Department Chair Handbook

2020-2021

INTRODUCTION

The Department Chair Handbook seeks to collect information related to some of the common tasks required of Department Chairs. This handbook does not attempt to capture all details of the important leadership role played by Department Chairs but, rather, only serves as a resource to assist planning and to carryout duties related to 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.

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DEPARTMENT CHAIR CALENDAR: IMPORTANT DATES, 2020-21

Month	**Date**	**What's Due**
August	6-7	New Faculty Orientation
September	11	Request for Spring Courses
	15	Sabbatical Requests are due
	25	Spring Course Offerings Due in Box
October	2	Final Edits of Courses
	5	Midterm Grades Due
November	2	Department letter of evaluation and recommendation for second-year and tenure reviews due
	13	Updated List of Majors and Minors available
December	1	Promotion requests due to Dean of the College
	7	Fall Semester grades due

**Spring Calendar Dates are Subject to Change*

January	early	Review Senior Majors and Minors
	early	Begin Academic Bulletin edits
	7, 8	Senior Comps (double majors)
	11, 12	Senior Comps (written)
	13-15	Senior Comps (oral)
	31	Promotion to Professor materials due
	late	Biennial Faculty Salary Reviews due to Department Chairs
	late	Initiate first-year advisory review discussions with new tenure-track faculty
February	early	Academic Staff Annual Review Materials Submitted to Supervisors
	5	Request for Fall Courses
	12	Senior Comp Grades Due
	26	Fall Course Offerings Due in Box
	mid	Meet with Division Chairs about salary recommendations
	mid	Biennial Department Assessment Meetings begin
	mid	Divisional summer intern proposals due
	late	Salary Review Recommendations to Div. Chair & Dean
	late	Copy Salary Recommendations to Individual Faculty

March	early	Request for Commencement Speaker Names
	early	Academic Staff Review Materials and Conversation Summaries due
	5	Final Edits of Courses
	16	Midterm Grades Due
	mid	Macintosh Award Recommendations due
	25	Department letter of evaluation and recommendation for fourth-year reviews due
	late	Staff Salary Review Recommendations due
	end	Names of Recipients for Awards Chapel due
April	2	Senior Comp Retake Grades Due
	23	Updated List of Majors and Minors available
	29	Awards Chapel
May	early	Academic Calendar Listings Due
	1	Academic Bulletin edits due
	10	Senior grades due
	15	First-Year advisory review summary due to Dean of the College
	mid	Promotion Announcements
	17	Underclassmen grades due
Monthly		Budget Review
		Approve Student Worker Time Cards (as applicable)
		Reconcile Purchasing Card Invoices
		Department Chair Meetings
August	3-6	New Faculty Orientation (new faculty attendance required)

2020-21 Division Chairs:

Division I	Wally Novak
Division II	Brian Tucker
Division III	Joyce Burnette

2020-21 Department Chairs:

Biology	Patrick Burton
Chemistry	Laura Wysocki
Physics	James Brown
Mathematics/Computer Science	Chad Westphal
Art	Elizabeth Morton
Music	Dan Rogers
Rhetoric	Sara Drury
Theater	Jim Cherry
Modern Languages	Jane Hardy
Classics	Bronwen Wickkiser
English	Crystal Benedicks
Philosophy	Adriel Trott
Religion	Derek Nelson
Economics	Peter Mikek
History	Rick Warner
Political Science	Shamira Gelbman
Psychology	Neil Schmitzer-Torbert
Education Studies	Debbie Seltzer-Kelly

FINAL EXAMINATION SCHEDULE, 2020-21

Wabash College's highest priority is the well-being of its students, faculty, and staff. All dates listed below are subject to revision in response to changes in the public or community health climate.

Note that the Fall 2020 Final Exam Schedule is shorter, includes evening exam times, and has more exams per day than the Spring 2021 Final Exam Schedule.

