with the Registrar, the VPAA, the first-year seminar committee, the competency program directors, and any affiliated departments/programs to potentially help address course needs specific to that semester’s particular Schedule of Classes.

- **Construct a two to three-year tentative schedule showing projected courses for the department.** Ideally, this tentative schedule of courses helps establish a pattern for sequencing, outlines how often courses should be taught, and shows how many sections are commonly needed. At a department meeting, gather feedback on this tentative schedule from departmental faculty members. Use placeholders for courses that may be subject to change. This schedule provides an initial framework for assigning instructors to teach courses and helps with planning for sabbaticals, pre-tenure leaves, and other forms of release/re-assigned time.
Assigning instructors to teach the courses

- **Develop a staffing plan (usually each fall semester) at the request of the VPAA.** This document will describe who among your current staff will teach your department’s projected course offerings and identify what specialties/skills are needed in hiring term and part-time faculty members.

- **Determine the course load of each department member (including incoming new hires) using e-Services.** Take into account sabbaticals, course releases, and interdisciplinary obligations. Double-check your final course load numbers with each faculty member, and share the final results with department faculty members.

- **Make a preliminary attempt at assigning instructors to courses using the tentative projected schedule and previous Schedules of Classes.** You may want to do this for the entire two- or three-year projected schedule, so as to show potential rotations in courses taught by multiple faculty members. Share this with department faculty members for feedback and suggested changes. You may want to bring a revised version to a department meeting to iron out remaining issues as a group. Show how the course load works out for each instructor (this may necessitate having to “bank” course load for a semester or two for labs, half-credit courses, etc., but it should average out to a normal course load over a one- or two-year period).

- **Work with faculty members in a fair and transparent manner.** Issues may arise about course assignments. Having a two or three-year projected schedule helps temper discussions about sharing workloads in service courses, perceptions about lack of opportunities for teaching courses in an area of expertise, etc. Show that there is a plan for course assignments that is fair and equitable and that is based on course offerings and sequencing that the department has decided as a group (independent of specific teaching assignments) works best for students.

- **Be open to reasonable adjustments.** Revisit the proposed Schedule of Classes with department faculty members before finalizing it. Maintain flexibility in making well-reasoned changes, and share these changes with all department faculty members.

Assigning time banks for courses

- **Keep the discussion and assignment of who teaches the courses separate from when the courses will be taught.** That is, firm up the teaching assignments first and then work out time banks.

- **Discuss the importance of responsible scheduling of course time banks.** First, emphasize that the needs of the students take priority and that the department should resolve to minimize conflicts and to spread courses out over all of the time bank periods (with everyone being mindful of the need to take their turn teaching in less popular time banks). Moreover, remind faculty members that scheduling classes is a collaborative effort that balances the needs of the students, the needs of the department/university, and the preferences of faculty members.
• **Look for patterns that make sense.** For the department, it may be important to schedule introductory courses and advanced courses in the same time banks since different student populations would be taking those courses, thus reducing conflicts. It also makes sense to schedule different sections in different time banks. It may be that the department can agree to a “regular time bank” for courses that are routinely taught each semester (although instructors might change from semester to semester). Conversely (particularly in small departments), there may be a set of time banks that typically works well for each departmental faculty member (although courses might change from semester to semester).

• **Solicit time bank preferences from department faculty members for the upcoming year.** Compare faculty preferences with departmental needs. Approach faculty members as needed to discuss altering their preferences to fulfill these needs or set aside a departmental meeting to work out the course assignments as a group.

• **Check for major conflicts or issues.** Construct a table (manually or using the e-services report feature) to map the courses in their appropriate time banks. Insert all the core courses first, making sure that required courses are not offered in conflicting time banks and that multiple sections of a course are offered in a wide range of time banks.

• **Develop a fair and transparent approach for assigning time banks to courses.** Keep the lines of communication open at all times with all departmental faculty members. Work carefully with everyone to develop a balanced and fair approach for assigning popular (and less popular) time banks, understanding that there may be legitimate personal reasons that should be factored into time-bank assignments (carefully considering the reasons behind requests that might result in faculty members being off-campus for multiple days per week). You might consider developing a two to three-year plan for rotating faculty members through the less (and more) popular time banks to make the process more transparent and equitable.

### FAQ

**Should commuting faculty always get to teach all of their courses on a compressed teaching schedule (e.g., MW, TR, etc.)?**

No. While there certainly may be legitimate personal reasons (e.g., health issues or disabilities for themselves or family members) for faculty members to teach all their courses on a compressed teaching schedule (e.g., MW, TR, etc.), allowing commuters to always have twice-a-week teaching schedules is generally intractable. It is important not only for students to have access to faculty throughout the week, but also for departments to create a culture that puts the good of the students and the department/university before the needs of an individual.

**Should pre-tenured assistant professors be given special consideration when creating the schedule of classes?**

Yes and no. Pre-tenured assistant professors should enter an equitable rotation like everyone else. However, it is a good idea for the chair to minimize the number of new course preparations for junior colleagues (especially in their first few semesters at DePauw), so they can better balance teaching with scholarly/artistic work and service. This may be accomplished by assigning junior faculty multiple sections of the same course or asking them to teach the same course in consecutive semesters.
Should the preferences of the chair always come last?
No. While it may be easier to finalize the schedule of classes by selecting your course and time bank assignments last, it is best for everyone to be part of a fair and transparent scheduling process (and that includes you!). Everyone should take turns making compromises for the good of the students and the department.

How should I write a justification to the VPAA to request the necessary term and part-time staffing resources?
The VPAA must distribute a limited amount of resources across all departments and programs with curricular needs, relying on departmental staffing plans to prioritize the university's needs. In your staffing plan, don't inflate your needs, thinking that you'll probably get fewer term and part-time positions than you request. Rather, make a strong argument for hiring the right type and number of personnel to teach courses that you consider critical to your department.

How do I address unresolvable course or time scheduling conflicts with departmental faculty members?
Discuss unresolvable issues with the Dean of Faculty or the VPAA in order to finalize your departmental Schedule.

Other Resources
additional contacts
- Vice President for Academic Affairs - http://www.depauw.edu/offices/academic-affairs/
- Dean of Faculty - http://www.depauw.edu/offices/academic-affairs/
- Office of the Registrar - http://www.depauw.edu/academics/academic-resources/advising/registrar

university policy & procedures
- n/a

relevant examples/forms/etc. in appendix
- Time Banks - https://mydepauw.edu/admin/registrar/timebank_chart_2014.asp
- Key to the Schedule of Classes – http://my.depauw.edu/admin/registrar/sockey.asp

external references
- n/a
Interpreting/reacting to the course demand analysis and adjusting the schedule of classes.

Throughout the course request period, the chair has access to the demand analysis on e-services, and the Registrar will prompt you to look at it when the course request period is complete. The demand analysis consists of a list of all courses offered in the department and their current enrollment limit. This is followed by how many students requested the course as their primary request (total primary) and alternative requests (total alternative, alternative A, alternative B, and alternative C). Use these data to determine the level of demand for each course. The goal is to have all courses fully enrolled.

### Interpreting the course demand analysis

- **Assess each course to determine the likelihood of it reaching its enrollment limit.** If the number of primary requests meets or exceeds the enrollment limit, the course will be full. If the number of primary requests plus alternative requests meets or exceeds the enrollment limit, the course will likely reach full enrollment. If there are no primary requests, but the alternative requests are high, the course may also reach full enrollment.

- **Flag courses that received no or few primary requests and no or few alternative requests.** You might have to cancel or replace these courses before the enrollment period.

- **Note courses that received an extraordinarily high number of primary and alternative requests (e.g., over twice the enrollment limit).**

### Reacting to the demand analysis and adjusting the schedule of classes

- **Scrutinize courses with low demand.** If these are core courses that need to be offered, you may need to explain this to the VPAA and/or the Registrar. If low enrollments for these courses are a regular trend, consider offering the courses on a less frequent basis. You could also discuss with the department why these courses are not attracting students and work to address the problems. The Registrar can very easily generate reports of past demand analyses to help you make decisions about what to do with low demand courses. For example, some courses get low demand on the first pass, but end up filling quite easily in the end.

- **Advertising and recruiting students may be the best strategy to increase low enrollments for new courses, courses taught by new instructors, interdisciplinary courses, or courses with esoteric titles.** Send an email announcement to faculty, put up fliers, and send more details to majors in your department. You might also consider revising the priority levels that you have set (e.g., allowing previously excluded seniors to take the course).

- **Replace courses with low demand at the request of the VPAA.** How low the demand needs to be for a request from the VPAA varies by department. Determining a replacement course should be done in conjunction with the faculty person involved, the Registrar, and the VPAA. Oftentimes, replacing the course with an introductory course is the best, but certainly not the only, solution.
Reacting to the demand analysis and adjusting the schedule of classes

- **Think about the courses you flagged because of extraordinary demand.** You might consider offering an additional section to meet demand, if you have the staffing. This decision should be done in consultation with the VPAA and the Registrar. If not possible, keep this information in mind for future planning. It may be an indication that the course should be offered every semester, rather than once a year.

