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DEPARTMENT CHAIR HANDBOOK

Introduction

The Department Chair Handbook contains information related to some of the common tasks required of Department Chairs, including a general timeline for key events in the year, schedules for faculty reviews, hiring procedures, guidelines for departmental reviews, and a guide to reviewing student progress towards graduation. This handbook does not attempt to capture all details of the important leadership role played by Department Chairs; rather, it serves as a resource to assist planning and departmental administration.

Department Chairs work closely with their Division Chairs and the Dean's Office in advancing the College and maintaining its health. The counsel provided by fellow Department Chairs at the monthly gathering of chairs also is important to the well-being and governance of the College.

This handbook does not codify the central rules and policies which govern the operation of the College. Such policies and rules are located in the Faculty Handbook and Wabash College Employment Guide.

The Dean of the College's Office maintains this handbook as an aid to Department Chairs. Questions regarding the procedures found in this Handbook, or suggestions about its contents, may be directed to the Dean of the College's Office.

Division and Department Chairs

Division Chairs:

Division I	Amanda Ingram
Division II	Brian Tucker
Division III	Preston Bost

Department Chairs:

Biology	Heidi Walsh
Chemistry	Lon Porter
Physics	Nate Tompkins
Mathematics/Computer Science	Colin McKinney
Art	Annie Strader
Music	Michael Abbott
Rhetoric	Jennifer Abbott
Theater	Heidi Winters Vogel
Modern Languages	Karen Quandt
Classics	Jeremy Hartnett
English	Derek Mong
Philosophy	Matt Carlson
PPE	Joyce Burnette
Religion	Derek Nelson
Economics	Peter Mikek
History	Michelle Rhoades
Political Science	Lorraine McCrary
Psychology	Eric Olofson
Education Studies	Debbie Seltzer-Kelly

First Year Course Co-Chairs:

Crystal Benedicks
Anne Bost

Department Chair Calendar: Important Dates

Monthly Items:

Budget Review
Approve Student Worker Time Cards (as applicable)
Reconcile Purchasing Card Invoices
Department Chair Meetings

August 5-8	New Faculty Orientation
September 1	Sabbatical Requests are due
September 12	Fall 2025 Course Syllabi and 4th Hour Compliance Forms Due
September 15	Spring department chair release requests due
September 25	Request sent for Spring 2025 courses
September 25	New course proposals for Spring are due (for courses needing APC approval)
October 9	Spring Course Offerings Due
October 9	Required SLO docs for Spring are due (for courses with SLOs needing APC approval)
October 20	Second year and tenure review student summaries due
October 21	Midterm Grades Due
October 23	Final Edits of Spring Courses
November 5	Department letter for second year and tenure reviews due
November 17	Updated List of Majors and Minors available
December 1	Promotion requests due to Dean of the College
Mid December	Review results announced
December 22	Fall Semester grades due
Early January	Review Senior Majors and Minors
	Begin Academic Bulletin edits
January 8-9, 12-13	Senior Comps (written)
January 14-16	Senior Comps (oral)
January 31	Promotion to Professor materials due
Late January	Biennial Faculty Salary Reviews due to Department Chairs
	Summer intern proposals due
Early February	Academic Staff Annual Review Materials Submitted to Supervisors
	Initiate first-year advisory review discussions with new tenure- track faculty
January 30	Spring 2026 Course Syllabi and 4th Hour Compliance Forms Due
February 1	Fall department chair course release requests due
February 12	Request for Fall Courses
February 12	New course proposals for Fall are due (for courses needing APC approval)
February 16	Senior Comp Grades Due
Mid February	Meet with Division Chairs about salary recommendations
	Biennial Department Assessment Meetings begin
Late February	Salary Review Recommendations to Div. Chair & Dean

	Copy Salary Recommendations to Individual Faculty
Early March	Academic Staff Review Materials & Conversation Summaries due
March 5	Fall Course Offerings Due
March 5	Required SLO docs for Fall are due (for courses with SLOs needing APC approval)
March 16	Fourth-year review student summaries due
March 17	Midterm Grades Due
March 19	Final Edits of Fall Courses
March 23	Macintosh Award Recommendations due
March 27	Names of Recipients for Awards Chapel due
March 30	Updated List of Majors and Minors available
Early April	Staff Salary Review Recommendations due
April 1	Department letter for fourth-year reviews due
April 6	Senior Comp Retake Grades Due
April 30	Awards Chapel
Early May	Academic Calendar Listings Due
May 1	Academic Bulletin edits due
May 11	Senior grades due
May 15	First-Year advisory review summary due to Dean of the College
Mid May	Review and Promotion Announcements
May 18	Underclassmen grades due
August 4-7	New Faculty Orientation (new faculty attendance required)

Department Chair Responsibilities

Department Chair Selection and Term

Department chairs are appointed by the Dean of the College. Typically, the Dean meets individually with the department's continuing faculty to discuss the future of the department's leadership. Department size and the career progression of individual department members are factors in the frequency, term, and availability of individuals to serve in the department chair role. During their career, the College expects that all tenured members in a department should be able and willing to serve as department chair as part of one's service to the College. On occasion, circumstances necessitate that an external chair be appointed from an allied department based on the experience and perspective another tenured faculty member might bring to a department. Term lengths are most frequently for three to five years but vary based on individual needs, including sabbatical schedules and department configurations. Reappointment to the department chair role or extension of the designated term by the mutual agreement of the department chair and Dean of the College sometimes occurs. Information on chair terms will be maintained by the Office of the Dean of the College and, to the extent practical, conversations about new department chair appointments will take place by the mid-term of the spring semester.

Typical duties leading department:

The circumstances of any given department (e.g. staffing needs, department lifecycle, disciplinary hiring season, etc.) may mean that some items occur in a particular department at a time other than what is indicated below or, potentially, not at all.

- Arrange schedule of departmental meetings
- Oversee development of department course schedule and course submissions. This includes consideration of all-college contributions, implications of immersion course requests, and approval of independent study requests
- Monitor and coordinate departmental SLO submissions for distribution credit approval at APC-identified deadlines in advance of student registration
- Review 4th hour compliance forms
- Lead department in annual assessment activities
- Lead or delegate development of any annual or regular department public events such as visiting speakers, recruitment of student majors or minors/welcome events, senior celebrations, etc.
- Evaluate staffing needs and supervise departmentally affiliated staff
- Track and review budgets (departmental; endowed funds if applicable)
- Attend monthly department chair meetings and periodic meetings of department chairs from the division

Fall Semester

Second-year reviews

- Interview students and write interview summaries
- Review candidate materials and lead development of department letter of evaluation and recommendation

Tenure reviews

- Review candidate materials and lead development of department letter of evaluation and recommendation

Lead or delegate development of department's comprehensive exams

Hiring

- Develop any job ads for tenure track hires and launch search (late summer for some disciplines)
- In some disciplines, tenure track hires are more often completed late in the fall semester and hiring elements listed under "Spring semester" will occur in the fall
- Discuss with Dean's Office requests for any needed visiting lines (e.g. sabbatical replacements)

Spring Semester

Fourth-year reviews

- Interview students and write interview summaries
- Review candidate materials and lead development of department letter of evaluation and recommendation

Salary reviews

- Review faculty salary review materials and develop salary recommendations (final salary letter should be shared with faculty)
- Meet with Division Chair to discuss salary recommendations for departmental faculty

Hiring (TT and visiting; depending on department needs and responsibilities, visiting searches might be led by department chair or delegated to other department faculty)

- Monitor elements related to application submission
- Lead department in review of candidates—collectively establish candidate review criteria, discuss implicit bias, cultivate a culture of careful, individual consideration of each applicant according to review criteria
- Develop short-list recommendations and, upon approval from Dean's Office, arrange preliminary interviews
- Work with AAC and Dean's Office on arranging candidate interviews
- Meet with all candidates and attend their lunch seminars and teaching demonstrations
- Prepare hiring recommendation for Personnel Committee (Senior Associate Dean for visiting hires)

For full details on hiring see Faculty Hiring Procedure *(*p. 11*)*

Organize or delegate grading of senior comprehensive exams and submission of exam results

Select and present departmental awards at Awards Chapel

Write tributes and retirement citations for recognition luncheon and/or faculty meeting

Lead the Biennial Department Assessment Meeting

Edit Academic Bulletin entries

Please consult Department Chair Calendar: Important Date *(*p. 2*)s handbook for additional specifics on the timeline of responsibilities*.

As needed based on department needs and lifecycle

Communicate with department faculty, including mediating departmental and individual areas of conflict

Mentor faculty in department

Annual staff reviews of Academic Administrative Coordinator and other support staff (varies by department)

Occasional meetings with Admissions and/or Advancement to plan events/select representatives to attend or staff events. These requests are initiated by Enrollment Office, Admissions Committee, or Advancement staff

Approve student worker time card(s), if applicable

Organize department review (every five to seven years)

Consult with Dean of the College on discussions and decisions related to course releases by members of the department, including understanding of service expectations or impacts associated with such releases

Conduct review of promotion candidate(s) and develop letter of evaluation and recommendation (typically occurs in the spring)

Contingent Faculty Reviews

- Interview students and write interview summaries
- Review materials and lead development of department letter of evaluation

Organize summer research projects, including coordinating budget

Approve transfer credit requests for international off-campus study and summer courses

Provide updates for division chair trustee reports

Delegate and oversee department placement exams and activities

4th Hour Form and Syllabus Collection Process

Before collection of materials begins . . .

- Each AAC creates a Box folder for collection of their faculty's 4^{th} hour forms, e.g. "Rochella's 4^{th} hour forms and syllabi," and invites their faculty to the folder as "Viewer Uploader."
- Within each of these parent folders, AACs can decide as needed to create subfolders dedicated to each department, each chair, etc. – whatever works best for them to organize based on how their area operates.
- Faculty are instructed to upload both the 4^{th} hour forms and syllabi to their AAC's folder (the parent folder) when their materials are ready.

Note: *To support a uniform process, these instructions assume that instructors will send their signed 4^{th} hour forms to their AAC, and the AAC will obtain the department chair signature. But departments can manage signature collection in the way that works best for them. The important thing is that the form gets signed and saved.*

Once the semester starts . . .

1. The instructor fills out and signs 4^{th} hour forms and uploads the forms and syllabi to their AAC's folder by **Friday of the first *full* week of classes.** (In Fall 2025, this date is September 5. In Spring 2026, it is January 23.)
   a. The short week that starts Fall semester doesn't count; the Fall deadline is the end of the first Monday through Friday week.
   b. For summer courses (there are approximately 4 Wabash courses each summer), the submission deadline will be April 30.
2. AACs affirm that both 4^{th} hour forms and syllabi are received by the end of the first week of classes, and review 4^{th} hour forms to determine which signatures are still needed.
   a. An instructor's signature is always required on the form.
   b. A department chair's signature is required on the form, except in cases where the department chair is the instructor and has signed.
   c. In rare cases, a division chair's signature is also required. Those circumstances are explained on the 4^{th} hour form, but even so, AACs will not necessarily know what those cases are. The instructor and department chair will be relied upon to know when the division chair signature is needed, and this should be part of the department chair's review of the forms and syllabi.
3. Department chairs review syllabi and sign 4^{th} hour forms, saving signed 4^{th} hour forms in the AAC's Box folder. This review, any necessary follow-up with instructors, and filing the signed form with the AAC should be completed by the end of the 2^{nd} ***full*** week of classes, not counting the short week to open Fall semester. (In Fall 2025, this date is September 12. In Spring 2026, it is January 30.)
   a. The department chair obtains the division chair's signature if it is needed and then saves the fully signed form in AAC's Box folder.
   b. The department chair's review process includes review of syllabi to ensure that instructors are acknowledging 4^{th} hour requirements in the syllabus and the quantity and quality of 4^{th}

hour work is sufficient. If changes to either the form or syllabus are necessary, the department chair communicates this to the instructor.

c. Materials are reviewed only by the chair of the ***home*** department of the course, not the chair of any cross-listed departments or programs. Typically, the home department is the department where the instructor primarily resides. For a team-taught course across two departments, either instructor's department chair can sign. In rare cases where a course must be reviewed for a "department" that has no chair, e.g. Sociology, the appropriate division chair will review.

4. Once the fully signed 4th hour form and syllabus are collected, reviewed by the department chair, and saved in the AAC's Box folder, the AACs will move or copy them to the Course Syllabi folder in Box, which is their final, official location for long-term storage.