Fall Semester 2020

Date	Time	Class Meeting Time
Thursday, November 19	9:00 AM - 12:00 PM	Classes meeting at 11:15 AM MWF
	1:30 - 4:30 PM	Classes meeting at 2:40 PM TuTh
	6:00 - 9:00 PM	Classes meeting at 8:00 AM MWF
Friday, November 20	9:00 AM - 12:00 PM	Classes meeting at 1:10 PM MWF
	1:30 - 4:30 PM	Classes meeting at 1:10 PM TuTh
	6:00 - 9:00 PM	Classes meeting at 9:45 AM TuTh
Saturday, November 21		Make-up exams; multi-section and other courses as assigned by the Registrar
Monday, November 23	9:00 AM - 12:00 PM	Classes meeting at 2:15 PM MWF
	1:30 - 4:30 PM	Classes meeting at 9:05 AM MWF
	6:00 - 9:00 PM	Classes meeting at 3:20 PM MWF
Tuesday, November 24	9:00 AM - 12:00 PM	Classes meeting at 8:00 AM TuTh
	1:30 - 4:30 PM	Classes meeting at 10:10 MWF

Spring Semester 2021

Date	Time	Class Meeting Time
Monday, May 3	9:00 AM - 12:00 PM	Classes meeting at 10:00 AM MWF
	1:30 - 4:30 PM	Classes meeting at 2:10 PM MWF
Tuesday, May 4	9:00 AM - 12:00 PM	Classes meeting at 9:00 AM MWF
	1:30 - 4:30 PM	Classes meeting at 1:10 PM MWF
Wednesday, May 5	9:00 AM - 12:00 PM	Classes meeting at 9:45 AM TuTh
	1:30 - 4:30 PM	Classes meeting at 3:10 PM MWF
Thursday, May 6	9:00 AM - 12:00 PM	Classes meeting at 8:00 AM MWF
	1:30 - 4:30 PM	Classes meeting at 1:10 PM TuTh
Friday, May 7	9:00 AM - 12:00 PM	Classes meeting at 11:00 AM MWF
	1:30 - 4:30 PM	Classes meeting at 8:00 AM TuTh & 2:40 PM TuTh
Saturday, May 8		Make-up exams; multi-Section and other courses as assigned by the Registrar

4 Year Academic Calendar

Wabash College's highest priority is the well-being of its students, faculty, and staff. All dates listed below are subject to revision in response to changes in the public or community health climate.

FALL SEMESTER	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
Ringing In Saturday	AUG 9 (Sunday)	AUG 21	AUG 20	AUG 19
Classes Begin & First Day to Add Courses	AUG 12	AUG 25	AUG 24	AUG 23
Final Date to Add Full Semester and First Half Courses	AUG 21	SEP 3	SEP 2	SEP 1
Student Census*	AUG 24-25	SEP 7-8	SEP 6-7	SEP 5-6
Final Date to Drop (without record on transcript) a First Half-Semester Course or Request Credit/No Credit (CR/NC) Grading Option Final Date to Request Credit/No Credit (CR/NC) Grading Option Grading Option in a First Half-Semester Course	AUG 28	SEP 10	SEP 9	SEP 8
First Day to Request Conversion to Credit/No Credit (CC/NC) Grading Option for a First Half-Semester Course	SEP 7	SEP 20	SEP 19	SEP 18
Final Date to Drop Full Semester Course (without record on transcript) Final Date to Request Credit/No Credit (CR/NC) Grading Option Grading Option in a Full Semester Course	SEP 11	SEP 24	SEP 23	SEP 22
Final Date To Withdraw (with "W" on transcript) from a First Half-Semester Course Final Date to Request Conversion to Credit/No Credit (CC/NC) Grading Option Grading Option in a First Half-Semester Course	SEP 18	OCT 1	SEP 30	SEP 29
First Day to Request Conversion to Credit/No Credit (CC/NC) Grading Option for a Full Semester Course	SEP 28	OCT 11	OCT 10	OCT 9
Midsemester	SEP 29	OCT 13	OCT 12	OCT 11
Midsemester Break		OCT 14-17	OCT 13-16	OCT 12-15
Classes Resume; Second Half-Semester Courses Begin	SEP 30	OCT 18	OCT 17	OCT 16
Final Date to Add a Second Half-Semester Course	OCT 9	OCT 22	OCT 21	OCT 20
Final Date to Drop (without record on transcript) from a Second Half-Semester Course Final Date to Request Credit/No Credit (CR/NC) Grading Option in a Second Half-Semester Course	OCT 16	OCT 29	OCT 28	OCT 27
First Day to Request Conversion to Credit/No Credit (CC/NC) Grading Option for a Second Half-Semester Course	OCT 19	NOV 8	NOV 7	NOV 6
Pre-Registration for Spring Semester	OCT 26-30	NOV 8-12	NOV 7-11	NOV 6-10
Final Date to Withdraw (with "W" on transcript) from a Full Semester Course OR a Second Half-Semester Course Final Date to Request Conversion to Credit/No Credit (CC/NC) Grading Option in a Full Semester Course OR a Second Half-Semester Course	OCT 30	NOV 19	NOV 18	NOV 17
Thanksgiving Recess		NOV 20-28	NOV 19-27	NOV 18-26
Classes Resume		NOV 29	NOV 28	NOV 27
Last Day of Fall Semester Classes	NOV 17	DEC 10	DEC 9	DEC 8
Final Exams	NOV 19-24	DEC 13-18	DEC 12-17	DEC 11-16
All Semester Grades Due	DEC 7	DEC 20	DEC 19	DEC 18
Winter Recess - SENIORS	NOV 25-JAN 10	DEC 19-JAN 9	DEC 18 - JAN 8	DEC 17-JAN 7
Winter Recess - JUNIORS, SOPHOMORES, FRESHMEN	NOV 25- JAN 17	DEC 19-JAN 16	DEC 18 - JAN 15	DEC 19-JAN 14