- **Notify the Office of the Registrar of final decisions reached, so that changes can be made to the SOC in a timely manner.**

**FAQ**

**Should the chair make the Demand Analysis available for everyone in the department to see?**
While the routine practice may vary by department, in general, giving faculty access to this information is a good idea. This is important not just for the sake of transparency, but also for future discussions of the department curriculum. Consider making the document available through the departmental secretary, rather than distributing it electronically.

**Should departments draw on previous Demand Analyses in writing a RAS proposal?**
Yes. Demonstrating extraordinary demand for courses is useful evidence to present as justification for requesting additional staff or particular faculty lines (and, again, the Registrar can easily generate these reports on previous demand analyses for you). However, it is important to determine why the course is in such high demand. That is, some classes may be in high demand because of the easy nature of the subject and/or grades typically associated with the course, whereas other high-enrollment courses may reflect the relevant nature of the subject matter and/or the outstanding instruction by the professor.

**Once the registration process is complete, how should I handle student requests for a Special Access Code (SPAC) to get into a course?**
Departments vary in how they deal with waiting lists and the distribution of SPACs. Some leave it entirely up to individual instructors and others have a more departmental system. With the current on-line system, chairs do have the authority to issue (and monitor the use of) SPACs. If your department has not already had a discussion about the SPAC system, it may be a good idea to have one.
**Other Resources**

### additional contacts
- Office of the Registrar - [http://www.depauw.edu/academics/academic-resources/advising/registrar](http://www.depauw.edu/academics/academic-resources/advising/registrar)
- Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)

### university policy & procedures
- Schedule of Classes - [http://my.depauw.edu/e/reg/soc-view/](http://my.depauw.edu/e/reg/soc-view/)

### relevant examples/forms/etc. in appendix
- [Sample demand analysis report](http://my.depauw.edu/e/reg/soc-view/)

### external references
- n/a
Assessing individual departmental courses.

Ideally, instructors assess individual courses on a continual and on-going basis...before the course is offered, while it is being taught, and after the semester is over. Oftentimes, instructors seek advice from the chair (or other experienced colleagues) to remedy an issue in the classroom, to brainstorm ways to better address the instructor’s learning objectives for the course, and/or to better dovetail course materials with departmental (or discipline) goals for student learning. By selectively focusing efforts on a few courses at a time over a sustained interval, the department chair can facilitate making tangible inroads into improving department courses. For example, the chair can help instructors define student learning outcomes for a particular course, can recommend a few appropriate direct and indirect approaches to measure how well the course is helping students achieve the desired learning outcomes, and can assist the instructor in interpreting assessment results in order to make effective and meaningful adjustments to help improve the course.

### Key elements to successful course-level assessment

- **Articulate goals for student learning.** Ask what students should be able to do after taking a course and how these goals map to department/program goals.

- **Develop ways to measure student learning.** Devise techniques for gathering evidence of whether students are attaining the set of goals specified by your department/program.

- **Use the assessment results for improvement.** Examine the assessment data and develop plans to help promote enhanced student learning in areas that might need attention.

### Articulate goals for student learning

- **Consider how each course contributes to addressing department/program student learning outcomes.** Keep in mind the context of what student learning outcomes your department/program seeks to foster.

- **Ask faculty to intentionally organize their course syllabi around things that they would like students to be able to do after completing their course.** The best results will occur if these learning outcomes can be directly observed and measured. For example, in courses with writing as a central focus, the faculty member might wish to assess whether students can write more concisely at the end of the course by comparing the first and last papers of the semester.

- **Have instructors focus on what the students should learn, not what they intend to teach.** For example, describe a goal regarding student writing as “Write effectively for a variety of audiences and purposes.” rather than “Teach effective writing.”

### Develop ways to measure student learning

- **Create ways to measure student learning using both direct and indirect measures.** Each discipline likely has models through their national professional organizations that can provide some valuable templates or suggestions for assessment tools. Pick and choose those approaches that best suit your needs.
Develop ways to measure student learning

- **Direct measures** examine student work (e.g., tests, quizzes, homework assignments, projects, performances, etc.), and evaluate them based on identifying their strengths and weaknesses.
  - *Look at grades with a fine-grained lens.* Grades are a means of assessment; however, grades by themselves often are too coarse-grained for answering questions about how to specifically improve student learning in an entire course. The grading process can be used for assessment, but a better approach is to develop assignments that specifically target understanding students’ strengths and weaknesses versus simply their overall knowledge.
  - *Ask instructors to develop rubrics that correlate assignments with specific learning objectives.* Again, national professional organizations may have course-specific rubrics that would be helpful.
  - *Examine syllabi for different sections of the same course to make sure that all sections have reasonably similar student learning outcomes.* In addition, comparison of feedback from different instructors of the same course can help ascertain continuity across sections of the same course relative to rigor and feedback.
- **Indirect measures** are more observation and opinion-based, often reflecting what students thought they had learned, what peer observers perceived, etc.
  - *Conduct peer observations of the course.* Have an experienced faculty member in the department sit in on a course (perhaps for two consecutive class sessions), reflect on what they observed, and provide timely oral and written suggestions for possible ways to improve the course. Such advice is helpful regardless of whether the faculty member is tenured (not required) or probationary (required in all but the first year).
  - *Encourage faculty members to implement some form of mid-term evaluation of courses in progress.* Simply asking students anonymously what is working and what is not working in a course allows the instructor to make adjustments in real time. Be willing to review students’ comments with instructors (especially probationary faculty), if they so request.
  - *Review student opinion forms with the faculty member at the end of each semester.* Student opinion forms provide valuable insight into students’ perceptions of the substance of the course, the workload, and the quality of instruction. *Note:* Chairs only receive student opinion forms for probationary faculty, but ideally can work with any faculty member who wants help interpreting student comments and who is willing to share his/her student evaluations in a course.
  - *Encourage faculty to systematically reflect on student learning outcomes in their annual reports and in pre-tenure, tenure, and promotion files.* Faculty who have passed these milestones should be encouraged to continue with some level of reflection on a regular basis as well.
  - *Discuss the faculty member's perception of the strengths and weaknesses of a course and/or of the students' abilities to meet student learning outcomes.* Sometimes simply talking through some of the sticking points in a course becomes a catalyst for change and course renewal.
  - *Watch for courses or particular instructors that have patterns of low demand and/or abnormally high drop rates during the course of the semester.* There might be any number of good reasons to explain such patterns. However, it is a good idea to meet with the individual faculty member to discuss the course and why it is experiencing these enrollment patterns.
Use the assessment results for improvement

- **Ask all instructors to reflect on any direct and indirect assessment results that they have obtained for their course as they prepare to offer it again.** Specifically, encourage faculty members to consider assessment results as they prepare their syllabi, revise assignments, etc. with an eye for improving the students’ achievement of desired learning outcomes.

- **Suggest that instructors develop one action item that can help address an issue raised through the assessment data.** That is, help the instructor identify one aspect of the course that can undergo meaningful improvement either through **curricular change** *(e.g., modifying the course in some manner)* or **faculty development** *(e.g., attending workshops).*

- **Follow up on peer observations with the instructor.** While it is the responsibility of the observer to have a conversation with the instructor after the observation, a chair might offer to meet with the faculty member as well if there are issues that warrant attention. This is especially true if similar issues are being raised in more than one course.

- **Help the instructor to interpret the student opinion surveys and to implement course adjustments.** Meet with the instructor in a timely manner to identify patterns that might reflect issues and possible ways to improve the course while it is still fresh in everyone’s mind. The Registrar or the Director of Institutional Research can facilitate this work by providing focused reports to address specific questions and/or long-term trends over a number of semesters.

- **Document successes and areas that need work in the chair’s response to the annual report.** This is important so that the instructor has a record of this assessment to respond to during their pre-tenure, tenure, and/or promotion reviews.

- **Seek advice from the Dean of Faculty if a faculty member shows a pattern of problems across courses.**

**FAQ**

How is a chair to assess the quality of teaching in tenured colleagues’ courses?
The chair does not have access to the student opinion forms for courses taught by tenured faculty, unless those forms are shared by the faculty member. However, the the Dean of Faculty reviews all course evaluations and will discuss any concerns with the faculty person involved (the chair also may be asked to participate in the discussion). In addition to student opinion forms, chairs may be approached in person by students who want to discuss an issue with a course or with an instructor, leading to a discussion about the course between the chair and the faculty member.