Faculty Review Timelines

Second-Year Review

April 22	Review Schedule & Procedures Meeting: Faculty Member, Department Chair, Dean of the College, and Division Chairs
By June 1	Sr Admin Assistant: Create folder and grant access to Dean, Div Chairs, Dept Chair, and Faculty Member. Include the following documents: Review Timeline, Review Guidelines (Handbook), and 1st Year Advisory Review
August 22	Faculty Member: A list of 10 current students who will be asked for oral or written comments are due. (Box)
	Sr Admin Assistant: Add 10 more current students to the Faculty Member's list.
	Div Chair & Dept Chair: Pick 5 students each to interview.
	Sr Admin Assistant: Email the remaining 10 students for written comments.
September 26	Sr Admin Assistant: Student written comments are due. Combine written student comments.
October 20	Faculty Member: Electronic materials are due. Notify Dept Chair when upload is complete. (Box)
	Dept Chair: Review materials with Faculty Member, asking for clarification, if necessary, and additional information, if needed. Verify that the candidate statement does not exceed 5,000 words. Submit a brief summary of this conversation. (Box)
	Sr Admin Assistant: Remove Faculty Member's access and grant access to the Committee Members. (Box)
	Div Chair & Dept Chair: Submit summaries of student interviews. (Box)
November 5	Dept Chair: Submit Department's letter of evaluation and recommendation (signed by all Committee Members) with all supporting materials. Notify Dean's Office that all of the Faculty Member's materials are in Box.
	Sr Admin Assistant: Remove Committee Members and Dept Chair's access, and grant access to the President and Executive Assistant. (Box)
November 7	Dean & Faculty Member: Meet to verify the list of materials in Box and confirm that all steps in the process have been taken.
Late November	Dean & Div Chairs: Discuss review materials.
By December 19	Dean: Notify the Faculty Member of the President's decision.
December/January	Div Chair & Dept Chair: Discuss the results of the review with Faculty Member in the weeks after review.
	Div Chair: Submit memo of the meeting. (Box)
	Sr Admin Assistant: Remove President's access. Div Chairs retain permissions until May 15.
May 15	Sr Admin Assistant: Remove all access except for the Dean. (Box)

Fourth-Year Review

April 22	Review Schedule & Procedures Meeting: Faculty Member, Department Chair, Dean of the College, and Division Chairs
By June 1	Sr Admin Assistant: Create folder and grant access to Dean, Div Chairs, Dept Chair, and Faculty Member. Include the following documents: Review Timeline, Review Guidelines (Handbook), Second-Year Debrief Letter and Department Letter
January 16	Faculty Member: A list of 15 current students who will be asked for oral or written comments are due. Candidate may also request that comments be solicited from particular colleagues who have special insight into the contributions of the candidate (e.g. chairs of all-college courses, chairs of committees, colleagues who have taught with the candidate etc.).
	Sr Admin Assistant: Add 15 more current students who have taken classes since the Faculty Member's last review to the list.
	Div Chairs & Dept Chair: Pick 4 students each to interview.
	Sr Admin Assistant: Email the remaining 14 students for written comments.
February 5	Sr Admin Assistant: Email Colleagues inviting them to write individual letters of comment.
March 2	Sr Admin Assistant: Student written comments are due. Combine written student comments into one document.
March 16	Faculty Member: Electronic materials are due. Notify Dept Chair when upload is complete. (Box)
	Dept Chair: Review materials with Faculty Member, asking for clarification, if necessary, and additional information, if needed. Verify that the candidate statement does not exceed 7,000 words. Submit a brief summary of this conversation. (Box)
	Sr Admin Assistant: Colleagues' letters of comment are due. Remove Faculty Member's access and grant access to the Committee Members. (Box)
	Div Chairs & Dept Chair: Submit summaries of student interviews. (Box)

April 1	Dept Chair: Submit Department's letter of evaluation and recommendation (signed by all Committee Members) with all supporting materials. (Box) Notify Dean's Office that all of the Faculty Member's materials are in Box.
	Sr Admin Assistant: Remove Committee Members and Dept Chair's access, and grant access to the President and Executive Assistant. (Box)
April 3	Dean & Faculty Member: Meet to verify the list of materials in Box and confirm that all steps in the process have been taken.
April	Dean & Div Chairs: Discuss review materials.
By May 15	Dean: Notify the Faculty Member of the President's decision.
May	Dean, Div Chair & Dept Chair: Discuss the results of the review with Faculty Member in the weeks after review.
	Div Chair: Submit memo of the meeting. (Box)
	Sr Admin Assistant: Remove all access except for the Dean. (Box)

Tenure Review

April 22	Review Schedule & Procedures Meeting: Faculty Member, Department Chair, Dean of the College, and Division Chairs
By June 1	Sr Admin Assistant: Create folder and grant access to Dean, Div Chairs, Dept Chair, and Faculty Member. Include the following documents: Review Timeline, Review Guidelines (Handbook), Fourth-Year Debrief Letter and Department Letter
June 12	Faculty Member: Submit a list of 4 possible Outside Reviewers – including credentials and a brief description of relationship to each Reviewer. (Box)
August 22	Faculty Member: Submit electronic set of scholarly materials for the Outside Reviewers, a list of 12 alumni (from the last five years with their current email address), and a list of 15 current students (since last review) who will be asked for oral or written comments. Candidate may also request that comments be solicited from particular colleagues who have special insight into the contributions of the candidate (e.g. chairs of all-college courses, chairs of committees, colleagues who have taught with the candidate etc.).
	Sr Admin Assistant: Add 15 more current students who have taken classes since the Faculty Member's last review to the list and 12 alumni from the last five years.
	Div Chairs: Pick 5 students each to interview.
	Sr Admin Assistant: Email the remaining 15 students and all alumni for written comments.
August 29	Sr Admin Assistant: Email Colleagues inviting them to write individual letters of comment.
September 26	Sr Admin Assistant: Student and alumni written comments are due. Combine current student written comments into one document.
October 20	Faculty Member: Electronic materials are due. Notify Dept Chair when upload is complete.
	Dept Chair: Review materials with Faculty Member, asking for clarification, if necessary, and additional information, if needed. Verify that the candidate statement does not exceed 9,000 words. Submit a brief summary of this conversation. (Box)
	Sr Admin Assistant: Colleagues' letters of comment and Outside Evaluators' reports are due. Remove Faculty Member's access and grant access to the Committee Members. (Box)
	Div Chairs: Submit summaries of student interviews. (Box)
November 5	Dept Chair: Submit Department's letter of evaluation and recommendation (signed by all Committee Members) with all supporting materials. Notify Dean's Office that all of the Faculty Member's materials are in Box.
	Sr Admin Assistant: Remove Committee Members and Dept Chair's access, and grant access to the President and Executive Assistant. (Box)
November 7	Dean & Faculty Member: Meet to verify the list of materials in Box and confirm that all steps in the process have been taken.
November	Dean & Div Chairs: Discuss review materials.
By December 19	President & Dean: Notify the Faculty Member of the President's decision.
December/January	Dean, Div Chair & Dept Chair: Discuss the results of the review with Faculty Member in the weeks after review.
	Div Chair: Submit memo of the meeting. (Box)
	Sr Admin Assistant: Remove President's access. Div Chairs retain permissions until May 15.
May 15	Sr Admin Assistant: Remove all access except for the Dean. (Box)

Promotion Review

By December 1	Faculty Member & Dept Chair: Discuss the process for promotion and student/alumni comments.
	Faculty Member: Notify Dean of the request for promotion. Submit a list of 3 possible Outside Reviewers – including credentials and a brief description of relationship to each Reviewer - to the Sr Admin Assistant.
	Sr Admin Assistant: Create folder and grant access to Dean, Div Chairs, Dept Chair, and Faculty Member. (Box)
January 16	Faculty Member: Submit electronic set of scholarly and/or creative work for the Outside Reviewer, a list of 8 alumni (with their current email address), and a list of 8 current students who will be asked for written comments. (Box)
	Sr Admin Assistant: On behalf of department chair, email students and alumni for written comments. Send CV and scholarly and/or creative work to Outside Reviewer.
January 31	Faculty Member: Submit the review dossier with a statement and supporting documents. (Box)

	Sr Admin Assistant: Remove Faculty Member's access.
February 16	Sr Admin Assistant: Student and alumni written comments are due. Combine current student written comments into one document.
March 2	Dept Chair: Submit letter of recommendation. (Box)
	Sr Admin Assistant: Outside Reviewer letter is due.
April	Dean & Div Chairs: Review materials and deliberate on request for promotion. Submit recommendation to the President. (Box)
	Sr Admin Assistant: Grant access to the President and Executive Assistant. (Box)
May 15	Dean: Notify the Faculty Member of the College's decision.
	Sr Admin Assistant: Remove all access except for the Dean. (Box)

Procedures After Failing Comprehensive Exams

1. Department chairs report student name(s) and grade(s) of students failing comps to the Associate Registrar in a separate email from the other comps grades reported from the department.

- Include in this message which parts of the exam (oral, written, or both) the student will need to retake.
- Also include next steps for students regarding retakes, such as the resources available to the student(s) in preparing for retakes, who in the department has been designated to mentor the student, or any special instructions that may apply. Note: retakes of the oral portion of the exam are scheduled by the Dean's Office; retakes of the written portion are scheduled by the department.
- Also copied on this email are the Dean of the College and Associate Dean of the College/Registrar.

2. The Senior Administrative Assistant to the Dean of the College will schedule an appointment with the student(s) who failed the exam to come to Center 115 to meet with the Dean of the College and/or the Associate Dean of the College/Registrar, at which time the student will receive his exam results.

- The Dean of the College and/or the Associate Dean of the College/Registrar will communicate to the student which parts of the exam will need to be retaken, and the next steps conveyed to them by the department chair in preparing for and scheduling retakes.
- Students will be referred to the department chair or other member of the department as specified by the department chair if they have specific questions regarding their individual exam responses and departmental expectations.
- The Dean of Students or Department Chair may also be invited to join this meeting if deemed appropriate in an individual case.

3. The Associate Registrar will not release comps grades for any student until there has been a reasonable attempt to have every student who failed meet with the Dean of the College and/or the Associate Dean of the College/Registrar. Grades may be released if a failing student is unresponsive to efforts to arrange a meeting.

4. Unless permission is given by the Dean of the College for an alternate schedule, retakes will be scheduled to take place no later than two weeks after spring break. In the 2025-2026 academic year, that is March 27.

- The Senior Administrative Assistant to the Dean of the College will schedule retakes of the oral portion of comps, with a different board of faculty from the student's first attempt.
- The timeline for retakes of the written portion of comps will be determined and scheduled by the department chair.
- Results of retakes must be communicated by the department chair to the Associate Registrar (with cc to the Dean of the College and Associate Dean of the College/Registrar) by the Monday three weeks after classes resume following Spring Break. In the 2025-2026 academic year that is April 6. A student who successfully retakes comps receives a grade of "Pass" (i.e. he is not eligible for High Pass or Distinction).

5. The Senior Administrative Assistant to the Dean of the College will schedule another appointment with the student(s) who failed the first exam to come to Center 115 to meet with the Dean of the College and/or Associate Dean of the College/Registrar, at which time the student will receive the results from his retaken exam.

- In the event of a student failing comps for a second time, the Dean of Students or a designee from the Dean of Students office will be invited to join this meeting, out of concern for informing a student that he will not graduate that May.
- Students failing their retake of comps will be informed that they are permitted to retake their comps the following January.

Failure for Missed Oral Exams

If a student fails to arrive at the regularly scheduled time of his senior oral examination, the committee chairperson will inform the Office of the Dean of the College. The missed exam will be treated as a failure and the student will be scheduled for an exam retake pending review of a potential petition to the Curriculum Appeals Committee. If the committee's review of a student appeal finds that the absence was not within the student's control, then the student's examination will be rescheduled and the student will not be deemed to have failed the senior oral examination.

Faculty and Staff Salary Reviews

Faculty

The Faculty Salary Review procedure, reprinted below, appears in section 5.1 of the Faculty Handbook, in the Faculty Salaries and Benefits chapter. The specific details related to these steps are announced annually by the Dean of the College and the Division Chairs.

Wabash faculty regularly reflect on and document their professional development, and these activities form the basis for the biennial salary review process. In this process, salary merit levels are set for two years, though the salary increment associated with that merit level may vary across the two years depending on the size of the faculty raise pool. The value of the salary increment for continuing good work, merit units, and administrative service is established annually after the raise pool has been set for the next fiscal year. At the beginning of each review, faculty should revisit the description of faculty responsibilities in section 2.1 Expectation of Faculty Excellence.

For pre-tenure faculty, the second-year, fourth-year, and tenure review dossiers (including the Departmental Review letters) will serve as the salary review materials. The Personnel Committee will use these materials, plus a one-page (double-sided) activity sheet (but no reflective statement) addressing the two-year period, to assign a merit level following each review and, based on the approval of the President, will report the salary adjustments to the appropriate faculty member. In cases where the tenure clock is delayed for one year, the previous merit assignment will generally carry over until the next review. While first-year tenure-track faculty members are not eligible for a regular salary increase, they will receive the Placher Fund Salary Supplement in their second year.