SPRING SEMESTER	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
Written Comprehensives for ***Double Major Seniors Only***	JAN 7-8	JAN 6-7	JAN 5-6	JAN 4-5
Written Comprehensives for Seniors	JAN 11-12	JAN 10-11	JAN 9-10	JAN 8-9
Oral Comprehensive Exams for Seniors	JAN 13-15	JAN 12-14	JAN 11-13	JAN 10-12
Classes Begin; First Day to Add Courses	JAN 18	JAN 17	JAN 16	JAN 15
Final Date to Add Full Semester and First Half Courses	JAN 22	JAN 21	JAN 20	JAN 19
Student Census*	JAN 26-27	JAN 25-26	JAN 24-25	JAN 23-24
Final Date to Drop a First Half-Semester course (without record on transcript) Final Date to Request Credit/No Credit (CR/NC) Grading Option in a First Half-Semester Course	JAN 29	JAN 28	JAN 27	JAN 26
First Day to Request Conversion to Credit/No Credit (CC/NC) Grading Option for a First Half-Semester Course	FEB 8	FEB 7	FEB 6	FEB 5
Final Date to Drop Full Semester Course (without record on transcript) or Request Credit/No Credit (CR/NC) Grading Option Final Date to Request Credit/No Credit (CR/NC) Grading Option in a Full Semester Course	FEB 12	FEB 11	FEB 10	FEB 9
Final Date to Withdraw from First Half-Semester Course (with "W" on transcript) or Request Conversion to Credit/No Credit (CC/NC) Grading Option in a First Half-Semester Course	FEB 19	FEB 18	FEB 17	FEB 16
First Day to Request Conversion to Credit/No Credit (CC/NC) Grading Option for a Full Semester Course	MAR 1	FEB 28	FEB 27	FEB 26
Midsemester	MAR 5	MAR 4	MAR 3	MAR 1
Spring Recess	MAR 6-14	MAR 5-13	MAR 4-12	MAR 2-10
Classes Resume; Second Half-Semester Courses Begin	MAR 15	MAR 14	MAR 13	MAR 11
Final Date to Add Second Half-Semester Course	MAR 19	MAR 18	MAR 17	MAR 15
Final Date to Drop Second Half-Semester Course (without record on transcript) Final Date to Request Credit/No Credit (CR/NC) Grading Option in a Second Half-Semester Course	MAR 26	MAR 25	MAR 24	MAR 22
First Day to Request Conversion to Credit/No Credit (CC/NC) Grading Option for a Second Half-Semester Course	APR 5	APR 4	APR 3	APR 1
Pre-Registration for Fall Semester	APR 5-9	APR 4-8	APR 3-7	APR 1-5
Final Date to Withdraw (with "W" on transcript) from a Full Semester Course OR a Second Half-Semester Course Final Date to Request Conversion to Credit/No Credit (CC/NC) Grading Option in a Full Semester Course OR a Second Half-Semester Course	APR 16	APR 15	APR 14	APR 12
Last Day of Spring Semester Classes	APR 30	APR 29	APR 28	APR 26
Final Exams	MAY 3-8	MAY 2-7	MAY 1-6	APR 29 - MAY 3
Senior Final Grades Due	MAY 10	MAY 9	MAY 8	MAY 6
Commencement	MAY 16	MAY 15	MAY 14	MAY 12
Junior, Sophomore, and Freshmen Semester Grades Due	MAY 17	MAY 16	MAY 15	MAY 13

SUMMER SEMESTER	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
Semester Begins	MAY 10	MAY 9	MAY 8	MAY 6
Semester Ends	AUG 24	AUG 23	AUG 22	AUG 20

***Drop or Withdrawal from a course after Census can have Financial Aid consequences. Check with Financial Aid before taking action.**