Is there a need to assess courses within the framework of a major departmental self study?
In Spring 2013, the DePauw University Self-Study Review Committee recommended that self-studies not be compulsory every five or six years, but rather prompted by an impetus from within the department to make major changes to personnel, curriculum, or mission. This recommendation for an "on-demand" model for self-study was adopted by the Chairs and Program Directors in Fall 2013 and forwarded to the Vice President of Academic Affairs. The Vice President has agreed this is an appropriate approach toward self-studies. In this context, departments could see the need to conduct a compact self-study, designed to address specific questions/issues and undertaken in cooperation with Academic Affairs.
FAQ

What institutional data are available for assessment/self-study purposes? How do I make requests for these data?
The Registrar’s Office and Office of Institutional Research can provide both recent and historical data related to course offerings, enrollments, demand, majors, minors, etc. They maintain two large data warehouses, one for course offerings and the other for enrollments, both of which go back to Fall 2006. These warehouses pull data from a number of related tables and preserve a snapshot of the term, allowing the user to look at items like class standing as students were when the class was taken rather than as students are currently (without affecting the original data). It’s easiest to begin a data request with the question(s) you’d like to explore (e.g., “How did first-year students do in science courses that have labs compared with science courses that do not over the last five years?”). The Registrar or the Director of Institutional Research then can discuss with you what data they have that might help with answering these questions, and depending on your level of comfort in working with Excel or one of the statistics packages, they can either provide you with a data set and let you do your own analyses or do the analyses for you.

Other Resources

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<td>Center for Teaching and Learning - <a href="http://www.depauw.edu/academics/centers/ctl/">http://www.depauw.edu/academics/centers/ctl/</a></td>
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<td>Faculty Development Coordinator - <a href="http://www.depauw.edu/offices/academic-affairs/faculty-development/">http://www.depauw.edu/offices/academic-affairs/faculty-development/</a></td>
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<tr>
<td>National Institute for Learning Outcomes Assessment (NILOA) - <a href="http://www.learningoutcomeassessment.org">http://www.learningoutcomeassessment.org</a></td>
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Assessing an academic department/program.

Developing an assessment process for your department/program can present both challenges and opportunities for the department chair. The primary challenge is to create a simple and straightforward assessment process that can be implemented in a non-intrusive manner while providing meaningful and useful results. Such results provide an opportunity for the department to gain insight into student learning outcomes and to refine the department’s courses/curriculum to better meet the students’ needs or to make the curriculum current with disciplinary trends. Ideally, assessment should be a normal and routine department activity (either formally or informally) that doesn’t necessarily require a major self-study/external review or significant changes to the major/curriculum (unless circumstances suggest that specific issues might be better addressed through such means).

Key elements to successful program-level assessment

- **Articulate goals for student learning.** Ask what students should be able to do when they graduate from your department/program.

- **Develop ways to measure student learning.** Devise techniques for gathering evidence of whether students are attaining the set of goals specified by your department/program.

- **Use the assessment results for improvement.** Examine the assessment data and develop plans to help promote enhanced student learning in areas that might need attention. Consider incorporating changes successfully implemented by programs at other institutions and/or suggested by national organizations in the discipline.

Articulate goals for student learning

- **Generate a list of things that you would like students to be able to do after completing your major/program.** You may want to develop different lists if your department offers multiple majors and/or sub-specialities.

- **Focus on what the students should learn, not what the department intends to teach.** For example, describe a goal regarding student writing as “Write effectively for a variety of audiences and purposes.” rather than “Teach effective writing.”

- **Develop goals with specific reference to your discipline.** Use specific action verbs that elaborate on each learning goal. For example, decide what critical thinking and research skills are appropriate for your department rather than just using the vague terms “critical thinking” and “research skills”.

- **Create a partial list of goals if a complete set of goals is not immediately obvious.** That is, don’t let disagreements about a complete list of goals cause the process to stagnate. Create a partial list of goals with the expressed, written (departmental) goal of generating a more complete list later. Use this partial list of goals to gather some assessment data that your department can begin using.
Develop ways to measure student learning

- Create ways to measure student learning in the context of departmental/program goals using both direct and indirect measures (see section on “Assessing individual departmental courses”). Each discipline likely has models through their national professional organizations that can provide some valuable templates or suggestions for assessment tools. Pick and choose those approaches that best suit your needs.

- Direct measures examine student work (e.g., tests, quizzes, homework assignments, projects, performances, etc., oftentimes as part of a student portfolio, a senior capstone course, etc.) and evaluate them based on identifying their strengths and weaknesses.
  - Look at grades with a fine-grained lens. Grades are a means of assessment; however, grades by themselves often are too coarse-grained for answering questions about how to specifically improve student learning in an area. The grading process can be used for assessment, but a better approach is to develop assignments that specifically target understanding students’ strengths and weaknesses versus simply their overall knowledge.
  - Develop rubrics that correlate courses with specific departmental learning objectives. Again, national professional organizations may have discipline-specific rubrics that would be helpful.

- Indirect measures are more observation and opinion-based, often reflecting someone’s perception.
  - Ask students/alumni what they thought they had learned in specific courses.
  - Survey alumni about what courses and/or coursework that they found valuable in their careers after DePauw.
  - Seek suggestions for improving the department/program from alumni.
  - Contact current employers and graduate school advisors for department alumni and ask them to evaluate graduates’ abilities.
  - Incorporate faculty perception of students’ strengths and weaknesses. Faculty members commonly develop perceptions regarding student learning while they are teaching a class. Often these perceptions lead to useful conversations that result in the implementation of curricular modifications to address perceived shortcomings. Often, however, departments don’t formally document (e.g., in self-study reports) the adaptation of this informal process of ongoing assessment and curricular reform.

Use the assessment results for improvement

- Hold a meeting specifically for discussing the assessment results. Schedule an annual meeting to go over any available assessment data.

- Focus your efforts. Rather than assessing your entire program in this annual meeting, select an identifiable segment where your department can make meaningful improvement on which to focus.

- Develop one action item that can help address something suggested by the assessment data. Typically, such action items fall into one of two categories:
  - curricular change (e.g., modifying a course, adding/dropping a course, changing prerequisites and/or requirements, etc.) or
  - faculty development (e.g., attending workshops, sharing pedagogical approaches, etc.).
FAQ

Is there a need to conduct a major departmental self study and external review?

In Spring 2013, the DePauw University Self-Study Review Committee recommended that self-studies not be compulsory every five or six years, but rather prompted by an impetus from within the department to make major changes to personnel, curriculum, or mission. This recommendation for an "on-demand" model for self-study was adopted by the Chairs and Program Directors in Fall 2013 and forwarded to the Vice President of Academic Affairs. The Vice President has agreed this is an appropriate approach toward self-studies. In this context, departments could see the need to conduct a compact self-study, designed to address specific questions/issuses and undertaken in cooperation with Academic Affairs.

What institutional data are available for assessment/self-study purposes? How do I make requests for these data?

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Other Resources

additional contacts

- Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
- Dean of Faculty - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
- Registrar - [http://www.depauw.edu/academics/academic-resources/advising/registrar/](http://www.depauw.edu/academics/academic-resources/advising/registrar/)
- Director of Institutional Research - [http://www.depauw.edu/offices/institutional-research/](http://www.depauw.edu/offices/institutional-research/)

university policy & procedures

- DePauw University Self-Study Review Committee Report, 2013, available upon request from the VPAA and/or the Dean of Faculty

relevant examples/forms/etc. in appendix

- n/a

external references (NOTE: some material adapted from the following resources.)

- Knox College, Assessment Resources - [http://www.knox.edu/offices-and-services/academic-assessment/resources.html](http://www.knox.edu/offices-and-services/academic-assessment/resources.html)
Changing requirements for departmental majors and minors.

Major and minor requirements reflect what your department considers the essential knowledge and skills of your discipline. For this reason, they can provoke vigorous and productive debate. The process of changing requirements often begins with questions about the state of the discipline and what you want your students to know in preparation for a career or graduate study. You might implement minor tweaks or overhaul the entire department curriculum. You might have to create new courses, or offer existing courses more frequently. In any case, discussion of these changes should involve the whole department and account for personnel, pedagogy, and scheduling. Changes to major and minor requirements need to be approved by the faculty. The Committee on Management of Academic Operations (MAO), the Committee on Academic Policy and Planning (CAPP) and the Registrar will facilitate the process, and you should work closely with them as you propose and implement changes.

Debating and planning

- **Discuss the reasons for changing (or not changing) requirements.** Has the department been externally prompted by changes in the discipline or in the university curriculum? Does the department want to change requirements to be more similar to those of its peers, or does it want to do something innovative?

- **Examine the implications of the changes for students.** Articulate the ways that the new requirements will benefit them and communicate these benefits to students once you make the changes.

- **Consider the effects on enrollment patterns and scheduling.** Adding new requirements could have the unintended effects of siphoning students away from other courses or creating scheduling conflicts.

- **Anticipate the potential impact on other departments and programs, especially if the requirements include courses offered in other departments.**

- **Make sure that you have the department personnel necessary to offer the required courses over the long term.** If you don’t, the process of changing requirements should be accompanied by a request for hiring the necessary personnel.

- **Try to reach a consensus or compromise if there is disagreement about curricular changes.** Every member of the department will have to cooperate to implement the changes effectively.
Proposing and implementing

- **Draft a proposal document.** It might include the following elements: lists of required, elective, and allied courses; a general rationale for the changes; and explanatory text for each specific change. Depending on the proposed changes, you might also consider renumbering all courses. However, this should be done keeping in mind a sound rationale for which courses should receive numbers at a specific level.

- **Note the necessary changes in Catalog text.** You might include a revised description of the major or minor, a summary of the proposed changes, a rationale for students, a description of new courses, and a table comparing the old and new requirements. Tracking changes using boldface additions and strikethroughs for deletions facilitates the transfer of the proposal to the faculty meeting agenda and Catalog.