Tenured faculty will submit biennially, beginning in January of their second-year post-tenure, a list of activities of the previous two years, a reflection on important contributions to the College, and a description of goals for the next two years (of approximately 1500 words, not to exceed 3000). The personnel committee seeks to recognize the good work faculty do across a variety of activities. Faculty are encouraged to reflect on teaching, scholarly activity, service, and other informal work and activities that might otherwise be invisible, elude easy quantification, or fit neatly into commonly recognized categories so that it may be considered by their department chair and the personnel committee. These documents should be submitted to the Senior Administrative Assistant to the Dean of the College and the relevant Department Chair. These materials will be reviewed using the following process:

1. During February, the Department Chair reviews the documents and meets with the faculty member to ensure a thorough understanding of their accomplishments and how the College can best support their goals.
2. The Department Chair then drafts a written evaluation addressed to the Dean of the College that describes the faculty member's strengths and weaknesses and makes a preliminary assessment of merit level. This draft evaluation should be submitted to the relevant Division Chair for review.
3. Before Spring Break, the Division Chair and Department Chair meet to discuss these evaluations. The purpose of this meeting is to ensure the Division Chair fully understands the faculty member's work and to identify any points in the draft evaluations that might be clarified. At this meeting, Division Chairs can also discuss the Department Chair's accomplishments and merit recommendation if they are being evaluated that year.
4. By the Tuesday after Spring Break, the Chair submits the final version of the written evaluation to the Senior Administrative Assistant to the Dean of the College. A copy of the evaluation and merit recommendation should also be given to the faculty member. The Personnel Committee reviews these materials.
5. The Dean of the College and Division Chairs send their final recommendations for faculty salaries to the President.
6. After salary recommendations have been adopted, the Dean writes to each Department Chair indicating the merit units assigned to each member of their department who was under review during the salary cycle.

The salary process for contingent faculty continuing at the College beyond a period of two years is similar to that for tenured and tenure-track faculty, except that reviews generally take place annually, are shorter, and Department Chair recommendations are discussed by the Dean of the College and the Senior Associate Dean of the College prior to approval by the President. However, salary reviews for faculty with the title of Assistant or Associate Teaching Professor will generally be conducted on a biennial basis like continuing faculty. The Senior Associate Dean will notify the faculty member and appropriate Department Chair at the time of reappointment whether the contingent faculty member should enter the summer wage pool and prepare an activities review document.

Staff

Since 2015, Wabash has used an annual review process for academic staff. The goals of the annual review process are to:

- ensure each employee receives formal and regular feedback;
- encourage employees to engage in an annual process of reflection on their contributions to the work of the College;
- offer supervisors and the Dean's office a clearer process for considering achievement; and
- provide more transparency to employees about how they are evaluated and receive merit-pay increases.

These goals remain the same, while in 2022 a new annual performance evaluation form was introduced to create more consistency for employees across the College.

Information and forms for the annual review process are sent to staff members and supervisors near the beginning of the calendar year. Employees submit a completed Performance Evaluation Template to their supervisor, in which they reflect on the previous year's work. This includes a list of activities, reflections on key areas and achievement of the prior year's goals, and goal setting for the upcoming year.

Supervisors review each employee's submitted materials and engage individual staff members in a discussion about the year, including staff member performance; reflections on goals and goal achievement; identification of strengths and opportunities for improvement, or areas where the needs and expectations of a position are not being met; and opportunities for professional development. Shortly after the conversation, the supervisor will compose a written summary and any additional comments on job performance. These will be added to the review form and shared with the staff member. The *staff member* has the option of adding comments to the evaluation, and then both the staff member and supervisor certify that the evaluation has been discussed. The employee's review materials, including supervisor assessment of the staff member's performance over the past year, should be submitted to the Senior Administrative Assistant to the Dean of the College.

If a supervisor would like to recommend a staff member for a merit-based salary increase (an increase beyond continuing good work), a rationale for that increase should be provided in the form of a separate, short memo or letter to the Senior Associate Dean, generally indicating the degree of merit from 0.5 to 2.0 units (in exceptional or unusual circumstances a supervisor may recommend 2.5 or 3 merit units). On a four-year cycle, employees and supervisors will review and update job descriptions as part of this process, with the positions due for review and updated descriptions announced each year.

Department Chair Compensation and Course Release

Department chairs serve a vital role in the effective functioning of the College, providing valuable leadership and mentorship to faculty colleagues and attending to administrative responsibilities required for healthy, prosperous departments. At Wabash it is expected that chairing duties will be shared among tenured faculty across a department with periodic rotation. A more robust explanation of department chair responsibilities is provided in an earlier section of the Department Chair Handbook.

For serving as department chair, faculty are typically compensated by a merit raise, which goes to the faculty member's base salary, and a modest stipend. The standard merit raise is one merit unit per calendar year (a half unit per semester served as department chair), but may be adjusted by the academic personnel committee during the faculty salary review process based on factors including leading faculty hiring; leading faculty reviews; completion of a department review; number of faculty and staff supervised; and other notable activities (e.g., public events led by the chair, number of majors/minors to monitor etc.). It is expected that each department chair will annually engage in some of these activities during the regular course of their duties, but in some years the responsibilities will be higher and the academic personnel committee seeks to recognize that with a merit increment of 1.25 units or, in rare circumstances, 1.5 units for a full year of service.

Department chair compensation is evaluated annually rather than biennially, meaning that any chair merit is for a one-year period rather than a two-year period. Chair review is based on service during the preceding calendar year, meaning it lags by one semester and the most recently completed spring semester is included in the following review period. Since summer 2022, department chairs also have received an annual stipend for their service. The stipend is added to their July pay and does not go to their base salary. As of 2025, the additional stipend for serving as a department chair for the full prior calendar year is $1,250. Merit unit value is subject to change based on funds that are available for annual salary adjustments. Similarly, the Dean of the College will continue to examine the level of department chair stipends.

To better address the time commitment required to serve as department chair, a chair may apply to the personnel committee for a course release in particularly burdensome semesters. When a chair release is granted, the faculty member will not receive a merit raise for the semester of the release and will forgo the chair stipend for the particular calendar year. Unawarded stipends may be re-distributed to other chairs without a release. Chair releases must be covered under regular staffing (e.g., the College will not hire part-time faculty to cover a chair course release), and it will be necessary to have all sections of all-college courses staffed for the upcoming semester before any course releases are finalized.

Requests for a chair release generally should be submitted to the Senior Administrative Assistant to the Dean of the College within two weeks of the start of the semester prior to the desired release time (e.g., by about September 15 for a spring release request and by approximately February 1 for a fall release request). In their request for a course release, the department chair should:

- Explain the upcoming duties that require an unusual time commitment by the department chair.
- Confirm that the department is able to meet its traditional all-college course contribution and number of distribution seats/sections.
- Provide a draft department course schedule for the upcoming semester, explain what has been altered in the course offerings to accommodate the release, and demonstrate that sufficient courses and seats are likely to be available for students (this might include providing information on past course taking patterns; explaining the removal of an upper-level, low enrollment course; and/or modest increases to caps in courses that might be expected to have high demand in the department).

In evaluating requests, the personnel committee will review this information along with broader consideration of all-college course staffing and enrollment pressures.

In some instances where a course release is requested but the department is unable to adjust their offerings to accommodate the release, it may be possible to identify another department that can offer an all-college course in place of the requesting department/chair or a department that is able to offer more seats supporting an impacted distribution area.

In other instances, a chair might request a release the semester *after* a particularly burdensome semester or year as chair in order to be able to address work and responsibilities that were impacted previously but emerged too late to request a chair course release or because a chair course release could not be supported the prior year or semester.

Department chairs and departments also need to be prepared for a degree of uncertainty and have the ability to be flexible regarding chair course releases. A department may need to flex *out* of a course release because there is an additional all-college need due to staffing constraints in another area. Or a department might have the ability to flex *in* to a course release after pre-registration when an unexpected, low enrollment situation emerges.

It will take time to calibrate this effort, including the number of releases that can be supported and the bar that must be met to qualify for a release. After a period of approximately three years, the personnel committee will review the totality of release requests and its decision making and the Dean should engage in additional conversation about chair compensation with department chairs.

Professional Development Approval Process

Department chairs have a role in reviewing some Faculty and all Staff Professional Development proposals. For further information about these processes, please refer to Chapter 4 of the Faculty Handbook and Section 2.11 of the Employment Guide for Business Travel Policies. Procedures differ by type of appointment.

Dean's Professional Travel Funds

- Available to faculty and associated faculty depending on teaching responsibilities. Funds are generally prorated based on level of teaching
- Academic Faculty Travel Pre-Approval Forms are submitted to the Senior Administrative Assistant to the Dean of the College
- For faculty not continuing for next academic year, professional travel must occur before Commencement
- Details are found in Section 4.2 of the Faculty Handbook

Coss Faculty Development Fund

- Available to faculty and associated faculty; priority given to tenured and tenure track faculty
- Approved by Faculty Development Committee
- Details are found in Section 4.3 of the Faculty Handbook

BKT Research Grants

- Byron K. Trippet Assistant & Associate Professors eligible to apply
- Proposals submitted to the Senior Administrative Assistant to the Dean of the College and approved by Dean and relevant Division Chair
- Details are found in Section 4.4 of Faculty Handbook

Sabbatical Leave Program

- Tenured faculty are eligible in their sixth year to apply for leave in seventh year; every seventh year thereafter.
- Department Chairs should be involved in discussions with faculty members about their plans in the two years prior to eligibility
- Sabbatical requests by tenured faculty are due by September 1 of the year preceding the requested sabbatical leave to the Department chair and Senior Administrative Assistant to the Dean of the College, who then submits it to the Division Chair (those undergoing a tenure review submit their sabbatical proposal in their review materials)
- When two or more members of the same department are simultaneously eligible, the Department Chair submits an evaluation of the effect on the Department's program to the Dean of the College
- Sabbatical reports are submitted to the Department Chair and the Dean of the College
- Details are found in Section 4.5 of Faculty Handbook

Outside Grant Proposals

- Faculty should consult with Department Chair about their plans to apply for outside funding, including potential impact upon teaching availability and departmental resources
- Faculty must submit a Proposals Needs Checklist (https://www.wabash.edu/grants/resources/forms/proposal-needs-checklist (https://www.wabash.edu/grants/resources/forms/proposal-needs-checklist/)), which notifies the Grants Office, Dean of the College, and Business Office of the planned submission. It's important to allow sufficient time for review before submission
- Details are outlined in Section 4.7 of the Faculty Handbook and in the Faculty Grants Manual (https://www.wabash.edu/grants/)

Staff Professional Development and Travel (Business Travel)

- Attendance at workshops or conferences at the request of their supervisor or at initiation of staff member
- Approved by supervisor and the College officer in charge of the department's budget. In most cases in academic affairs, the College officer is the Senior Associate Dean of the College
- Reimbursed for reasonable travel expenses; primary funding source is departmental budget
- Non-exempt employees may be paid for hours worked while attending the meeting and engaged in work. Contact the Human Resource Office for more information.
- Details are outlined in Section 2.11 of the Employment Guide

Developing and Executing Tenure Track Searches

1. Review Faculty Hiring Procedures in the Department Chair Handbook.

2. Brainstorm search criteria
3. Develop ad that balances department need for specialization and College interests and goals while keeping barriers to application reasonable. Keep in mind that we are not replacing a specific person; we are adding a new faculty member to our community. Our goal is to develop a robust, diverse pool of strong candidates. Utilize:
   a. Paragraph describing college priorities and demographics found in the department chair handbook
   b. Current EOE line
   c. Other elements that make department and College appealing
4. Fill out Ad posting form
   a. Think about placement sites
   b. Propose Search dates. It is important to leave sufficient time for review of applicants and decision making at each step—both for the department and personnel committee. Past experience suggests that departments often leave too little time for their own review and even less for the personnel committee to review and comment.
5. Committee Members: Depending on department size, how recently the department has completed a tenure track search, and/or connections to interdisciplinary programs and college initiatives, the department is encouraged to consider asking a tenured or tenure track faculty member in another department to participate in the search. Based on these same considerations the personnel committee may directly request this step. In addition, some colleagues have undertaken search advocate training and may be good search resources (these include Matt Carlson, Jill Lamberton, Todd McDorman, and Colin McKinney).

6. Outreach: where might good outreach be performed?
   a. The Senior Administrative Assistant to the Dean of the College will look at VAPs at other institutions for possible outreach. A sample note is available that can be adapted to send to potential applicants.
   b. Write to your own extended network as well as graduate programs and senior scholars who may promote your position to a variety of audiences. A sample note is available that can be adapted to send as part of outreach.
   c. When applicable, review Consortium for Faculty Diversity candidates so that they might be invited to apply for the position.
7. As review date approaches:
   a. Review implicit bias materials and discuss as a committee.
   b. Revisit search criteria. Avoid use of “fit” as a general screening quality—articulate specific qualifications or criteria.
   c. Develop strategy for applicant review that gives candidates full, individual consideration in light of relevant criteria. Keep in mind that hires have a pre-tenure period: they should demonstrate the potential to succeed but do not have to be finished products.
   d. Think about how the selected candidates will enhance the Wabash community and advance strategic priorities.
8. Provide department and personnel committee with adequate time to review selections in moving to next stages of the process.
   a. Provide short candidate selection justifications at each stage of the recommendation process.
   b. Review material on interview questions in Department Chair Handbook prior to conducting short-list and on campus interviews.

c. Remember the availability of Campus Ambassadors to support candidate interests and needs during the interview process.

This document and other related material is in a Box folder called "Hiring Guidance."

Last updated: August 28, 2025

Faculty Hiring Procedure

Additional resources for faculty hiring are available to those leading searches in the Hiring Guidance Box folder. Also consult the document "Developing and Executing Tenure Track Searches: An Overview."