SCHEDULE FOR SECOND-YEAR REVIEW
FALL 2020

April 1:	**Review Schedule & Procedures Meeting:** -Faculty Member -Department Chair -Dean of the College -Division Chairs
May 30:	**Sr Admin Assistant:** Create folder and grant access to Dean, Div Chairs, Dept Chair, and Faculty Member. (Box)
August 21:	**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.
October 2:	**Sr Admin Assistant:** Student written comments are due. Combine written student comments into one document.
October 12:	**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. 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 2:	**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)
November 3:	**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 15:	**Dean:** Notify the Faculty Member of the President's decision. **Div Chair & Dept Chair:** Discuss the results 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)

SCHEDULE FOR FOURTH-YEAR REVIEW
SPRING 2021

April 1:	**Review Schedule & Procedures Meeting:** -Faculty Member -Department Chair -Dean of the College -Division Chairs
May 30:	**Sr Admin Assistant:** Create folder and grant access to Dean, Div Chairs, Dept Chair, and Faculty Member. (Box)
January 15:	**Faculty Member:** A list of 15 current students who will be asked for oral or written comments are due. (Box)
	Sr Admin Assistant: Add 15 more current students to the Faculty Member's list.
	Div Chairs & Dept Chair: Pick 4 students each to interview.
	Sr Admin Assistant: Email the remaining 14 students for written comments.
February 10:	**Sr Admin Assistant:** Email Colleagues inviting them to write individual letters of comment.
March 1:	**Sr Admin Assistant:** Student written comments are due. Combine written student comments into one document.
March 12:	**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. 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)
March 25:	**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)
March 26:	**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.
	Dean, Div Chair & Dept Chair: Discuss results 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)

SCHEDULE FOR TENURE REVIEW
FALL 2020

June 15: **Faculty Member:** Submit a list of 4 possible Outside Reviewers – including credentials and a brief description of relationship to Reviewer. (Box)

August 21: **Faculty Member:** Submit an electronic set of 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. (Box)

Sr Admin Assistant: Add 15 more current students to the Faculty Member's list.

Div Chairs & Dept Chair: Pick 5 students each to interview.

Sr Admin Assistant: Email the remaining 10 students and 12 alumni for written comments. (6 from Faculty Member's list and 6 additional)

September 23: **Sr Admin Assistant:** Email Colleagues inviting them to write individual letters of comment.

October 2: **Sr Admin Assistant:** Student and alumni written comments are due. Combine written comments into one document.

October 12: **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. 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 & Dept Chair: Submit summaries of student interviews. (Box)

November 2: **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)

November 3: **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 15: **President & Dean:** Notify the Faculty Member of the President's decision.

Dean, Div Chair & Dept Chair: Discuss results 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)

FACULTY HIRING PROCEDURE
2020 – 2021

1. Notification to *Department Chairs* of possible tenure track or contingent[1] (full- or part-time leave replacement) position. Discussion by the *Department* of needs and criteria.

2. Discussion between *Department Chair* and *Division Chair* regarding hiring rationale.

3. Discussion between the *Department Chair, Division Chair,* and *Dean* of written rationale.

4. Permission to hire from the *Dean* to the *Department Chair*.

   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.

5. *Department Chair* consults with *Dean's Office* to schedule the timing of the search (taking into account ad closing and publication dates, and for tenure hires allowing at least 30 days after publication before closing a search), to decide advertising sites (including major professional site and minority and women's professional sites if available), and the ad's contents. 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 pp. 15 of this handbook.

   Ad should include: area and specialty; type of appointment and rank; starting date of appointment; teaching responsibilities; commitment to all-college courses; 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); degree requirements; other experience; 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 a sample of scholarship, research, or creative work); closing date; name of the college; name of the search chair or academic administrative coordinator (e-mail address if appropriate); directions for submission of materials to employment website (www.wabash.edu/employment); standard EOE line: "Wabash College, a liberal arts college for men, seeks faculty and staff who are

[1] 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), http://www.aaup.org/report/contingent-appointments-and-academic-profession

committed to providing quality engagement with students, high levels of academic challenge and support, and meaningful experiences that prepare students for life and leadership in a diverse, multicultural world. Wabash is an equal opportunity employer and welcomes applications from persons of all backgrounds."

Upon hire Wabash requires official transcripts. Notification of this requirement can be included in job text or 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.

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 likely to generate applications from candidates in need of visa sponsorship should also consider including questions indicated in 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.