- **Work closely with MAO, CAPP, and the Registrar during the formal proposal process, once a proposal has been approved by the department.** Consult with either MAO or CAPP depending on the scope of the changes. In practice, MAO handles most changes to existing majors, but CAPP might have to approve changes involving the need for changes in department personnel, significant changes in teaching responsibilities, or the addition or elimination of courses that affect other majors or programs.

- **Plan to represent your department at the faculty meeting to answer any questions that arise.** Depending on the complexity of the changes, it might be helpful to have a handout that details the changes for the faculty that you can refer to, if needed, to provide additional explanations.

- **Think ahead.** Allow enough time during the academic year for MAO to review the changes, for the department to make any necessary revisions to the proposal, and for the faculty to vote on the changes at the faculty meeting. If the department wants to implement them the following fall semester, changes usually must be approved by the March faculty meeting.

- **Anticipate and work to minimize the period when different groups of students are subject to different sets of requirements.** Departments often fail to consider that different groups of students will be subject to different requirements, depending on the date they declared the major. You might give students who declared before the implementation of the new requirements the option to complete either the old or the new requirements. Doing so could result in offering a dual curriculum for two or three years, however, and could lead to confusion among students and advisors. Alternatively, you can make students who have already declared subject to the new requirements, as long as you can do so without hindering their progress toward graduation. In other words, you can’t make students take more than the required 31 credits. If your department thinks carefully and creatively about the transition between old and new requirements, you can avoid or reduce the time you have to offer both the old and the new majors.
**FAQ**

**What signals that it's time to discuss potential changes to a department's major or minor requirements?**
A departmental discussion about changing requirements could be prompted by a number of things, including larger shifts in the discipline, a departmental self-study, a decline in majors, or simply a department’s desire to reinvent itself. If significant disagreements exist regarding possible changes, a department should attempt to resolve these disagreements before making a proposal.

**What if my department recognizes the need for changes, but lacks the resources to offer required courses?**
A demonstrated need to update a departmental curriculum could serve as an effective argument for hiring new faculty members in the required areas. A department should not require courses that it cannot reliably offer to students.

**To what extent should student demand drive changes to requirements?**
While changes should be considered with the interests of students in mind, increasing demand for departmental courses and attracting more majors should not be the sole reasons for making changes. The purpose of major requirements isn’t to sell a discipline to students, but rather to equip students who choose the discipline with essential knowledge and skills.

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**Other Resources**

**additional contacts**
- Office of the Registrar ([http://www.depauw.edu/academics/academic-resources/advising/registrar/](http://www.depauw.edu/academics/academic-resources/advising/registrar/))

**university policy & procedures**

**relevant examples/forms/etc. in appendix**
- Propose Changes to Majors and Minors (log in through e-Services)
- Sample proposal to change major and minor requirements

**external references**
- n/a
Conducting department meetings.

A routine responsibility of the chair is to schedule and facilitate department meetings. Because this is one of the few times all members of the department are gathered in one spot for a concentrated period of time, it is important that the meetings are organized, stay on task, and are as productive as possible.

Scheduling and planning for meetings

- Check department members' committee schedules to find the best time to meet. Announce at the beginning of the semester the dates, times (start and end) and locations of department meetings. Departments vary in terms of how frequently they meet: some meet weekly, some bi-weekly, and some monthly. In deciding on frequency, you should consider what your department has done in the past, the size of your department, the number of subcommittees you have operating, and whether there is work to be done. The latter is the most important.

- Assess whether a meeting is necessary as the date approaches. Is there a discussion that all department members need to have collectively? Are there action items that need to be decided on? Is there important information that you need to share that is too sensitive for email? If the answer is no, cancel the meeting. If so, prepare an agenda.

- Develop a tentative agenda from unfinished business from the last meeting, new issues that come from the monthly Chairs' Meeting or Faculty Meeting, and/or directives you've received from the administration.

- Solicit agenda items from department members to add to your tentative agenda. This is especially important if you want to maintain (or build) a departmental culture that is participatory and democratic.

- Finalize and distribute the agenda for the meeting. The agenda should consist of a list of action items in order of importance. Limit the announcements and information that can easily be communicated via email. Distribute the agenda (and the minutes from the last meeting) in advance to give faculty members time to review any necessary materials before the meeting (one to two days in advance unless there are major reports or issues to be discussed).
Facilitating the meeting

- **Assume the role of facilitator.** Your role is to set the tone of the meeting, keep it on track, and to make sure everyone has a fair chance to comment. As facilitator, you should periodically summarize relevant points that are raised by others and tie ideas together when the discussion jumps around.

- **Assign a scribe to take notes.** If you do not already have a rotation system in place, ask someone to take meeting notes. You might consider the appropriateness of having the department secretary take the minutes. The scribe should record all those in attendance, the decisions reached for each action item, and any additional issues that emerge during the meeting.

- **Arrive early.** Everyone will want some time for chit-chat when they arrive. This is especially important in large departments where some members do not see each other on a daily basis. To be able to start on time, ask faculty members to arrive early so that informal conversation can occur before the meeting.

- **Begin the meeting on time.** Do not update or backtrack to accommodate late arrivers. There is nothing more frustrating for those who come on time than to waste time while information repeated.

- **Be clear about the goal of the meeting.** You should be very specific at the beginning (e.g., “We need to make 3 decisions today…”).

- **Utilize the agenda to stay focused.** Either have the agenda distributed around the table, written on the board, or projected on the screen. Refer to it in the beginning when you’re highlighting the decisions that you need to make, and then refer to it throughout the meeting to keep the discussion on track.

- **Create an “idea bin” (on the board or screen) to put items that are off topic but warrant coming back to in the future.** This is especially useful in situations when someone’s comment is totally off-topic. Putting their idea in the “idea bin” allows you to acknowledge their contribution without derailing the momentum and direction of the discussion.

- **Solicit input from nonparticipants.** If time allows, create space for those who haven’t participated to voice their opinion. If this is an on-going problem (e.g., senior professors always start off discussions) you might mix up the ordering of discussion by adopting a “round robin” approach.

- **Use the last 5 minutes of the meeting to seek closure.** What decisions were made? Who is responsibility for carrying out the decision? What still needs to be decided? What extraneous issues came up that you want to return to later? When is our next meeting?

- **End the meeting on time.** If you expect people to come to meetings on time, respect their time and schedules enough to end meetings on time.

- **Disseminate the notes from the meeting.** Doing this soon after the meeting is most effective. The issues are still on the minds of those who attended, and people are reminded of what they agreed to follow-up on for the next meeting.
FAQ

How do I handle department members who hold side conversations, interrupt those who are talking, or are otherwise inconsiderate?

Just like with our students, it might be useful to have a brief discussion at the beginning of the semester to establish ground rules for department meetings. Collectively generating guidelines (e.g., starting and ending on time; one speaker at a time; critique the idea not the person, etc.) ahead of time may prevent problems from developing later on.

Are faculty members required to attend department meetings? What if a colleague consistently misses meetings for no good reason? Do I need to report absences from department meetings to anyone?

Everyone is required to contribute to the functioning and maintenance of the department, and attending departmental meetings is an important part of this contribution. If someone consistently misses meetings, having a conversation with them about the importance of the meetings and their obligation to the department as a whole may be in order. If it is a senior faculty member, you might appeal to the importance of them setting a good example for others or to the importance of sharing their institutional knowledge. If it is a junior member, you might stress how important it is to establish themselves as good departmental citizens. If these appeals fail, the next step would be to have a conversation with the Dean of Faculty.

Other Resources

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<th>additional contacts</th>
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<td>• Vice President for Academic Affairs - <a href="http://www.depauw.edu/offices/academic-affairs/">http://www.depauw.edu/offices/academic-affairs/</a></td>
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<tr>
<td>• Dean of Faculty - <a href="http://www.depauw.edu/offices/academic-affairs/">http://www.depauw.edu/offices/academic-affairs/</a></td>
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<td>• Reborti, Marlene, “How to Organize and Run Effective Meetings” - <a href="http://www.unce.unr.edu/publications/files/cd/other/fs9729.pdf">http://www.unce.unr.edu/publications/files/cd/other/fs9729.pdf</a></td>
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Working with departmental budgets.

Managing department budgets can be challenging, especially when there are large numbers of consumables, significant quantities of permanent equipment to purchase, maintain, and replace, and/or considerable amounts of travel involved. Given lean economic times, department chairs need to be especially mindful to be frugal with department budgets, while maintaining the quality of a DePauw education. Placing a priority on enhancing student engagement and learning is perhaps the best lens through which to view proposed expenditures. Your department secretary can provide assistance in monitoring budget activity on a daily basis, though final responsibility rests with you.

**Allocating the department budget**

- **Use budgets for the last two or three years as a guide.** A good starting point is to allocate money for line items on your budget exactly the same as the previous year (assuming a flat budget), looking not only at the original proposed budget, but also at actual expenditures. Reflecting on a two- or three-year window of budgets gives you additional insight into how stable each line item in your budget is. That is, you could have had an unusual year where your department spent an abnormally low (or high) amount for a line item that doesn’t reflect longer term trends. You may need to adjust amounts in various line items to better reflect your department’s anticipated expenditures.