1. Notification to *Department Chair* of possible tenure track or contingent[1] (p.) (full- or part-time leave replacement) position. Discussion by the *Department* of needs, criteria, and strategy for attracting a robust applicant pool. In the case of tenure track searches, this generally includes submission of a position proposal by approximately April 15th in the spring preceding the search.

2. Discussion between the *Dean and Division Chair(s)* of written rationale.

3. Permission to hire from the *Dean* to the *Department Chair*. For visiting positions, decisions to hire are generally made by the start of the spring semester, following when faculty going on sabbatical must indicate their plans for the following year. For tenure track positions, decisions to hire will be communicated following Commencement and the Board of Trustees meeting.

For contingent positions, once permission to hire is granted, the Senior Associate Dean is the Dean's designee. Thus, in the remainder of these guidelines, for contingent searches the Senior Associate Dean is the point of contact whenever the Dean is noted.

4. Department Chair completes the "ad posting" form and consults with *Dean's Office* on ad publication and closing dates (for tenure track hires, allow at least 30 days after publication before closing a search), advertising sites (including major professional sites and professional sites that focus on expanding candidate pools), the ad's contents, search timeline, and position outreach. Wabash is a member of the Consortium for Faculty Diversity (CFD), which is another resource for faculty hiring. For more information about the CFD, please see description in the Department Chair Handbook.

Job Ad Should Include:

- Name of the college
- Area and specialty
- Type of appointment and rank
- Degree requirements
- Other experience required, if applicable
- Starting date of appointment
- Teaching responsibilities
- Necessity of a commitment to teach all-college courses (for tenure track hires)
- Expectations for teaching and professional development (e.g. applicants must have a commitment to excellence in undergraduate teaching, an appreciation for the broad intellectual community of an excellent liberal arts college, and the ability to work with a diverse student body)
- Description of Wabash's commitment to promoting inclusion and belonging on our campus:

  In the midst of a strategic transformation to advance the success of first-generation students, and students from low-income families, Wabash College is committed to attracting and effectively supporting faculty and staff with a demonstrated commitment to supporting student success. Approximately 25% of our students are federal Pell Grant recipients, one-third of our students are first-generation college students, and about 20% of our students identify as domestic students of color. Wabash offers a broad range of academic and cultural programs open to all members of the Wabash community. Wabash is a top-60 Liberal Arts College according to *U.S. News,* and is a member of *Colleges That Change Lives.* Many students, staff, and faculty find the close-knit residential community one of the most rewarding aspects of their experience at Wabash.

- Directions for submission of materials to employment website (www.wabash.edu/employment (http://www.wabash.edu/employment/)) along with the application material required (application letter, curriculum vita, teaching philosophy, email addresses for references, and unofficial undergraduate and graduate transcripts; department may also request evidence of teaching effectiveness or teaching evaluations and, in the case of tenure track hires, a sample of scholarship, research, or creative work)
- Closing date/date applicant review will begin
- Name of the search chair and academic administrative coordinator (e-mail address if appropriate)
- Standard EOE line: "Wabash College, a liberal arts college for men, seeks faculty and staff who are committed to providing quality engagement with students, high levels of academic challenge and support, and meaningful experiences that prepare students for life and leadership among diverse populations around the globe. Wabash is an equal opportunity employer and welcomes applications from persons of all backgrounds."

Upon hire, Wabash requires successful completion of a background check and official transcripts. Notification of this requirement can be discussed during campus interview and included in appointment letter.

Other potential information: availability of summer and start up support, selling points of the department or College, including availability of professional development and BKT funds (when applicable), and other details as determined by the department. Recent sample ads are available in the Hiring Guidance Box folder.

The employment website also allows use of up to five application questions and the identification of ratings criteria. The application questions can be used to collect information such as a URL to a portfolio of scholarly work, whether or not a candidate has completed his/her graduate degree, area of specialty, classes an applicant is prepared to teach or interested in teaching, and so on. Visiting searches will include questions related to possible need of visa sponsorship (see guideline "e" below).

Employment website questions are ideal for collecting information that is desired on all candidates and can be incorporated into a live excel sheet, thus assisting Academic Administrative Coordinators in their organization of the search. *However*, being mindful of the unintended implications of hidden or implicit bias, these questions should *not* include year of degree completion or name of undergraduate or graduate institution.

Ratings criteria such as "Overall" evaluation, "Relevant experience," "Teaching Experience," "Quality of Teaching" and others can be used by the search committee in evaluation of candidates. Application questions and rating criteria must be set up at the time a position is posted on the employment website and should be noted on the ad posting form.

Additional Guidelines for Advertising Contingent Faculty Positions:

a. When emeritus faculty are available to teach, they may be hired as contingent faculty on approval of the Dean and Division Chair and without advertising a position.

b. Practitioners or professionals in a specialized area of instruction (law, accounting, music, studio art) may be sought locally and through professional networks. New positions should be advertised on the College website in addition to actively recruiting individual candidates. Departments undertaking a search that it anticipates will result in the hire of a practitioner or professional without a terminal degree in their discipline will, prior to posting a position description, determine in writing what equivalent experience would provide satisfactory faculty qualifications and how the evaluation will be determined. The utilized criteria and documentation that the hired candidate possesses equivalent professional experience must be submitted to the Office of the Dean of the College. For full details, see "Faculty Qualifications" in the Faculty Handbook.

c. Contingent faculty positions should be advertised on the College website. These positions may also be advertised regionally by directly contacting appropriate graduate programs at Purdue University, Indiana University Indianapolis, Indiana University Bloomington, and University of Illinois at Champaign-Urbana and more widely by using professional listservs and other electronic media outlets. When appropriate, full-time contingent positions may involve a national search.

d. Advertisements should follow the institutional guidelines for regular faculty hiring but should clearly specify duration of appointment and that the position is not tenure track.

e. The college does not provide H-1B sponsorship for initial appointment to short-term contingent positions. If this is likely to be relevant, the position advertisement should include the following statement: "Wabash College does not provide H-1B or other immigration case sponsorship for short-term visiting positions." Relatedly, the employment website includes the following two application questions: Are you legally authorized to work in the United States? (yes or no) Will you now or in the future require sponsorship for employment visa status (e.g. H-1B visa status?) (yes or no).

- If an applicant answers "yes" to the first question and no to the second question, they are eligible for any position and no further questions may be asked about immigration status.
- If an applicant for a visiting position answers "yes" to both questions and is selected for a short list interview, the following questions may be asked:
  - What is the basis of your current employment authorization?
  - When does that employment authorization expire?
  - Have you ever been on a J-1 visa?
- If a candidate answers "no" to the first question and "yes" to the second question and is selected for a short list interview, the following questions may be asked:
  - What is your current immigration status?
  - When does your current immigration status expire?
- If a candidate answers "no" to both questions, the candidate is not eligible for employment. The candidate likely misunderstood the questions and additional follow-up with the candidate is permissible.

Answers to follow-up questions should be shared with the Dean and Director of International Programs if the hiring committee would like to proceed with potentially inviting the candidate for an on-campus interview.

f. In addition to posting on sites covering the academic discipline, whenever possible new positions also should be advertised on sites that cater to expanding candidate pools.

5. Ad, drafted by the *Department* and approved by the *Dean*, is placed by the *Dean's Office* in the agreed upon advertising sites.

6. Applications will be received via the Wabash employment website (http://www.wabash.edu/employment/). Applicants receive an automated confirmation email upon submission of their application. EOE survey information is collected electronically in the employment website. *Academic Administrative Coordinators* have the ability to upload additional and updated candidate materials.

7. The appropriate *Department Chair* and *Academic Administrative Coordinator* are assigned as the manager of the application pool and give search participants access to necessary files. Review of candidate materials takes place via the employment website: www.wabash.edu/employment/admin/ (http://www.wabash.edu/employment/admin/). Instructions and information about the system is on the login page and *Academic Administrative Coordinators* maintain a user's guide for the employment system.

8. Prior to beginning review of applicants, search committees should review materials on implicit bias and establish a set of criteria for candidate review. Some materials are available in the Department Chair Handbook with additional resources in the "Hiring Guidance" Box Folder.

9. Department reviews applications and identifies short-list candidates (generally 6-10), ranked *and with rationale and including candidate review criteria*, for the Personnel Committee to review. The Personnel Committee (Dean and Division Chairs for tenure track searches; Senior Associate Dean and relevant Division Chair for contingent searches) looks at the appropriateness and strength of each candidate's credentials, the potential for contribution to the department and to the College based on teaching, research, and service, and contributions to campus broadly conceived. The *Dean or Senior Associate Dean* gives approval for short-list conference, video, or phone interviews. Please allow at least a week for the Personnel Committee and Dean to give this approval. Preliminary interviews should be scripted. Notes should be added to the department's files on the candidate. Interviewers should review guidelines on inappropriate interview questions. The Department Chair invites candidates for short list and on-campus interviews, and AACs schedule the interviews.

10. Following any short-list interviews, *Department Chair* identifies the best qualified candidates (generally 3-5), who will be considered for campus interviews. *Personnel Committee* reviews recommendation and candidates. *Dean* approves candidates to be invited for interviews. (The number of candidates to be interviewed on campus will be determined in discussion with the Dean. For visiting positions, candidates are typically invited to campus one at a time.) Copies of the approved candidates' vitas and recommendations are kept in the *Dean's office*. Answers to follow up immigration questions should be shared with the Dean's office before an interview invitation is issued and visit is scheduled. An employee should generally not participate in searches for which their family members are applicants.

11. Department identifies interview dates in consultation with the *Office of the Dean of the College*, and *Academic Administrative Coordinator* schedules interviews. *Academic Administrative Coordinators* have access to a shared Outlook hiring calendar that is used to organize candidate visits. Scheduling needs to be done in consultation with the *College's calendar* and the appropriate *Division Chairs'*, the *Dean's*, and, in the case of contingent hires, the *Senior Associate Dean's* schedules. Seminar or presentation times should be arranged to allow these people to attend and so as not to conflict with scheduled business such as APC and faculty and division meetings. This also means, to the extent possible, considering implications for previously scheduled events. Department search committee members, Deans, and Division Chairs receive access to candidates' materials via the employment website. Outside faculty generally receive only cover letter and CV; departments may supply teaching philosophy at their discretion. Campus Ambassadors do not receive access to the candidates' materials, as the goal of the Campus Ambassador Program is for the candidates to converse with campus members outside of and apart from the candidate evaluation process. Student participants generally do not receive candidate materials. All involved in the interview process should be given a copy of the document "Interviews – What's Inappropriate to Ask?" *Academic Administrative Coordinators* should record outside faculty participating in a search on the running log kept in the Hiring Guidance Box folder. Departments should consult this list when making selections so as not to overburden a handful of faculty members.

12. When faculty candidates come to campus, the dinners should include department members but not spouses or partners. Department Chairs are strongly encouraged to keep the per person meal cost below $40 and to consider Bon Appetit as an on-campus meal alternative to area restaurants.

13. Academic Administrative Coordinators (AACs) arrange transportation from the airport, lodging, meals, and rooms on campus, as well as set up appointments with faculty, administrators, and students. (Job candidates generally arrange flights themselves and are reimbursed for their expenses. If needed, flight arrangements can be booked by the Travel Coordinator.) AACs also provide the job ad and candidate's schedule to on-campus interviewers. *Academic Administrative Coordinators* should send a general memo to the entire faculty announcing a search in progress, giving the candidate's name and the time and place of any public presentations. With temporary hires, the outside *Division Chairs* and *Dean* should still receive copies of the candidates' paperwork.

Interview Scheduling

The following events and appointments need to be arranged:

BKT/Tenure Track	**Temporary Appointments**
Public Presentation	Public Presentation
Students (6-8 meal or class)	Students (6-8 meal or class)
Faculty (3 from other dept/div)	Can Substitute Campus Ambassadors
Chair Initial and Exit Interview	Chair Initial and Exit Interview
Dean of the College	Senior Associate Dean of the College
Campus Tour	Campus Tour
Teaching Demonstration Strongly Recommended	Teaching Demonstration Strongly Recommended
Other Division Chairs	
Offer to meet with a Campus Ambassador	

All interviews must produce one or more ways to evaluate teaching ability and potential. A preferred mechanism for this evaluation is a teaching demo using an existing class or a teaching experience constructed for the interview. If a teaching demo is not used, the department must require a portfolio of material demonstrating teaching effectiveness as part of the application materials and/or request that at least one letter of recommendation be requested from a recommender who is able to insightfully comment on the candidate's teaching.