- **Consider areas where you can save money.** In lean economic times, it is important to look for cost-savings throughout your budget. Carefully scrutinize your budget to see if you can glean savings from any line item.

- **Reflect on areas where you have needs.** While it is important to be cost-conscious, there may be necessary new purchases that will help your department better serve student learning. Allocate more resources for these line items with this goal in mind.

- **Strive to keep the total department budget in the black.** Charge your actual purchases to the appropriate object code (line item). In general, individual line items can go into the red (negative), so long as the overall departmental budget remains in the black (positive). Be aware that not all line items work this way (e.g., a positive balance in work study dollars cannot balance a line item with a negative balance, nor can a department cover a negative balance in work study by carrying a positive balance elsewhere).

- **Recognize that work study budgets are managed differently.** The income line for work study budgets appears in one object code, but expenses against the work study budget are costed to three different object codes (depending on the student’s eligibility for work study dollars and the source—federal or DePauw—of the work study dollars).

- **Don’t spend it just because you have it.** It may be easy to convince yourself that if the department doesn’t spend their allocation, their budget will be cut the next year. However, this typically has not been the case. In fact, “returning” unspent money by being frugal can often help justify an unexpected special need in the future.
Writing budget justifications

- **Discern needs from wants.** Ascertain whether a particular purchase is a need for the department or simply something that the department wants.

- **Prioritize improved student engagement and learning.** When creating a justification, place student engagement and learning first and foremost. If doing so is difficult, perhaps the department should reconsider whether it needs the purchase or not.

- **Explain your budget justification in terms a non-expert can understand.** Not only does this help the VPAA (who might not be familiar with your field) to understand your needs, but in times when budgets are tight, justifications might be used to solicit funds from alumni (e.g., during campaigns, during annual fund drives, etc.) and/or to apply for external funding.

Requesting special budgetary funds for departmental and institutional needs.

- **Be realistic.** Given an extended period of lean budgets, consider whether the expenditure is really necessary for the effective operation of the department. Decide if the purchase is of a reasonable scale for an institution the size of DePauw.

- **Describe the basis for the need.** Explain why the department/university needs to purchase the item. In particular, detail how the expenditure will improve student engagement and learning. You might also consider describing what departments might benefit, how many classes would be affected, and how many students would be impacted.

- **Develop options to fulfill the need.** Are there high-end and low-end options available? Consider whether the item could be leased or borrowed. Alternatively, does a service company exist that can fulfill the need without requiring a special purchase? Can your department write an external grant to fund some/all of the cost?
FAQ

How much day-to-day oversight should you have as chair over the budget? Should you check the budget during the semester to make sure that the department's finances are on track?

Chairs should pay close attention to their budgets (i.e., the buck stops with you), especially for those parts of the budget that do not regularly pass across your desk for a signature and/or that can be spent by others without first receiving your approval (e.g., the budget for photocopying, which can be posted a month or two late). You are responsible for administering the budget, so you should pay particularly close attention to the budget at the beginning and end of each semester as well as times when there are large expenditures. A good practice is to check the budget at least once a month to make sure that the department’s finances are running smoothly.

Do the budget account numbers have significance?
Yes. Account numbers that begin with a “1” are operating budget accounts that do not roll over to the next fiscal year. Account numbers that begin with a “2” or “3” are special accounts (e.g., endowed accounts, research grants, etc.) that either roll over from year to year or that return any unspent income to the account principal at the end of the budget year.

Are there special considerations when using endowed accounts?
Yes. It is important to know the purpose(s) for which the endowed funds can be used. Typically, this information can be obtained from the VPAA, the Development office, and/or the Finance office depending on the type of endowed fund. It is also important to report the use of funds from the endowed accounts to the Development office, so that they can report back to donors.

Other Resources

additional contacts
• Vice President for Academic Affairs - http://www.depauw.edu/offices/academic-affairs/
• Dean of Faculty - http://www.depauw.edu/offices/academic-affairs/
• Development Staff - http://www.depauw.edu/giving/
• Finance Staff - http://www.depauw.edu/offices/finance-administration/business-office/
• Student Employment Coordinator - http://www.depauw.edu/admission/financial-aid/financial-aid-staff/

university policy & procedures
• e-services - https://my.depauw.edu/e/portal/login.asp

relevant examples/forms/etc. in appendix
• n/a

external references
• n/a
Managing budgets inside DePauw e-Services.

Department chairs are responsible for managing the budgets of the department. While some departments have the department secretary oversee the departmental budgets, each chair is primarily responsible for department budgets and should be familiar with the budget reports and how to find information about budgets on e-Services.

Working in e-Services

- **Access department accounts via the Budget Activity Report.** The Budget Activity report tab is located in the Business e-Services side bar on your e-Services home page. Relevant department accounts should already be accessible through e-Services when you take over as chair. You may need to consult with the previous chair or the Dean of the Faculty to make sure you have access to each of the department accounts that you are supposed to see as chair.

- **Access a report of all departmental accounts.** If you do not alter the search fields after you click on the Budget Activity Report, then you can see a report of all your departmental accounts by clicking the “Continue” button. The report generated will show you all department operating accounts, departmental endowed accounts, student group accounts you are authorized to see, and any Winter Term accounts you are authorized to see.

- **Tailor a report to give you specific information.** You can limit the data on a Budget Activity Report by altering the search fields on the Account Activity Report page. You can sort budget data by fiscal year, month, account group, department (if you have access to accounts from more than one department), account description, business unit, and object code. Generating a limited budget report is helpful when you are looking for specific information or when you want to look at activity in one specific departmental account. Click the “Continue” button when you have selected the revised data you want in the report.

Interpreting the Budget Activity Report data

- **Analyze the General Ledger Account Activity Report.** The Budget Activity Report you select appears as a “GL Account Activity Report.” The typical report table is comprised of nine columns. The first two columns identify the business unit account number and the account description. The remaining columns contain specific information about funds in each account and object code. Two annotated examples of these reports are available in the Budget Activity Report Guide (see relevant examples).

- **Account Group and Object Codes.** DePauw budget accounts are grouped according to type. Department operating budgets are accounts that begin with a “1.” Grants and Endowed accounts are accounts that begin with a “2” or “3.” Student group accounts and Winter Term accounts begin with a “7.” Within each account there are usually several object codes. These line item object codes in the first column identify sub-categories within each account (e. g. office supplies, printing, postage, etc.)

- **Budget.** The third column identifies the amount of funds budgeted to each account and object code. These budget amounts are usually loaded into e-Services over the summer.

- **Income.** The fifth column indicates any revenue attributed to the departmental accounts. For example, if the department earns income from the sale of equipment or a service or if there is a need to transfer funds from one departmental account to another, these funds will appear in the income column of the table.

- **Expense and Encumbrance.** When your department spends its allotted funds, those disbursements will appear as either an expense (column 6) or an encumbrance (column 7) in the report table. Initially expenditures will appear as encumbrances until the posting and accounting process is complete.
Interpreting the Budget Activity Report data

- **Balance and Detail.** The Balance column indicates the amount of funds remaining in the account and object code. The final Detail column allows you to click on a link to see more detailed information about specific transactions associated with an account or object code. The Detail column allows you to display the budget information as either a web page (faster) or as a table exported to an Excel file.

**FAQ**

**What do the parentheses mean in a Budget Activity Report?**
It depends. Parentheses around a number in the Income column indicate a positive amount that has been deposited or transferred into that account. Parentheses around a number in the Balance column indicate a negative number.

**How do I know how much I have left to spend in an account or object code?**
The Balance column indicates the funds remaining in an account or object code, BUT the amount shown does not include commercial card charges that have not been reconciled and may not include other monthly charges (e.g. printing, etc.) taken from your account. You or your department secretary need to keep an accurate record of all outstanding charges, so that you can subtract those from the amount indicated in the Budget Activity Report.

**Other Resources**

- **additional contacts**
  - Finance Office - [http://www.depauw.edu/offices/finance-administration/](http://www.depauw.edu/offices/finance-administration/)

- **university policy & procedures**
  - Personnel Policies - [http://www.depauw.edu/handbooks/academic/personnel/](http://www.depauw.edu/handbooks/academic/personnel/)

- **relevant examples/forms/etc. in appendix**
  - Budget Activity Report Guide

- **external references**
  - n/a
Managing special department funds (e.g., endowed funds, etc.).

Special department funds include endowed funds for speakers, events, professional development, equipment and resources, student awards, or endowed professorships. They could be one-time gifts or substantial annuities. The donors may specify a narrow use for the funds or give the department broad latitude in allocating them for different purposes. In any case, be mindful of the source of these funds, updating and thanking the donors when appropriate. Be transparent in the allocation and use of the funds, as well, involving members of the department, administration, and Development in the process when necessary.

Managing funds for speakers and events

- **Plan ahead.** Visits by speakers and other special events depend greatly on timing. Speakers’ schedules are often very constrained, especially if they have to travel far to get here. Make sure the timing of the visit coincides with the yearly budget of the fund used to support it. If the speaker comes early in the cycle, for example, you might be limited in your spending for the rest of the year. Pay attention to the university planning calendar to minimize conflicts and ensure the success of the event.

- **Coordinate with the Public Occasions Committee and other departments and programs.** You might be able to supplement a special department fund with support from Public Occasions, other departments and programs, or the Prindle Institute, if the speaker or event has overlapping interests.

- **Make a detailed budget for the event that doesn’t exceed the special fund.** Speakers and events can involve many unanticipated costs. Consider honoraria, travel expenses, local transportation and accommodations, faculty and student meals with the visitor, and rental spaces for performances and receptions.

- ** Involve the donors and their families.** Invite them to lectures, performances, meals, and other events supported by the fund. Send them formal thanks for their support of the department, which might include a book authored by the visitor.
Managing funds for resources and professional development

- **Consult with all department faculty members when funding affects other members of the department.** Try to reach consensus about department needs for new equipment or resources, keeping in mind that special funds can cover expenses not otherwise covered in the department budget.

- **Develop a fair and transparent protocol for the allocation of special professional development funds.** You might appoint a committee within the department to decide on allocation, set limits on allocation amounts, create an application process, set limits on eligibility, or have a rotation that ensures equal distribution of funds. Make sure all members of the department know how much money is available, who is eligible to receive it, and the criteria and process for awarding it.

- **Involve the administration.** Often, the use of special funds for new resources and professional development requires the VPAA, Dean of the Faculty, or Development Office liaisons to approve decisions. Keep the appropriate administrators in the loop.

- **Thank the donors in the appropriate way.** If you use the funds for equipment or resources that benefit the whole department, send thanks on behalf of the whole department. If members of the department receive individual funds, encourage them to send a personal note of thanks.

Managing funds for student awards and endowed professorships

- **Have a clear and consistent protocol for student awards.** As with the allocation of special professional development funds, make sure that the decision process is transparent and involves other members of the department.

- **Coordinate with Academic Life.** There is a strict schedule for student awards leading to the Senior Showcase and Academic Awards Convocation at the end of the year. Give the department enough time for nominations, deliberations, and decisions.

- **Contact Financial Aid.** Some awards are tied to need as well as merit, which means that you might have to consult with Financial Aid in your decision process. Be aware of the academic and financial eligibility requirements for department awards. You may be able to designate the award, but Financial Aid may have to specify the amount.

- **Consult with the administration regarding the awarding of endowed professorships.** Often, decisions about these awards will rest entirely with the VPAA, Dean of the Faculty, the President, or the donors. You and other members of the department might be consulted for a recommendation rather than being required to make a decision. Once a recipient is chosen, departments are generally not responsible for accounts associated with endowed positions, which are managed by Academic Affairs.

- **Again, send thanks or schedule meetings between donors and recipients.** Students who receive awards often neglect to thank the donors. Encourage them to do so. Some donors like to meet with students and professors who benefit from their endowment. Facilitate such meetings when you can, working in tandem with Development.
Other Resources

**additional contacts**
- Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
- Dean of Faculty - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
- Development - [http://www.depauw.edu/giving/](http://www.depauw.edu/giving/)

**university policy & procedures**
- n/a

**relevant examples/forms/etc. in appendix**
- n/a

**external references**
- n/a
Working with DePauw University commercial cards.

Academic Affairs authorizes, and the Business Office issues, commercial cards for departments and programs to use for official business. The chair’s job is to oversee the collective use of the department/program’s card and sign off on its monthly reconciliation. As chair, you should know that individual department members may also apply for their own university commercial card. Typically, each individual issued a card must complete a commercial card training session. The training session introduces the individual to the purchase protocol and the reconciliation process. Authorized users are responsible for appropriate use of the issued card(s) and for timely reconciliation of commercial card statements. Failure to reconcile and provide receipts in a timely manner can result in the cancellation of the commercial card and purchase privileges. As chair, your responsibility lies with the department/program card only.

Securing and using a commercial card

- Store the commercial card in a secure place, but it should be accessible to everyone in the department who is eligible to use the card (full-time, permanent employees).

- Develop a system of checking out the card. Often, the department/program secretary keeps track of who has the card and who needs the card, but any responsible person might be given the job.

- Communicate to department members the university protocol for using the commercial card. Foremost, only use the commercial card for business purchases and keep in mind the credit limit.

- Retain receipts for all purchases made with the commercial card. These should include an itemized receipt of the purchase as well as the signed customer copy of the credit card receipt.

- Keep all receipts in a designated place (perhaps where the card is stored), as the secretary and/or chair will need them when it comes time to reconcile the card.

Reconciling the commercial card statement

- The Business Office will provide the authorized user (secretary and/or chair) a notice by e-mail when a commercial card statement is available for reconciliation online. The notice arrives shortly after the middle of each month, and the user will have 15 days to complete the on-line monthly reconciliation.

- Collect all itemized receipts from charges over the past month.

- Access the commercial card reconciliation document through e-services under the Business Section.

- Itemize each commercial card charge and verify that the correct amount has been posted to the commercial card statement.

- Explain in a separate memo any missing receipts or missing itemizations of what was purchased, and include any helpful guide as to how the receipts have been arranged.

- Select the correct and appropriate budget account to which each charge should be posted and the purpose code. If an item has a purpose of code of travel (by plane, bus, car, etc.) the “car” icon will appear next to the “Purpose” after saving. You must select this icon and complete the “Carbon Footprint” information required.
Delivering the reconciled statement and retaining records

- Acquire the appropriate signatures of the cardholder and the budget supervisor, typically the department chair.

- Retain copies (paper copies or electronic scans) of all receipts and the signed reconciliation sheets before you forward them to the VPAA.

FAQ

Can I use a university commercial card for a personal purchase?
No. University policy states the card is not to be used for personal purchases. If an unintended transaction is made, you will be liable for that expense when the card is reconciled.

What if I am missing receipts?
Whenever possible, contact the vendor to request a duplicate copy of your itemized receipt. If a receipt is lost or cannot be obtained, the monthly reconciliation must include a memo describing the circumstances of the lost receipt and the item purchased.

What happens if I miss the deadline to reconcile online?
You will need to complete the paperwork manually. The manual forms can be found at http://www.depauw.edu/files/resources/commercial-card-manual-itemization-forms.pdf

Other Resources

additional contacts
- Assistant to the Vice President for Academic Affairs - http://www.depauw.edu/offices/academic-affairs/
- Business Office - http://www.depauw.edu/offices/finance-administration/business-office/

university policy & procedures

relevant examples/forms/etc. in appendix
- n/a

external references
- n/a
Purchasing items using purchase orders.

Purchase orders are used for departmental expenses or purchases that are too large to process with a university commercial card (usually over $1000) or when a particular supplier requires the use of a purchase order. In these cases, the department chair, the department secretary, or authorized staff member should contact the Service Center for assistance to complete a purchase order request. In addition to assistance with the request, the Service Center will help you comparison shop to ensure you are getting the best price for your purchase, as the university is a member of a number of cooperatives that give discounts.

**Making the purchase order request**

- **Collect as much information about the item(s) to be purchased.** Be sure to include any vendor product number, the product name, the product description, color, quantity, DePauw University contact person, preferred delivery address, delivery instructions, and the university account number to which the charge will be posted.
- **Set up the vendor as an authorized vendor if they are not already in the university system.** To set up a new vendor, you will need to obtain a W-9 form from the vendor.
- **Process the purchase order requisition through Business e-services.** Once approved, Business Services will assign a purchasing order number and will communicate with the vendor.

**Receiving the delivery and payment**

- **Retain all paperwork given to you on the day of delivery.** If the item is delivered to the Service Center, they will keep the paperwork.
- **Take care to inspect the delivered goods prior to the departure of the delivery vehicle.** Do not sign an acknowledgement of receipt of the delivered item until you have confirmed the item and all its parts have arrived safely.
- **The invoice should be reviewed for accuracy and by the person/office initiating the order.** It is then sent to the Business Office for the processing of payment.
- **Payments are processed on a weekly basis and will be processed no later than 15 days from the invoice date.**

**FAQ**

**Do I have to prepare a check requisition when I receive the purchase order invoice?**

No. A check requisition should NOT be completed for payment of a purchase order invoice, as this would create a duplication of expenditure to the budget. There are three different ways to pay for purchases: commercial card, purchase order, or check.
### Other Resources

#### Additional Contacts
- Assistant to the Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
- Business Services - [http://www.depauw.edu/offices/finance-administration/business-services/](http://www.depauw.edu/offices/finance-administration/business-services/)

#### University Policy & Procedures

#### Relevant Examples/Forms/etc. in Appendix
- Purchase Order Form - Log on through e-services [https://my.depauw.edu/e/portal/login.asp](https://my.depauw.edu/e/portal/login.asp) and look under Business e-services > Expense requests

#### External References
- n/a
Reimbursing DePauw-related expenditures.

In some situations, you may not be able to make business-related purchases with a university commercial card, check, or purchase order. When this occurs, employees may seek reimbursement for legitimate university expenses on personal credit cards or expenses paid by cash or check. Proper documentation of the expenses will insure timely reimbursement. Reimbursements are paid to the employee by direct deposit to the account on record with the Payroll Office.