Other Considerations:

a. Tenure track candidates will need to spend about 1 1/2 days on campus to allow enough time to schedule the necessary appointments; for visiting appointments, one day visits are generally sufficient.

b. All persons involved in the interview process should be invited to attend the candidate's public presentation and to report their comments to the *Department Chair*, with the exception of the Campus Ambassadors.

c. Department members should generally have individual interviews of 20-30 minutes in length with candidates, although in some circumstances interviews in pairs may be preferred. It is at the department's discretion whether to include current visiting faculty members (however they should not be included if they were a candidate at any stage of the search process).

d. Meetings with students and with outside faculty shouldn't include departmental faculty. Candidates should be provided with the names of the students and faculty they are seeing. In the case of faculty, their department and rank help the candidates know to whom they are meeting, and an email address provides an opportunity to ask follow up questions.

e. If possible, the outside faculty group should include at least one untenured faculty member. Please consult the list of outside faculty who participated in other searches in the

Hiring Guidance Box Folder to minimize the number of faculty participating in multiple searches.

f. Candidates may also be offered time with Campus Ambassadors in addition to meeting with outside faculty (for temporary appointments, Campus Ambassadors may replace the outside faculty at the discretion of the Search Committee Chair). The Campus Ambassador Program is designed to give candidates a time during the interview to ask their own questions about the variety of ways faculty and staff live, work, and volunteer in Crawfordsville and surrounding areas. Ambassadors are chosen by the candidate rather than the search committee, and Campus Ambassadors do not attend the candidate's public presentation or offer written feedback to the committee chair. Campus Ambassadors cannot ask personal questions or otherwise depart from best practices on appropriate and inappropriate questions for interviews, but Ambassadors can volunteer information about their own experiences at the College and in central Indiana.

g. Department Chairs should offer candidates an opportunity to schedule other tours and meetings to the extent interested, e.g. realtor, library, Advancement or other.

h. Candidates should be provided breaks, including one before their presentation.

i. To the extent relevant to the search, departments should review the College's statement on "Spouse and Partner Employment" and the "Faculty Shared Position Policy."

14. Following campus interviews, *Department Chair* gathers commentary from faculty, staff, and students. For tenure track searches, *Division Chair* provides written feedback from *Personnel Committee* to *Department Chair*. After considering outside and inside commentary, *Department* discusses and ranks the candidates according to previously discussed search criteria in determining who is best qualified for the position.

15. Department Chair sends candidate ranking and rationale to the *Dean,* who then discusses with the Division Chairs.

16. Dean determines the outcome of the search, notifies *Department Chair.*

17. Offer made to candidate by the *Dean*.

18. After a candidate has verbally accepted the position, the *Dean* sends an appointment letter. A signed and returned appointment letter from the candidate confirms the appointment.

19. After a signed appointment letter is returned, *Department* contacts other finalists to tell them the outcome of the search. *Academic Administrative Coordinator* sends e-mails to all other applicants notifying them that the position has been filled. (Notification may be sent earlier to applicants who didn't make the first cut.) Sample "position has been filled" letter is available to departments and academic administrative coordinators. Request this sample language from the Director of Human Resources. Notifications sent by AACs should be via the employment website.

20. All applicant files will be stored electronically and access will be restricted to the Dean's office.

Hire Information - What to Retain in Job Searches

1. Copy of the academic administrative coordinator's files related to the search, including any merge file that was created pertaining to the search and substantive communication about the search or with applicants. Simple informational communications with applicants do not need to be kept.

2. Documentation of the Departmental decision-making process.

- Any written notes that may exist on the selection process. Why applicants made lists, why others did not.
- Short list of applicants, interview list(s).
- Copies of the interview schedules.
- Any written notes on the final selection.

The Academic Administrative Coordinators have agreed to electronically bundle all of this information for storage for a period of three years, as is required, after which time it should be deleted. Information will be kept in confidence, to be used only in the case of a complaint.

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[1] (p.) Following AAUP definitions, "The term 'contingent faculty' includes both part-time and full-time faculty who are appointed off the tenure track." This may include practitioners or professionals in law, accounting, music performance, or studio art, for example, who are hired to teach one or two courses or provide instrumental music, music ensemble, or studio art instruction. It may also include visiting faculty, postdoctoral fellows, emeritus faculty, or adjunct faculty appointed off the tenure track. This policy is designed to maintain the quality of student learning and high student engagement both in and out of the classroom, and to offer all faculty opportunities for professional development and participation in faculty governance. See AAUP Policy Documents and Reports, "Contingent Appointments and the Academic Profession" (2003; revised 2023), http://www.aaup.org/report/contingent-appointments-and-academic-profession/, last accessed August 29, 2025.

Academic Affairs Staff Hiring Procedures

The varied nature of staff positions makes a single, uniform procedure for hiring Academic Affairs staff challenging. This is because departments and academic offices have different configurations; applicant pools and advertising outreach can differ; and the responsibilities of staff persons —including their amount and type of interaction with students and other constituencies—can vary significantly. The following, modeled on the faculty hiring procedure, provides a general process for the hiring of Academic Affairs staff, but should be implemented with a degree of flexibility to suit the needs of each position and search. Some advice in the document "Developing and Executing Tenure Track Searches: An Overview," found in the Department Chair Handbook, may also be helpful. Process deviations should be discussed with the Senior Associate Dean of the College.

Academic Affairs staff searches are generally organized by the Senior Associate Dean of the College, in consultation with the Dean of the College. The Senior Associate Dean works with the relevant Department Chair or area supervisor to craft a procedure fit for the particular search.

1. Department Chair or area supervisor discusses position need and hiring rationale with the Dean of the College and Senior Associate Dean of the College.

2. Once a search has been approved, the Department Chair or area supervisor works with the Senior Associate Dean on the details of the search including search timeline, advertising outlets, and job ad.

3. Search timeline. Searches utilizing broad advertising networks, such as national listservs and organizational outlets, should generally allow jobs to be posted for at least 30 days prior to closing. Support staff searches that rely more on local networks may run for a shorter duration.

4. Position advertising. Department Chair or area supervisor should discuss ideal advertising outlets with the Senior Associate Dean. For professional staff, use of known professional networks and contacts is encouraged. For support staff searches, utilizing area contacts and local newspapers is encouraged. All jobs will be posted on the Wabash employment website (http://www.wabash.edu/employment/).

5. Job Ad Should Include:

- Name of the college
- Position title
- Name of department(s) or area in which the position is located
- Description of job responsibilities
- Type of appointment (salaried or hourly; full-time or part-time)
- Degree requirements and relevant qualifications (credentials and skills)
- Directions for submission of materials to employment website (www.wabash.edu/employment (http://www.wabash.edu/employment/)) and indication of required application materials (cover letter, resume, list of references; depending on nature of position, reference letters and academic transcripts may be required)
- Name of the search chair and/or Academic Administrative Coordinator (e-mail address if appropriate)
- Standard EOE line: "Wabash College, a liberal arts college for men, seeks faculty and staff who are committed to providing quality engagement with students, high levels of academic challenge and support, and meaningful experiences that prepare students for life and leadership among diverse populations around the globe. Wabash is an equal opportunity employer and welcomes applications from persons of all backgrounds."

In positions where a bachelor's degree or higher is required, Wabash requires official transcripts upon hire. Notification of this requirement can be included in job text or discussed during campus interview and included in appointment letter.

The ad may also integrate other potential information, such as selling points of the department, program, or College, including availability of professional development support. Consider including this description of the College's commitment to cultivating a diverse, inclusive environment: "In the midst of a strategic transformation to advance the success of first-generation students and students from low-income families, Wabash College is committed to attracting and effectively supporting faculty and staff with a demonstrated commitment to supporting student success. Approximately 25% of our students are federal Pell Grant recipients, one-third of our students are first-generation college students, and about 20% of our students identify as domestic students of color. Wabash offers a broad range of academic and cultural programs open to all members of the Wabash community. Wabash is a top-60 Liberal Arts College according to *U.S. News,* and is a member of *Colleges That Change Lives.* Many students, staff, and faculty find the close-knit community of the residential college one of the most rewarding aspects of their time here."

The employment website also allows use of up to five application questions and the identification of ratings criteria. Application questions can be used to collect information such as a URL to a portfolio of work, field of degree, type of experience, etc. However, being mindful of the unintended implications of hidden or implicit bias, these questions should not include year of degree completion or name of undergraduate or graduate institution.

Ratings criteria such as "Overall" evaluation, "Relevant experience," and others can be used by the search committee in evaluation of candidates. Application questions and rating criteria must be set up at the time a position is posted on the employment website.

Additional considerations related to searches and advertising:

- When other current college employees or retired employees are available and suitable for a position, particularly short-term positions, they may be transferred or hired based on discussion with the Dean and Senior Associate Dean and without advertising a position.
- In addition to posting in prominent locations for the area of hire, whenever possible positions also should be advertised in locations that cater to expanding candidate pools.

6. Completed ad, once approved by the Dean's Office, is placed by the Human Resources Office in the agreed upon advertising outlets.

7. Applications will be received via the Wabash employment website (http://www.wabash.edu/employment/). Applicants receive an automated confirmation email upon submission of their application. EOE survey information is collected electronically in the employment website. Academic Administrative Coordinators can upload additional and updated candidate materials.

8. The appropriate department chair or area supervisor (hereafter referred to as search committee chair) and Academic Administrative Coordinator are assigned as managers of the application pool and give search participants access to necessary files. Review of candidate materials takes place via the employment website: www.wabash.edu/employment/admin/ (http://www.wabash.edu/employment/admin/). Instructions and information about the system are on the login page, and Academic Administrative Coordinators maintain a user's guide for the employment system.

9. Search Committee reviews applications and identifies short-list candidates, with selection rationales, for the Senior Associate Dean to review. The Senior Associate Dean gives approval for short-list Zoom or phone interviews. Such preliminary interviews should be scripted. Notes should be added to the committee's files on the candidate. Interviewers should review guidelines on inappropriate interview questions. At their discretion, the search committee might conduct reference checks after short-list interviews or choose to wait until after on-campus interviews.

10. Following any short-list interviews, search committee chair identifies top candidates to be considered for campus interviews. The Senior Associate Dean, often in consultation with a Division Chair or the Dean, reviews recommendation and candidates. The Dean's Office approves candidates to be invited for interviews.

11. The Search Committee Chair identifies interview dates in consultation with the Office of the Dean of the College, and the Academic Administrative Coordinator schedules the interviews. Scheduling should be done in consultation with the Senior Associate Dean's and/or the Dean's schedules. Search committee members, Deans and Division Chairs, and outside faculty and staff participating in the search receive access to candidates' materials (generally only cover letter and resume) via the employment website. Student participants generally do not receive candidate materials. All involved in the interview process should be given a copy of the document, "Interviews – What's Inappropriate to Ask?"

12. In cases where meals are involved during the interview, the dinners should include search committee members but not spouses or partners.

13. To the extent necessary in the search, Academic Administrative Coordinators provide the job ad and candidate's schedule to on-campus interviewers; set up appointments with staff, faculty, administrators, and students; and arrange transportation from the airport, lodging, meals, and rooms on campus. Job candidates generally arrange flights themselves and are reimbursed for their expenses, but can work with Academic Administrative Coordinators and/or the Travel Coordinator for flight arrangements if they prefer.

Interview Scheduling

Depending on the nature of the search and position, the interview will likely include some number of the following elements (* items represent required elements):

- Meeting with search committee*
- Meeting with members of department(s) or administrative area with whom they will work*
- Meeting with similarly situated or related staff in other college departments*
- Meeting with students
- Meeting with a group of faculty
- Potential public presentation, depending on nature of position
- Meeting with one or more Division Chairs
- Meeting with Senior Associate Dean*
- Meeting with Dean
- Exit interview with search committee chair*
- Campus tour
- Meeting with Campus Ambassadors (optional, but perhaps especially useful for candidates from outside our region). The Campus Ambassador Program is designed to give candidates a time during the interview to ask their own questions about the variety of ways faculty and staff live, work, and volunteer in Crawfordsville and surrounding areas. Ambassadors are chosen by the candidate rather than the search committee, and Campus Ambassadors do not attend the candidate's public presentation or offer written feedback to the committee chair. Campus Ambassadors cannot ask personal questions or otherwise depart from best practices on appropriate and inappropriate questions for interviews, but Ambassadors can volunteer information about their own experiences at the College and in central Indiana. If the Campus Ambassadors program is used, the administrative assistant shares the list of current Campus Ambassadors (https://www.wabash.edu/ambassadors/home.cfm?passcode1=8258&passcode2=8260&position=687) with the candidate, who selects two or three Campus Ambassadors that they would like to talk to. The administrative assistant checks with the nominated Campus Ambassadors to determine their availability, and shares contact information among the candidate and Campus Ambassador for them to determine a time to talk, generally after the campus visit and either on Zoom or via phone call.

Other Considerations:

- The length of visit will vary based on position but will generally be ½ to 1 day.
- To the extent possible, department and area colleagues should have individual interviews of 20-30 minutes in length with candidates.
- Meetings with students and with outside staff or faculty should not include members of the interviewing department or area. Candidates should be provided with the names of the students, faculty, and staff they are seeing. In the case of faculty and staff, their department/area and rank or title help candidates know whom they are meeting with.
- Meeting groups should be constructed to include a range of current staff and faculty.
- Candidates should be offered the opportunity to schedule additional appointments as desired, such as with the library, IT, and/or a visit with a realtor or town tour.
- Candidates should be provided breaks during the course of the interview.
- To the extent relevant to the search, search committees should review the College's statement on "Spouse and Partner Employment."
- An employee should generally not participate in searches for which family members are applicants.

14. Following campus interviews, the search committee chair gathers commentary from faculty, staff, and students—but *not* Campus Ambassadors. The Campus Ambassadors should have no communication with the search committee. After considering outside and inside commentary, the search committee discusses and ranks the candidates.