Incurring business-related expenses

- Remind department faculty members, the department secretary, and any staff member supervised by the department to confirm that the expense they plan to cover with their personal funds is a reimbursable expense. It is required for the employee to acquire prior approval for the expense before any purchase is made. Department chairs and department secretaries have limited authority to approve reimbursement for expenses – essentially to the extent there are funds in the department budget to cover the expense.

- Retain all receipts for any purchases made with personal funds. Accounting will not reimburse an expense without proper documentation of the expense. The original receipt should be itemized and should show a zero balance (i.e., the bill has been paid in full). No receipts are required for individual meals during travel – you will be given a per diem of $50 per day for meals up to four days. [Note: receipts for group meals are required (e.g., job candidate dinners).]

Being reimbursed for expenses

- If you are being reimbursed from your department, usually the secretary completes a requisition form, obtains your signature and original receipts, and forwards it to Academic Affairs for the VPAA's signature. Academic Affairs will then forward this to Accounting.

- If you are being reimbursed from a source other than your department (e.g., an endowed chair, professional development funds, etc.), complete a “DePauw University Reimbursement Voucher Worksheet” (link below). You will need to include an itemization of each expense and an original receipt for each expense. Be sure to sign and date the worksheet. Send the worksheet and receipts to Academic Affairs. They will complete a requisition form, secure the VPAA's signature, and forward it to Accounting.

- Assuming the reimbursement is approved by the VPAA, you will be notified via e-mail when a direct deposit has been made to your bank account.

FAQ

What if I lose my receipt?

Try contacting the company/business first to see if a duplicate receipt can be obtained. If not, the VPAA may approve reimbursement if you can provide alternative documentation of the expense (e.g., credit card bill, cancelled check, bank statement, etc.) and a compelling explanation for the absence of the receipt.
### Other Resources

#### additional contacts
- Assistant to the Vice President for Academic Affairs - [http://www.depauw.edu/offices/academic-affairs/](http://www.depauw.edu/offices/academic-affairs/)
- Faculty Development - [http://www.depauw.edu/offices/academic-affairs/faculty-development/](http://www.depauw.edu/offices/academic-affairs/faculty-development/)
- Business Office - [http://www.depauw.edu/offices/finance-administration/business-office/staff-directory/](http://www.depauw.edu/offices/finance-administration/business-office/staff-directory/)

#### university policy & procedures
- n/a

#### relevant examples/forms/etc. in appendix

#### external references
- n/a
Renting vehicles for department business.

Departments occasionally need to rent vehicles for departmental business and travel. The department secretary may be the person in the department that handles the paperwork, but it is good practice for the department chair to understand how the process works. It should go without saying that the vehicle’s use is only for official university business and travel to sanctioned events approved by an administrator of the University. Use of the rented vehicle for any personal purposes is strictly prohibited.

Renting vehicles

- **Reserve rental vehicles through the office of the Director of Business Services.** Access the Vehicle Reservation system through e-Services under the Business e-Services section. Choose the option Vehicle Rental Request. Use this link to make any vehicle reservations. All reservations must be made by a staff member or a faculty sponsor – not a student.

- **Complete the form and list the driver that will be using the vehicle.** Information you will need to have includes the Budget Account to be charged, Driver’s Name (as it appears on the license), Driver’s License Number, and Date of Birth. If there will be multiple drivers for this rental, please list those names in the Requestor Comments. Make sure the Service Center has copies of all driver licenses on file before the rental car pick-up date.

- **Pick up the vehicle from the Service Center during business hours (Monday-Friday, 8 am to 5 pm).** You will receive keys and paperwork that must stay in the vehicle at all times.

- **Return the vehicle to the Service Center.** This can be done after hours by using the afterhours drop box for keys and paperwork to be returned. You do not need to fill the gas tank prior to returning. Service Center staff will be responsible for filling the gas tank prior to releasing car to the rental car company.

- **Request a rental vehicle at least twenty-four (24) hours prior to the time you will need it.** Notify the office of the Director of Business Services of any cancellation as soon as possible.

Authorizing drivers

- **Schedule drivers of rental vehicles who are legally licensed and who are age 18 or older.** The license cannot be under suspension or revocation. The driver must not have been convicted of operating a motor vehicle while under the influence of alcohol or drugs (DUI/DWI).

- **Confirm new employees have had a Department of Motor Vehicles check of his/her driver's license to ensure they are eligible to drive rented vehicles.**

- **Restrict access and use to only the assigned driver or other authorized drivers allowed to operate DePauw University owned or rented vehicles.**
Authorizing drivers

- Follow these guidelines for student use of rental vehicles:
  - Driver must be 18 years of age or older (21 years for 12-passenger vans).
  - Vehicle use must be for an organization-sponsored activity that falls within the normal range of activity for that group.
  - Vehicles may not be used by individuals acting on their own or for unofficial organizational activities.
  - A staff or faculty member who is the sponsor of the student organization and who normally signs expenditure requests for the student organization must approve all requests for vehicles and provide the qualified driver name.
  - All students or graduate assistants driving rented vehicles must hold a valid driver’s license, be 18 years of age and provide a copy of their license to the office of the Director of Business Services annually. He/she also must have successfully completed the Defensive Driving Course offered through the Office of Public Safety. This course is required to become an eligible driver and to meet insurance guidelines.

FAQ

Can I take the car home at night or use it for personal errands?
If the vehicle has been rented for several days and will remain in town overnight, you may be permitted to take the car home overnight. University vehicles should only be used for university business and should not be used for personal errands.

What happens if I have an accident while driving the rental car?
The driver can be held responsible for damages if he/she is grossly negligent. The department will be responsible for damages not covered by insurance, and by the insurance deductible.

Other Resources

Additional contacts
- Director of Business Services - [http://www.depauw.edu/offices/finance-administration/business-services/staff-directory/](http://www.depauw.edu/offices/finance-administration/business-services/staff-directory/)
- Procurement Clerk - [http://www.depauw.edu/offices/finance-administration/business-services/staff-directory/](http://www.depauw.edu/offices/finance-administration/business-services/staff-directory/)

University policy & procedures
- [http://www.depauw.edu/offices/finance-administration/business-services/staff-directory/](http://www.depauw.edu/offices/finance-administration/business-services/staff-directory/)

Relevant examples/forms/etc. in appendix
- n/a

External references
- n/a
Developing and maintaining department web pages.

Web pages often may be the first exposure that a prospective student and his/her parents have of your department (and perhaps even of DePauw!). Even then, you may only have a very fleeting period of time to both engage and inform the web visitor about your department. Advanced planning and efficient organization can distill complex information about the department and the major into readily digestible chunks with a simple and easy to navigate interface. Highlighting student-involved activities in your department gives the web visitor a clear idea of what a new student might experience were they to become a member of your department.

Key components of an effective department website

- **Keep the web pages simple.** Create web pages with clean, simple interfaces (the old adage “less is more” can be very true!). Web visitors commonly scan pages. As such, they will quickly leave websites with dense pages that contain text over busy backgrounds, distracting animations, and windows crammed with small images and small text. Consider breaking up and introducing portions of text with headers and/or graphics to help visitors scan and process your content. Avoid long navigation menus by grouping sections or including links in the sidebar areas of the webpage.

- **Create content-rich web pages that emphasize visual imagery over text.** Web viewers will be more visually stimulated by various forms of imagery (e.g., photos, diagrams, sketches, etc.) than by paragraphs of text. When using text, try to be concise and make the text scannable (e.g., use bullets, tables, etc.). Using character styles (e.g., bold, italics, underline, etc.) can also be extremely effective, if done judiciously.

- **Showcase your department on the home page.** Develop a home page that tells a story about your department to web visitors. First, you need to decide who your main audience is...prospective students? parents? current students? alumni? all of these groups to varying degrees? In most instances, prospective students and their parents are your primary audience, but try to make information readily available to all types of web visitors. Second, decide on the story that you want to tell. This might range from reflections by alumni on how the department helped prepare them for life after DePauw to highlights of recent course-related activities to images of students learning outside the classroom on service trips, field trips, or other activities conducted by departmental faculty.

- **Provide contact information.** Make it easy for web viewers to contact you by prominently displaying the department mailing address, phone and fax numbers, and an email address. Such information provides access for potential students to contact the department for information or to schedule a visit.

- **Describe the majors and minors offered.** Use this opportunity to not only provide information about the courses required to fulfill the major (this is typically automatically generated by the Registrar), but also to describe the nature of the discipline, the types of jobs that commonly require a major/minor in your field, etc. Make no assumptions about how much prior knowledge visitors will bring to your website...use your website to explain the breadth of your discipline and to clear up common misconceptions about areas of study that your department offers.
Key components of an effective department website

- **Create a web page with faculty and staff information.** A Faculty/Staff page should automatically be generated for your department. However, such a page is just as good as the information that you provide in the Faculty Profile section of e-services. Prospective students like to put a name with a face, so it is important to have a current photo on file for all department faculty and staff. Likewise, encourage your department faculty to create a link to a personal web page that contains more detailed information about them.

- **Construct web pages for current students and for alumni.** Prospective majors also might benefit from talking to current majors and from seeing what graduates from your department have done after DePauw. For the former, create a list of current majors (but do not include contact information). For the latter, create a table for alumni arranged by graduation year. Include any post-DePauw education and/or positions that they have held (LinkIn - [http://www.linkedin.com](http://www.linkedin.com) provides a useful resource for keeping up-to-date on departmental alumni). In addition, you might also ask alumni (and also current majors) if they would be willing to be featured in a short vignette about their academic career at DePauw.

- **Engage students by describing research opportunities and/or artistic collaborations in the department.** Students will appreciate seeing information about ongoing student-faculty collaborative research and/or artistic activities. Ask department faculty members to contribute a graphic and a paragraph describing these opportunities (additional details can be included on personal web pages).

- **Inform web viewers about department news.** Share exciting information about what is happening in your department with your web audience. Such information might include information about speakers, field trips, course activities, student/faculty/staff accomplishments, etc. Consider creating a newsletter and making digital copies downloadable from the department web site. Also, you can add news through the DePauw website News module, and can display that information along the vertical bar on the left side of your home page.

- **Develop answers for FAQ.** Probably the most often asked question will be “Why major in (fill-in-the-blank)?” Answer this question by discussing what recent graduates from your department have done after DePauw (e.g., graduate school, professional school, careers in industry/government, etc.). Providing salaries, scholarships, etc. and the types of work (either graduate research or career) also can be very helpful. Work with current students and faculty members to develop questions and answers for other FAQs.

- **Expand your web presence into other forms of social media.** Facebook, in particular, provides an excellent resource for more informal personal updates between departmental alumni, current departmental majors, and departmental faculty members.
### FAQ

**How do we keep the department web page current?**

Once an initial department website has been developed, the challenge is to keep the website current and fresh with new content and/or formats (few things look worse on a website than out-of-date news or returning to a website that hasn’t changed in many months!). Consider adding content that you can commit to refreshing on a reasonably regular schedule, or that won’t appear dated if you can’t (recognizing that some sections of your website might be updated every week or month, whereas others might be fine for longer periods of time). Maintaining the website could be delegated to someone in your department, including faculty members, staff members, or administrative assistants (although it is essential that all members of the department actively provide photos, news, etc. to the departmental webmaster).

**How do I get started with creating a department web page?**

Developing a website is not something that a department has to do on their own. Contact the Communications & Strategic Initiatives Team or the Web Team for assistance. They can provide you with instruction on how to create content using the Big Tree web management system, how to use the DePauw templates, what pages you can edit, etc.

### Other Resources

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<thead>
<tr>
<th>Category</th>
<th>Details</th>
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<td><strong>additional contacts</strong></td>
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<td><strong>university policy &amp; procedures</strong></td>
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<tr>
<td><strong>relevant examples/forms/etc. in appendix</strong></td>
<td>Department of Geosciences website - <a href="http://www.depauw.edu/academics/departments-programs/geosciences/">http://www.depauw.edu/academics/departments-programs/geosciences/</a></td>
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<tr>
<td><strong>external references</strong></td>
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Hosting department visitors and speakers.

Hosting visitors and speakers can be one of your most exciting jobs as chair. Specifically, you have the opportunity to bring nationally or internationally recognized artists, writers, scientists, and scholars to the performance halls and classrooms of DePauw. In addition, you can invite department alumni who have been successful in their fields to return to DePauw to share their experiences with current students, faculty, and staff. Consider what visitors can offer to your students and the campus community. Many of these visitors straddle the intersection of several disciplines, creating an opportunity to build interdisciplinary connections between different departments and programs. As such, it is important to maximize opportunities for these various constituencies to interact with the visitor, especially given the constraints of time and money.

Choosing the right visitor or speaker

- Look for intersections of desirability, availability, and affordability. These three things have to come together for a successful visit: identifying the right person, making sure that person can visit at a time that works for the department, and making sure that you have the funding to cover his or her honoraria and travel expenses.

- Work with colleagues in your department to identify good candidates. You might appoint a committee to handle selecting department visitors, monitoring the budget, and coordinating the logistics.

- Collaborate with colleagues outside your department to co-sponsor speakers. If you can identify speakers with interdisciplinary appeal, you might be able to secure co-sponsorship and supplementary funding from other departments and programs or from the Public Occasions Committee.

- Look for “targets of opportunity.” Take advantage of unexpected opportunities. For example, you might learn that an important artist or scholar is visiting another nearby school or organization. You could invite the visitor to campus before or after the other engagement, sharing the visitor’s travel expenses with the other school or organization. Department alumni who may be working or traveling nearby often make lively and affordable speakers.

- Don’t get star-struck. These events present opportunities to tout your department, but don’t select speakers based on name recognition alone. Too often, famous people visit campus and flop by showing too little awareness or regard for the occasion or the audience.

- Do some background research. Don’t invite a visitor based on name recognition alone. Look at a candidate’s previous speaking engagements, either on their CV or those recorded online, to see what they could offer to faculty and students. Look for someone who can engage a liberal arts campus community.

- Consider the cultural moment. In addition to logistics and credentials, consider less tangible factors, like the relevance of the potential speaker’s work to what is happening in the world and in your field.
Coordinating the visit

- **Start early.** Although speakers that come as “targets of opportunity” may not fit this pattern, it’s best to have a visit set up before the semester begins so that relevant faculty can take the visit into account when making their syllabi. The earlier in the annual budget cycle you can confirm a visit, the easier it will be to fund. DePauw runs out of space for talks and meals with visitors, and the Inn at DePauw runs out of space, so as soon as you think a visit on some given dates might be possible, grab the space you’ll need (but release it if your plans change).

- **Contact the Coordinator of Convocations at the start of the process.** That person can help you with decisions about how large an honorarium to offer, with a range of options for the visit (where to speak, where to eat, where to stay the night, ground transportation), with funding sources you may not be aware of, and with identifying other faculty and student groups interested in your visitor.

- **Use the planning calendar as well as consultation with the Coordinator of Convocations in selecting dates and times.** Often, attendance of your event will depend on avoiding conflicts with other major university events.

- **Have a clear budget.** What you plan to do during the visit will depend on how much you can spend. As much as you’re able, draw funds from department funds, special endowed funds, other departments and programs, and Public Occasions.

- **Send a contract letter if necessary.** Any visitor receiving an Honorarium of $2000 or more must be invited by a contract letter from a Vice President or similar officer of the university. To reimburse a visitor’s expenses or to pay an honorarium, you’ll need a signed W-9 from the visitor. If the visitor is not a United States citizen, consult with Academic Affairs and the Coordinator of Convocations about visa requirements. If a visitor does not have a US Social Security number, paying an honorarium is a difficult, complex process, so again, begin the process early.

- **Anticipate complicated protocols for communicating with the visitor.** If the visitor is well-known, you might have to communicate with them through an agent or assistant, often across several time zones. Sometimes the visitor will make what seem like idiosyncratic requests regarding travel arrangements. Just roll with it.

- **Delegate tasks during the visit.** You can seek assistance from department colleagues for the myriad of tasks involved hosting a visitor: going to the airport, ushering the speaker around campus, attending meals with the speaker, having them visit classes, and hosting receptions. Spreading these duties will also allow more people to interact with the visitor during a limited time. Work with your department secretary to handle travel and hotel arrangements and the payment of honoraria.
Coordinating the visit

- **Publicize the event with the campus community.** Send email announcements, hang posters, encourage colleagues to have their students come, make announcements in campus media, and do whatever else you can to make sure people know about the speaker. Contact Media Communications to do a story on the speaker on the university website, if possible. Reach out to relevant student organizations, who can publicize the event with their constituencies. When appropriate, publicize the event in the Greencastle community, as well.

- **Involves students.** Department members can offer their students incentives to attend the events, or, under certain circumstances, they can require them to do so. If time allows, try to arrange for the visitor to drop in on a class or two to discuss their work. Students often see great value in these guest appearances.

- **Arrange to have the lecture or performance recorded for colleagues or students who can’t attend the event.** However, you’ll need the permission of the visitor first.

**FAQ**

**How should I handle a visitor who commits a breach of etiquette, such as incurring unnecessary and unplanned expenses, or acting inappropriately toward students?**

These situations are rare, but they do happen. You can’t control what a visitor says or does while on campus, but you can create an agenda that minimizes risks. For example, don’t schedule events that involve students drinking with the visitor. In serious cases, if you think that a visitor has not fulfilled their agreement or has left the department on the hook for a ridiculous expense, you could seek reimbursement from the visitor, their agent, or their institution. It might be awkward, but fair is fair.

**Other Resources**

**additional contacts**
- University calendar - [http://www.depauw.edu/calendar/](http://www.depauw.edu/calendar/)

**university policy & procedures**
- n/a

**relevant examples/forms/etc. in appendix**
- n/a

**external references**
- n/a