15. The search committee chair discusses candidate rankings and recommendations with Senior Associate Dean and/or Dean.

16. Dean or Senior Associate Dean determines the outcome of the search and notifies search committee chair.

17. The job offer made to candidate by the Dean's Office.

18. After a candidate has verbally accepted the position, the President sends an appointment letter. A signed and returned appointment letter from the candidate confirms the appointment.

19. After a signed appointment letter has been returned, search committee chair contacts other interviewed candidates to tell them the outcome of the search. Academic Administrative Coordinator sends e-mails to all other applicants notifying them that the position has been filled. Communication should be sent via the employment website.

20. All applicant files will be stored electronically and access will be restricted.

Hire Information - What to Retain in Job Searches

1. Copy of the academic administrative coordinator's files related to the search including any merge file that was created pertaining to the search and substantive communication about the search or with applicants. Simple informational communications with applicants do not need to be kept.

2. Documentation of the decision-making process:

- Any written notes that may exist on the selection process. Why applicants made lists, why others did not.
- Short list of applicants, interview list(s).
- Copies of the interview schedules.
- Any written notes on the final selection.

The Academic Administrative Coordinators have agreed to electronically bundle all of this information for storage for a period of three years, as is required, after which time it should be deleted. Information will be kept in confidence, to be used only in the case of a complaint.

Search Committee Training and Process

Before Reviewing Candidates

1. Watch the "Welcome to Outsmarting Implicit Bias" video from the Outsmarting Implicit Bias website: https://youtu.be/-9OjvkR7Ynk?si=3XZfkj4ta0B_02ya (https://youtu.be/-9OjvkR7Ynk/?si=3XZfkj4ta0B_02ya)
2. Review, individually, the "Rising Above Cognitive Errors" summary from JoAnn Moody.
3. As a committee discuss the video and Moody piece and consider how the ideas can be incorporated into your search process.
4. If you did not already do so when forming your position description, as a committee make a list of important qualities the successful candidate should have (e.g. form a set of evaluation criteria). In doing so you also might consider using the Criteria Matrix that is included with these materials. In full you should discuss and agree on what will be your evaluation criteria, ways the criterion can be met, and what evidence will demonstrate that the candidate excels or exceeds in this area, with a mind toward "keeping the funnel wide" when it comes to applicants in the screening stage. Our goal is to rely less on general impressions in evaluating candidates and more so to make decisions based on agreed upon standards and evidence. In advance of beginning candidate review, submit your evaluation criteria, or the full Criteria Matrix, to your Division Chair.

While Reviewing Candidates

1. Allow enough time to review candidates. When committee members are rushed, it is easier to fall back on implicit biases or read only parts of an applicant's portfolio.
2. Avoid discussing candidates in informal settings.
3. Decide what you will do as a committee if you receive additional notes or nudges about a particular candidate, for instance, an email endorsing a candidate from a dissertation advisor whom you know well. How will this affect the committee's screening process?
4. Use the evaluation criteria/Criteria Matrix as a rubric for keeping the committee committed to its qualifications.
5. Submit your selection criteria/Criteria Matrix, candidate recommendations, and brief rationales to the Dean of the College and your Division Chair. Please wait for feedback from the personnel committee before scheduling any short-list interviews.

Before and During the Interview Phase

1. For the short-list interview, prepare a structured interview. You might find some concepts from the "Outsmarting Implicit Bias" Structured Interview Action Sheet helpful in doing so (https://outsmartingimplicitbias.org/wp-content/uploads/OIB-ActionSheet-StructuredInterview.pdf). To the extent practical, consider how structured interviews might also help you evaluate candidates consistently and in full during campus interviews.
2. In preparing for your interviews, review the "Interviews - What is Inappropriate to Ask" section in the Department Chair Handbook.

Rising above Cognitive Errors

Guidelines for Search, Tenure Review, and Other Evaluation Committees

JoAnn Moody, PhD, JD
www.diversityoncampus.com (http://www.diversityoncampus.com/)
Common Errors of Individual Members
Not errors just made by the 'bad guys' but things we all tend to do if we are not motivated to avoid them.

1. **Negative Stereotypes**. "A stereotype can he defined as a broad generalization about a particular group and the presumption that a member of the group embodies the generalized traits of that group." Negative stereotypes are negative presumptions such as presumptions of incompetence in an area, or presumptions of lack of character or trustworthiness.

2. **Positive Stereotypes**. A halo effect where members of a group are presumed to be competent or bonafide. Such a member receives the benefit of the doubt. Positive achievements are noted more than negative performance, and success is assumed.

3. **Raising the Bar**. Related to negative stereotypes, when we require members of certain groups to prove that they are not incompetent by using more filters or higher ones for them.

4. **Elitism**. Wanting to feel superior through certain attributes or selectivity that highlights how we characterize more positive stereotypes (accents, schools, dress, ratings).

5. **First Impressions**. Drawing conclusions in a matter of seconds based on our personal likes/dislikes.

6. **The Longing to Clone**. Devaluing someone who is not like most of 'us' on the committee, or wanting someone to resemble, in attributes, someone we admire and are replacing.

7. **Good Fit/Bad Fit**. While it may be about whether the person can meet the programmatic needs for the position, it often is about how comfortable and culturally at ease we will feel.

8. **Provincialism**. Similar to cloning, this is undervaluing something outside your own province, circle, or clan. For example, trusting only reference letters from people you know.

9. **Extraneous Myths and Assumptions**. Undermining the careful collection and analysis of information, such as we can't get a person like that to come here, or we have all of them we need.

10. **Wishful Thinking**. Opinions rather than facts and evidence. Examples are assumptions that we, and certain other institutions, run on objective meritocracy, or we are colorblind.

11. **Self-Fulfilling Prophecy**. Some call it 'channeling,' where we structure our interaction with someone so we can receive information congruent with our assumptions, or avoid information incongruent with our assumptions.

12. **Seizing a Pretext**. Hiding one's real concern or agenda (e.g., excessive weight) behind something trivial, or focusing on a few negatives rather than the overall performance.

13. **Character over Context**, or **Attribution** errors. For example, failing to recognize the context of a situation—was it social, late in the day, outside of the professional arena, or an attribution of responsibility for a situation that is misplaced on one person rather than others.

14. **Premature Ranking/Digging In**. Rush to use numbers, as if they are objective, to drive a decision.

15. **Momentum of the Group**. It is difficult to resist consensus when the majority seems to be heading one way without a full hearing on other considerations.

Developing Screening Criteria: Step-by-Step Guidance for Search Committees

The goal of this step in the search process is for committee members to articulate a shared understanding of the qualifications for the new position, rather than relying on unspoken assumptions or past iterations of the department and position. The full search committee participates to develop this tool, discussing the key criteria for candidate evaluation, which qualifications most strongly predict better performance, and how/when to evaluate each qualification. Doing this before advertising double-checks the qualifications for clarity and priority, allows them to be refined as needed, and uncovers differences of opinion or assumptions that may stall the committee later in the process. Tying evaluative conversations to the matrix at each successive stage helps mitigate cognitive *and* structural bias.

Evaluation Criteria and **Required or Preferred** – Each evaluation criterion should be identified, one qualification in each cell. Typically, these criteria should be directly represented in the ad text. In the second column, indicate *R* for required or *P* for preferred. A candidate **must** meet all required qualifications to be hired. Preferred qualifications predict better performance.

Relationship to Job – To understand how broadly we can evaluate/interpret a qualification, we must understand what it enables the appointee to do in the position. Which position duties require it? Why is it needed? **What aspects of the job might be difficult or impossible without it?** Does this qualification tie directly to duties described in the job description, or have we failed to show the part of the job this qualification supports? Is it a proxy for skills not otherwise articulated? If so, what skills? Might it be better to list them individually?

Ways Criterion Can be Met – This column broadens our understanding of how candidates may meet each qualification, so we can consider more candidates and those who are qualified in less typical ways. Given its relationship to the job, what experiences, accomplishments, or learning meet this qualification? If it could be assessed in an interview, what MUST the candidate include in their answer—at a minimum—to meet the need? Go beyond *quantity* (such as number of years) to define indicators of acceptable *quality* in their performance or understanding. Ask "who might we miss?" and "What ways to meet this have we overlooked?" to broaden the criteria.

Complete these first columns for all required and preferred qualifications before continuing to Priority.

Priority – How important is *strength* in this qualification compared to *strength* in other qualifications? Required qualifications: If meeting a qualification *strongly* (vs. minimally), strongly predicts *better* performance, it is a *high priority* for the committee to spend more time evaluating. Conversely, if once an objective numeric qualification is met, there is no need for the committee to spend more time on it, it is *low priority*. Preferred qualifications: Those that most strongly predict better performance are *high* priority. Those that least strongly predict better performance are *low* priority. *High, medium*, and *low* priority apply to both preferred AND required qualifications.

Evidence the Candidate Excels – For medium and high-priority qualifications, what are indications that a candidate meets them *strongly* (beyond just meeting them) in relationship to the job? What *ways* of meeting (or exceeding) the qualification predict better performance? Go beyond quantity (how *much*) to include quality (how *well).*

When to Assess – at what stage will we have enough information to assess this qualification for all applicants? If it is high priority and will be evaluated at more than one stage, what are we looking for at each stage? When will we eliminate candidates for not meeting it?

Revised 14 November 2023, Adapted from Oregon State University

Interviews - What is Inappropriate to Ask

Federal and state laws require that questions on the job application, during the interview, and during the testing process be job-related. Do not ask about a matter unless it is relevant to job qualifications. For example, do not ask about race, color, sex (including pregnancy, sexual orientation, or gender identity), religion, military status (current, former, or prospective), marital status, disability and genetic information (including family medical history), country of origin, or age because the law prohibits considering these factors in making hiring decisions. There are also other matters that are inappropriate to talk about during the hiring process, even though they are not illegal, as noted in further detail below.

1. Subject: Relatives/Marital Status

> **Inappropriate:** What is your marital status? What is the name of your relative/spouse/children? With whom do you reside? Do you live with your parents? How old are your children? Do you plan to have a family? How many kids do you have? What are your child care arrangements?
>
> **Appropriate:** What are the names of relatives already employed by the company or a competitor? Are you willing to relocate if necessary? Are you willing to travel as needed by the job? (Must be asked of all applicants.) Are you willing and able to work overtime as necessary? (Must be asked of all applicants.)

2. Subject: Residence

> **Inappropriate:** With whom do you reside? Do you rent or own?

Appropriate: Inquiries about address to the extent needed to facilitate contacting the applicant are O.K. Will you have problems getting to work by 9 a.m.?

3. Subject: Pregnancy

Inappropriate: Questions relating to pregnancy and medical history concerning pregnancy are inappropriate. Do you plan on having more children?

Appropriate: Inquiries to duration of stay on a job or anticipated absences which are made to males and females alike are appropriate. Do you foresee any long-term absences in the future?

4. Subject: Physical Health

Inappropriate: Overly general questions which would tend to divulge handicaps or health conditions that do not relate reasonably to fitness to perform the job are inappropriate. Do you have any handicaps or disabilities? What caused your handicap? What is the prognosis of your handicap? Have you ever had any serious illness? Please complete the following medical history. Have you had any recent or past illnesses or operations? How much time did you take off in your prior job (or school)?

What was the date of your last physical exam? How's your family's health? Have you ever been treated for a mental condition? Are you taking prescribed-drugs? Have you ever been treated for drug or alcohol addiction? Have you ever filed a worker's compensation claim?

Appropriate: Can you lift 40 lbs (if the position requires it)? Have you ever been disciplined for unsatisfactory attendance or absenteeism? How many unexcused absences did you have during your last three years in your previous job (or school)? The questions have to relate to the job. Are you able to perform the essential functions of this job with or without reasonable accommodations?

5. Subject: Family

Inappropriate: Questions concerning spouse, or spouse's employment, salary, child care, arrangements, or dependents are inappropriate. How will your husband feel about the amount of time you will be traveling if you get this job? What kind of child care arrangements have you made?

Appropriate: You may ask whether an applicant can meet specified work schedules or has activities or commitments that may prevent him or her from meeting attendance requirements. Is there any reason why you can't be on the job at 7:30 am? This job requires that you work overtime on occasion. Would you be able and willing to work overtime as necessary?

6. Subject: Name

Inappropriate: Any inquiries about an individual's name which would divulge marital status, lineage, ancestry, national origin or descent are inappropriate. If your name has been legally changed, what was your former name?

Appropriate: Whether an applicant has worked for the company or a competitor under any other name and, if so, what name was used, is appropriate. Name under which applicant is known to references if different from present name. By what name do your references know you? Have you ever been convicted of a crime under another name?

7. Subject: Sex

Inappropriate: Any inquiry related to sex is inappropriate. Do you wish to be addressed as Mr., Mrs., Miss, or Ms.? Do you have the capacity to reproduce? What are your plans to have children in the future?

Appropriate: None

8. Subject: Photographs

Inappropriate: Requests that an applicant submit a photo at any time before hiring is inappropriate.

Appropriate: Photos may be requested after hiring for identification purposes.

9. Subject: Age

Inappropriate: Any question that tends to identify applicants age 40 or older are inappropriate. How old are you? When did you graduate from college? What is your birthday? Requests for birth certificate or record.

Appropriate: Are you 18 years of age? If hired, can you furnish proof of age?

10. Subject: Education

Inappropriate: Any question asking specifically the nationality, racial or religious affiliation of a school is inappropriate.

Appropriate: All questions related to academic, vocational or professional education of an applicant, including the names of the schools attended, degrees/diplomas received, and whether the applicant graduated are appropriate. What is the highest grade you have completed?

11. Subject: Citizenship

Inappropriate: Asking whether an applicant is a citizen or requiring a birth certificate, naturalization or baptismal certificate are inappropriate. Any inquiry into citizenship that would tend to divulge an applicant's lineage, descent, etc. are inappropriate. Are you a citizen of the U.S.? Are your parents or spouse citizens of the U.S.? On what dates did you, your parents or your spouse acquire U.S. Citizenship? Are you, your parents or your spouse naturalized or native-born U.S. citizens? What is your native tongue?

Appropriate: It is appropriate to ask an applicant to provide proof of citizenship (passport), visa, and alien registration number after hiring. Are you able to provide proof of employment eligibility upon hire? Are you authorized to work in the United States? Will you now or in the future require sponsorship for employment visa status (e.g., H-1B visa status)? (see additional, appropriate follow-up questions in faculty hiring guidelines, 4e) What languages do you read, speak or write fluently? (Ability must be relevant to performance of the job)

12. Subject: National Origin/Ancestry

Inappropriate: What is your nationality? How did you acquire the ability to speak, read or write a foreign language? How did you acquire familiarity with a foreign country? What language is spoken in your home? What is your mother tongue?

Appropriate: What languages do you speak, read or write fluently? This is only appropriate when the inquiry is based on a job requirement.

13. Subject: Race or Color

Inappropriate: Any question that directly or indirectly relates to a race or color is inappropriate. What is your race? What is your complexion?

Appropriate: None

14. Subject: Religion

Inappropriate: Any question that directly or indirectly relates to a religion is inappropriate. What religious holidays do you observe? What is your religious affiliation?

Appropriate: Can you work on Saturdays? (Only if relevant to the job, and even if relevant to the job, be aware of the obligation to engage in the interactive process to pursue potential reasonable accommodations if the inability to work on a particular day is related to a sincerely held religious belief.)

15. Subject: Organizations

Inappropriate: To what organizations, clubs, societies and lodges do you belong?

Appropriate: To what professional organizations do you belong which you consider relevant to your ability to perform this work? (Exclude those names that indicate the race, religious creed, color, national origin or ancestry of its members. These inquiries must only relate to the applicant's professional qualifications.)

16. Subject: Military

Inappropriate: An employer cannot discriminate on the basis of an applicant's military status (current, former, or prospective). So, do not ask: You're not still in the National Guard (Air Force, Reserves, etc.), are you? Are you planning to enlist? It also is inappropriate to ask the type or condition of military discharge or an applicant's experience in other than U.S. armed forces. A request for discharge papers is inappropriate. Were you honorably discharged? In what branch of the Armed Forces did you serve?

Appropriate: Inquiries concerning education, training or work experience in the armed forces of the United States are appropriate. What type of training or education did you receive in the military? How, if at all, did your experience serving as an officer in the Navy (Air Force, Reserves, etc.) influence your communication (or management or leadership) style?

17. Subject: Height & Weight

Inappropriate: Any inquiries not based on actual job requirements are inappropriate. How tall are you? How much do you weigh? What color are your eyes/hair?

Appropriate: Inquiries about the ability to perform a certain job are appropriate. Being of a certain weight or height will not be considered a job requirement unless the employer can show that no employee with the ineligible height and weight could do the work. Are you able to lift a 50-pound weight which is an essential function required by the job?

18. Subject: Arrests & Convictions

Inappropriate: All inquiries relating to arrests are inappropriate. Have you ever been arrested? (Arrests are not the same as convictions. An innocent person can be arrested.) Broad inquiries into guilty pleas or convictions are inappropriate because Indiana law prohibits an employer from asking about criminal records that have been sealed or restricted.

Appropriate: Appropriate inquiries about convictions are: Have you ever plead guilty to or been convicted of any crime that has not been annulled, expunged, sealed, pardoned, erased, restricted, eradicated, or impounded or is otherwise protected from disclosure by law? If so, when, where and what was the disposition of the case? Have you ever plead guilty or been convicted under criminal law within the past five years (excluding minor traffic violations and convictions that have been sealed or restricted)? It is permissible to inquire about convictions for acts of dishonesty or breach of trust because that information may relate to fitness to perform the job.

Be aware, though, that the EEOC takes the position that using criminal history as a basis for hiring decisions may disproportionately impact minorities. So, before you decide not to hire an applicant based on criminal history, consider whether the applicant's criminal record really is inconsistent with the position sought, evaluating (1) the number and circumstances of each conviction, (2) the length of time between the conviction and the employment decision, (3) the individual's employment history, and (4) the individual's efforts at rehabilitation.

19. Past Drug Results and Smoking and Alcohol Use

Inappropriate: Because it may qualify as a disability, an employer may not discriminate against a person based on a history of drug or alcohol addiction. Have you ever received treatment for drug or alcohol addiction? How much alcohol do you consume on average each week? Additionally, because Indiana prohibits discrimination against individuals who use tobacco outside of work, do not ask questions about smoking or other tobacco use. Are you a smoker?

Appropriate: Have you ever been disciplined or discharged for a violation of alcohol or drug policy? Have you ever reported to work under the influence of alcohol or a controlled substance for which you did not have a valid prescription? Are you able to observe our policy prohibiting smoking on campus and in campus vehicles?

20. Statements of Guaranteed or Permanent Employment

Inappropriate: If the discussion turns to the degree of job security the position provides, avoid statements that could be construed as a guarantee of a specified term of employment or a guarantee that employment will be terminated only for "just cause." We're looking for at least a 5-year commitment from the person hired. We're looking for someone for the long-term.

Appropriate: Our goal is to find and retain good people, and I believe that our low employee turnover shows that we have been successful in doing that. However, of course, we cannot guarantee continued employment.

If you have additional questions about interviewing practices, please contact the Director of Human Resources, or the Office of the Dean of the College.

(Reviewed by counsel, August 2023)

The Consortium for Faculty Diversity at Liberal Arts Colleges

Information for Departmental Search Committees at Wabash College
From the CFD Website: https://www.gettysburg.edu/offices/provost/consortium-for-faculty-diversity/

Mission and Goals

Founded in 1987 with initial funding from the Mellon Foundation, the Consortium for Faculty Diversity at Liberal Arts Colleges (CFD) is committed to increasing the diversity of students, faculty members, and curricular offerings. Historically, the Consortium placed particular focus on enhancing the diversity of faculty members and students at liberal arts colleges, and encouraged Ph.D. candidates, especially those from under-represented racial and ethnic groups, to consider a career at a liberal arts college through dissertation- and post-doctoral teaching fellowships.

Today, the CFD organizes around a broader definition of "diversity," including diversity of intellectual thought, noting that anyone can apply for CFD fellowships if they can: (1) "increase the ethnic and racial diversity" of professors at liberal arts colleges; (2) "maximize the educational benefits of diversity"; and/or (3) "increase the number of professors who can and will use diversity as a resource for enriching the education of students." Because the member liberal arts colleges do not provide visa sponsorship for these one- or two-year positions, it is a stipulation that all applicants be U.S. citizens or permanent residents of the United States.

CFD Applicants

To apply, candidates submit a cover letter, CV, and three confidential letters of recommendation to CFD's Interfolio page. All member institutions have access to applicants' dossiers on Interfolio and can search for qualified applicants.

Using Our CFD Membership to Expand other Faculty Applicant Pools

All member institutions can send a campus representative to the CFD conference each year. Conference events are designed for campus reps to network with current Fellows, to advertise their faculty openings for the coming year, and to share hiring strategies with other campus reps.

Because we are a member institution, the CFD website links to our employment website, so candidates can easily click through to read about all employment opportunities at Wabash. Sometimes CFD candidates write to our CFD Campus Representative (Special Assistant to the President for Belonging and Community) to inquire about possible faculty positions at Wabash. When we have or anticipate a search in their field, we direct them to current or future faculty openings.

Wabash may use the CFD Interfolio database to expand the pool of applicants for our VAP and TT lines.

For VAP and TT openings, we need to contact CFD applicants (via email) to ask if they are interested in applying for a full-time faculty line. The question of whether to apply is left to the applicants, but if they apply, they enter our public applicant pool through the Wabash Employment site and are evaluated by the Search Committee along with all the other applicants. For information on CFD applicants, please contact the Special Assistant to the President for Belonging and Community to identify qualified applicants via the Interfolio site.

Member Institutions 2025-26

Albion • Allegheny • Amherst • Bowdoin • Bryn Mawr • Bucknell • Carleton • Claremont McKenna • Coe • Colgate • Colorado • Davidson • Denison • DePauw • Dickinson • Eckerd • Flagler • Franklin & Marshall • Gettysburg • Grinnell • Gustavus Adolphus • Hamilton • Hampden-Sydney • Haverford • Hobart & William Smith • Hollins • Holy Cross • Illinois Wesleyan Juniata • Lafayette • Lawrence • Lycoming • Macalester • Mount Holyoke • Muhlenberg • Newman • Oberlin • Occidental • Pitzer • Pomona • Providence • Quinnipiac • Randolph-Macon • Reed • Roanoke • Saint Anselm • Scripps • Sewanee • Skidmore • Soka • St. John's • St. Lawrence • Swarthmore • Wooster • Transylvania • Trinity • Union • Richmond • Ursinus • Vassar • Wabash • Washington & Jefferson •Washington & Lee • Wellesley • Westminster • Whitman • Wofford

Guidelines for Departmental Reviews

Departmental reviews and reviews of interdisciplinary minors should occur every 5-7 years. A review is an opportunity for a department to think critically about itself and what it does through a process of self-reflection and evaluation. The review should identify key concerns or issues where opportunity for improvement or development exists, and set a trajectory for the department for the next 5-7 years. Thus, the departmental review is an occasion to look back at department activities in an evaluative fashion and, even more so, to help the department move forward in its engagement with students and service to the College. A set of focused questions regarding teaching and learning should guide the review process.

The review process should include the following steps.

1. <u>Planning Meeting</u>: In the spring semester of the academic year *prior* to the scheduled review, the department chair (and other department members as warranted) should meet with the Senior Associate Dean of the College to discuss the review process, consider preliminary issues of interest to the department, and begin to identify institutional data that can assist the department in their review. The department chair also should contact the Director of Institutional Research to obtain a copy of the standard Department Dashboard and discuss the different types and sources of data that can be available for the self-study.

2. <u>Proposal</u>: After determining the concerns and opportunities for improvement and development they wish to address, by April 1 of the academic year prior to the scheduled review the department should develop a short proposal with draft focus questions for the review, how it will be conducted (i.e. internal self-study only, bringing outside consultants in, or visiting similar programs), a timeline, and a tentative budget (note: presently we allot approximately $2500 per review). This written proposal is submitted to the Senior Associate Dean of the College for approval.

3. <u>Self-Study</u>: The department will conduct a self-reflective and evaluative self-study designed to critically examine the department for the benefit of the department, the College, and any outside consultants in investigating the focus questions and department plans for future improvements and revisions. (**This will be a written document submitted to the Dean's Office and outside consultant(s)**

at least three weeks prior to consultants arriving on campus. For departments visiting other programs, the self-study may be submitted after site visits, depending on the nature of the review.) See following guidelines for more details about the elements of the self-study.

4. Incorporation of materials from outside sources.

- **Site visitations:** Site visits will generally consist of visits to two-to-three similar or aspirational programs in the GLCA or that are in the geographic region. Departments might elect to arrange zoom interviews and discussions with a broader range of similar or aspirational programs. The department will compile notes from any site visits. These will be incorporated into the department self-study or submitted separately as a summary to the Dean's Office to become part of the department's assessment file.
- **Consultancy Report:** Department reviews utilizing external consultants will generally invite one or two consultants from similar or aspirational schools. Depending on the needs of the review, consultants might visit in person or conduct their work via Zoom. Consultants should be proposed and reviewed by the Senior Associate Dean *prior to extending any invitation to participate*. In the case of a review that brings consultants to campus, please consult with Senior Administrative Assistant to the Dean of the College to find an optimal time for the visit and to schedule meetings with the Senior Associate Dean and Dean. The standard honorarium for an on-site consultation is $750 plus travel expenses. The consultant(s) will write up the findings of their review and submit that report to the Dean's Office prior to receiving the honorarium.
- **Participation in a developmental workshop or review process from a professional society:** Some professional societies offer developmental workshops or accreditation, certification or approval processes that are appropriate for small liberal arts colleges such as Wabash. These often include a review of curriculum, resources, and staffing that parallel the self-study process and provide an outside assessment of the department's offerings. Please discuss the expectations of the society, potential fees and other requirements with the Senior Associate Dean before beginning this process.

5. Action Plan: At the conclusion of the self-study, the department will submit a written plan for moving forward based on the findings of the internal self-study, consultancy, or site visits. The plan might reflect on questions or possibilities such as: What changes is the department contemplating in light of the review? What questions will be central to department planning over the next several years? How will changes improve student learning and student experience? How will changes be evaluated? What was learned during the course of the department review?

6. Post-Review Debriefing: In the semester following the completion of the review, the Department Chair (and other members of the department as warranted) will meet with the Senior Associate Dean and/or Dean of the College to discuss the review and action plan. In some cases, this conversation may, instead, take place in the department's bi-annual Dean Assessment meeting.

During the implementation of the action plan, the department is encouraged to have conversations with the Dean's Office about their progress, how the review is being used in the work of the department, and new directions and changes since the department review. Such discussions might occur in Dean assessment meetings or in other venues at the initiative of the department or Dean's Office. The department may also be requested to write a follow-up report on action items initiated subsequent to the completion of the review and submission of the action plan.

The following outline identifies some of the issues and data pertinent to the department review, but it does not present a specific format that must be followed. While each department review will be somewhat different, all departments should include attention to items I, II, III, and V.

I. Identification of Review Focus Questions (Required element)

- The self-study should begin with a description of crucial questions and issues the department has identified as the focus of the review.

II. Characteristics of the department (Required element)

Department as part of the institution (divisional alignment; majors, minors and interdisciplinary programs offered; distribution offerings; immersion courses; co- and extracurricular activities; etc.)

Current Faculty

- Basic description of areas, length of time at college
- Transitions and hiring since the last review and anticipated in the future
- Personnel questions (optional)

Students (much of this information can be obtained from the Department Dashboard.)

- Student profile (major, minor, non-majors)
- Learning needs (major, minor, non-major)
- Student numbers (major, minor, distribution, all-college)

III. Review (and revision) of departmental curriculum and student learning goals (Required)

- Review and discussion of department student learning goals, including how comprehensive exams evaluate these learning goals, and considered revision of either the goals or comprehensive exams
- Review and discussion of course level Student Learning Outcomes, including relationship to departmental student learning goals and outcomes across departmental offerings
- Review and discussion of how distribution courses demonstrate distribution learning outcomes

Possible resources include Academic Bulletin text and course syllabi, either in the body of the self-study or as appendices. *The department review self-study should document these discussions and, at a minimum, include an updated set of department student learning goals.* Depending on the nature of discussions, it may be helpful to offer revised course SLO documents.

IV. Practice

- Pedagogy (e.g. teaching and learning styles; consideration of belonging and inclusion; contribution to foreign language development, student writing, oral communication, and/or quantitative skills)

- Resources and infrastructure use and needs (including technology, library, etc.)
- Faculty development use and needs
- Central questions related to pedagogy, resources and infrastructure, and faculty development

V. Assessment: How We Assess Student Learning, Pedagogy, and Programs (some consideration of assessment data is a required review element)

- Department Student Learning Outcome Assessment Memos
- Institutional Tools (e.g. National Survey of Student Engagement (NSSE), College Senior Survey (CSS) etc.)
- Departmental data and assessment tools
- Ideas for future Program Assessment

VI. Questions and Issues: Moving Forward

- Consideration of review focus questions
- Identification of strategies being contemplated

VII. Appendices (Optional, included as deemed useful by department)

- Curriculum Vitae
- Course Syllabi
- Additional enrollment information or charts
- Curriculum Comparisons to other institutions and/or based on site visits
- Other

Budgeting Responsibilities and Processes

An overview of Department Chair (and faculty member) budget responsibilities is provided in the Faculty Handbook, in the section devoted to Policies and Procedures Pertaining to Faculty (see Section 6.4). Additional information, including instructions regarding p-card use, are provided in the Wabash College Employment Guide, on the JP Morgan/Chase SmartData website (http://smartdata.mastercard.com (http://smartdata.mastercard.com/)), and by the Purchasing and Travel Process Tools provided by the Treasurer's Office. The following provides a summary of common responsibilities that may be helpful to Department Chairs.

Budget Tracking (throughout the year)

Expenses for each of the institutional budgets that you manage (departments, programs, committees, endowed funds, grants etc.) can be monitored in Self-Service.

- To access your budget(s) – login to Self-Service, select "Financial Management," select "Budget to Actuals."
- Under the "My Cost Centers" tab, filter the selection criteria by selecting Department = five-digit account number associated with your department, program, committee, endowed fund or grant. You may also add a Fund, Object, or Course to filter your search to a specific line in your budget; however, for most searches simply typing the Department number will suffice.
- Depending on the source of the funds, you may find out the amount available by contacting the Business Office.
- If you do not see budget lines for which you believe you should have oversight, contact the Director of Accounting Services. Likewise, if you believe there are charges in error or if you are uncertain of charges appearing in your lines, contact the Director of Accounting Services.

Purchasing Card (P-Card) Use

Please keep these pointers in mind when making p-card purchases and using College or department funds more generally:

- College funds may not be used to purchase alcohol for students.
- Computer or electronic equipment must be purchased through IT. IT has relationships and processes that often produce more economical purchasing, even when you think you've located a good buy.
- Follow the Treasurer's Office guidelines for Indiana sales tax exemption and preferred providers.
- Many expenses related to pre-approved professional travel can be put on a p-card (registration, air travel, lodging) but, when traveling, food should generally not be put on a p-card because reimbursement is provided on a per diem basis without receipts.
- Personal or individual memberships to professional associations should not be supported by departmental budgets.
- In cases other than business travel covered by a per diem, IRS regulations require that an itemized receipt for meals be submitted in order to be reimbursed, i.e. the credit card signature receipt is not sufficient if it lists only the cost/tip/total. Please be sure to submit the itemized receipt and the tip/total when turning in receipts for reimbursement (this includes p-card reconciliation). The IRS also requires the name(s) of all people who shared the meal when a receipt is submitted for a group meal. For example, if your department hosts a visiting speaker for a meal and one member of the department pays the bill and submits the receipt, then that individual must write the names of the other diners on the back of the receipt.

Purchasing Card Reconciliation (Monthly)

A full description of p-card use is located in the Employment Guide and Purchasing Card Manual. (https://www.wabash.edu/treasurersoffice/docs/2019_Purchasing_Card_Manual.pdf) As Department Chair, you should review and sign monthly expense reports containing p-card expenses made by department members. If a receipt is missing, the Missing Receipt Form (https://www.wabash.edu/businessoffice/docs/Missing%20Receipt%20Form6.pdf) must be completed. Any p-card reconciliation report for purchases you make should be reviewed and signed by your Division Chair or the Associate Dean of the College.

Those with a Wabash College Mastercard through Chase bank have the responsibility to save receipts for purchases made with the card and to reconcile those expenses monthly. In some departments, this is done by the Academic Administrative Coordinator (AAC); if so, submit your receipts to your AAC in a timely manner so they can complete this process.

- The reconciliation site is https://sdg2.mastercard.com (https://sdg2.mastercard.com/) where you will need to establish your own log-in ID and password.
- Once logged in, there are downloadable step-by-step p-card reconciliation instructions on the Chase/J.P. Morgan home page (far right side of screen).

Monthly p-card reconciliation reports are to be submitted in every month there are charges on the card. The monthly reporting cycle runs from the 11th of one month to the 10th of the following month. Online reconciliations should be completed on or before the 17th of each month, and signed reports submitted to the Business Office by the last day of that same month. The Business Office will send an e-mail reminder when p-card statements are coming due, usually around the 10th of each month.

Payment Requests

For reimbursements or for purchases made without a p-card or purchase order, you should fill out a Payment Request form (https://www.wabash.edu/businessoffice/docs/Payment%20Request%20Form%20(formerly%20Check%20Request%20Form).pdf). That form, along with receipts and an explanation of expenses, should be submitted to the Business Office. As with p-card reconciliation reports, you should sign as the authorizing person for these expenses made by members of your department. For expenses you are submitting, you should obtain the signature of your Division Chair or the Associate Dean of the College.

If the payment request involves a third party payee, for instance a visiting speaker who is receiving an honorarium or stipend, you need the payee to fill out a W-9 form (https://www.wabash.edu/businessoffice/docs/W-9%20(Fill-in)3.pdf) and Vendor ACH/Direct Deposit Authorization Form.

Other Accounting Forms

All of the forms linked above as well as other accounting forms can be found under the Departments & Offices area of the MyBash page. Click on Business Office, then FORMS located in the left pane or Treasurer's Office, then Business Processes at Wabash.

Student and Department Academic Information

Reviewing Majors and Minors in Academic Planning

In Academic Planning, there are different roles given to advisors. The most common advising roles are ***academic; major; and minor***. The pre-health advisor has been given a ***pre-health*** advising role by students who have granted this permission. All of these levels of advisor status allow view access to a student's electronic file in Academic Planning. Beyond that, the levels of responsibility and system permission differ between roles.

The **academic advisor** is the **primary** advisor. Each student only has **one** academic advisor at any given time. Occasionally, another person may be given academic advisor access on a temporary, time-limited basis in special circumstances, e.g. summer advising at Wabash 101. The academic advisor is the person with the final responsibility for:

- Meeting with and reviewing schedule plans with the student
- Receiving and approving proposed schedules from the student via Academic Planning
- Approving courses via Academic Planning before a student can add them to his schedule
- Both approving individual course drops/withdrawals and performing the drop/withdrawal action within Academic Planning
- Signing petitions and providing other permissions that are generally described as requiring "advisor approval"

The **major advisor** is the department or program chair of the student's declared major(s). A student will have a major advisor assigned for each major he has declared. Faculty members who are not department or program chairs will not have students assigned to them as major advisors.

The **minor advisor** is the department or program chair of a student's declared minor(s). A student will have a minor advisor assigned for each minor he has declared. Faculty members who are not department or program chairs will not have students assigned to them as minor advisors.

The **pre-health advisor** has been given permission by the student to have advisor access, based on the need to monitor academic progress as the student prepares to apply to graduate school in one of the health professions. Only students who have signed a document giving this permission will have a pre-health advisor.

View access to a student's record in Academic Planning is provided to the major, minor, and pre-health advisors so that they may fulfill the responsibility of affirming the progress of their major and minor students as they approach graduation. Typically, this level of review has occurred over winter break prior to the spring semester of the student's senior year; however, it can also be useful to review progress in the summer prior to a student's senior year to catch any errors related to completion of annually offered courses that are in the fall. This access and review process should also be helpful to chairs to help plan and anticipate the courses and/or number of sections of courses that need to be scheduled based on the needs of students in their majors or minors.

Because there are different roles for advisors, students will have multiple people assigned to them with an advisor role. Many students will have three people assigned; a student whose academic advisor is also his major or minor department chair may have fewer; a student with multiple majors and/or minors may have more. However, it is always the academic advisor who functions as the primary advisor.

On the Advising Overview screen in Academic Planning, an advisor can search for his or her advisees and filter the search by advising role. Thus, an advisor who only wants to search for his or her academic advisees can select "Academic" from the *Filter by Advisor Role* drop-down menu, click Go, and see a list of only academic advisees. Follow the same process but select "Major" or Minor" to see only those advisees.

Informer 5 Dashboard of Departmental Data

All department chairs should have access to an Informer 5 dashboard that pulls department majors and minors, course enrollments for both the current term and historical terms, and grades for currently enrolled majors and minors in both department courses and collateral requirements. The dashboard can be used to track the number of department majors and minors as well as produce information on a variety of student metrics. To access the dashboard, log in to Informer 5 at informer.wabash.edu and type in "Department Chairs Dashboard" in the search bar on the left side of the screen. If you have trouble finding the dashboard, contact the Director of Institutional Research for assistance.

It is important to keep in mind that the dashboard contains FERPA-protected information, so department chairs should only allow others to access their contents within the "legitimate educational interests" clause. Access should be strictly limited to those who have been trained in handling FERPA-protected information and for whom handling sensitive information is within the scope of their professional duties.

Below is a link to a tutorial for using the dashboard. Please reach out to the Director of Institutional Research with any questions.

Department Chairs Dashboard Tutorial (https://wabash.box.com/s/8bf9hg4vgg2flu15fasj8kslkfm6chrm/)

Department/Program Codes for Course Listings

Accounting	ACC
Art	ART
Asian Studies	ASI
Biology	BIO
Biochemistry	BCH
Black Studies	BLS
Business	BUS
Chemistry	CHE
Chinese	CHI
Classics	CLA
Computer Science	CSC
Division 1	DV1
Division 3	DV3
Economics	ECO
Education Studies	EDU
English	ENG
Film and Digital Media	FDM
Financial Economics	FEC
French	FRE
Freshman Tutorial	FRT
Gender Studies	GEN
German	GER
Global Health	GHL
Greek	GRK
Hispanic Studies	HSP
History	HIS
Humanities	HUM
Latin	LAT
Mathematics	MAT
Modern Languages	MLL
Music	MUS
Neuroscience	NSC
Philosophy	PHI
Physics	PHY
Philosophy, Politics, and Economics	PPE
Psychology	PSY
Religion	REL
Rhetoric	RHE
Spanish	SPA
Theater	THE

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