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.
c. Contingent faculty positions should be advertised on the College website at least and/or regionally by directly contacting appropriate graduate programs at Purdue University, IUPUI, Indiana University, and University of Illinois at Champaign-Urbana. These positions may also be advertised more widely using professional list-serves 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 might include: "Wabash College does not provide H-1B or other immigration case sponsorship for short-term visiting positions." Alternatively, two of the employment website application questions can be entered as: "Are you legally authorized to work in the United States? (yes or no)" and "Will you now or in the future require sponsorship for employment visa status (e.g. H-1B visa status? (yes or no)."
f. Whenever possible, new positions should be advertised in minority and women's professional sites to maintain the College's commitment to excellence and diversity in our faculty.

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

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* have the ability to upload additional and updated candidate materials.

8. 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/. Instructions and information about the system is on the login page and academic administrative coordinators maintain a user's guide for the employment system.

9. *Department* reviews applications and identifies short-list candidates (generally 6-10), ranked and with rationale, 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, and compares**,** when possible, the gender and racial distribution of the proposed interview candidates to the national pool in the discipline and the survey pool. The *Dean* or Senior Associate Dean gives approval for short-list conference, video, or phone interviews. Such 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.

10. Following any short-list interviews, *Department Chair* identifies top candidates (generally 3-5) to 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.) Copies of the approved candidates' vitas and recommendations are kept in the *Dean*'s office. If you have indication that interviewing applicants may not be legally authorized to work in the United States, please let the Dean's office know before their visit. With respect to the participation of employees in hiring processes involving their family members, the employee may be involved in the search, but not at the decision-making points, such as who to interview and recommend for the position.

11. *Department* and *academic administrative coordinator* arrange interview dates and schedule 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, faculty development, and faculty and division meetings. This also means, whenever possible, working around previously scheduled events. Department search committee members, Deans and Division Chairs, and outside faculty (generally only cover letter and CV; departments may supply teaching philosophy at their discretion) receive access to candidates' materials via the employment website. 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 selection process. Student participants generally do not receive candidate materials, and cannot be added to the employment website (nor can others who are not presently employed by the College). All involved in the interview process should be given a copy of the document, "Interviews – What's Inappropriate to Ask?" *Academic administrative coordinators* will keep a running log of outside faculty who have participated in the current year so as not to overburden a handful of faculty members.

12. When faculty candidates come to campus, the dinners should include department members but no 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* make arrangements for 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). They 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 Chair*s and *Dean* should still receive copies of the candidates' paperwork.

Interview scheduling

Appointments need to be arranged with the following people:

BKT/ Tenure track	Temporary appointments
Public presentation	y
Students (6-8 meal or class)	y
Faculty (3 other dept/div.)	Can substitute Campus Ambassadors
Faculty in Dept.	y
Chair initial and exit interview	y
Dean	Senior Associate Dean
Div. Chair	y
Other Div. Chairs	n
Campus tour	y

Other considerations:

a. The candidate will need to spend about 1 1/2 days on campus to allow enough time to schedule the necessary appointments.

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. If possible, *department* members should have individual interviews with candidates.

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 talking and an email address and phone number provide an opportunity to ask follow up questions.

e. If possible, the outside faculty group should include gender diversity and at least one untenured faculty member.

f. Candidates may also be offered time with a Campus Ambassador in addition to meeting with outside faculty (for temporary appointments, Campus Ambassadors can 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 Colleges and in central Indiana.

g. *Department Chair*s should offer candidates an opportunity to schedule tours of the following: the Lilly Library, Career Services Center, College Advancement Office and the local Crawfordsville community (with a realtor). Candidates may also be asked to give a teaching demonstration in addition to a research presentation when departments feel it is necessary to see both.

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.

15. *Department Chair* and *Division Chair* discuss candidate ranking with *Dean*.

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

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. *Department* 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 (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. Communication should be sent 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.
    a. Any written notes that may exist on the selection process. Why applicants made lists, why others did not.
    b. Short list of applicants, interview list(s).
    c. Copies of the interview schedules.
    d. 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.

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 the Mellon Foundation, the Consortium for Faculty Diversity at Liberal Arts Colleges (CFD) is committed to increasing diversity of students, faculty members, and curricular offerings. The Consortium places particular focus on enhancing the diversity of faculty members and of applicants for faculty positions.

Shared Commitments of Member Institutions

- To build diversity within their faculty because a wide range of faculty experiences and ideas is crucial to fulfilling the teaching and learning missions of liberal arts colleges.
- To strengthen the interest of candidates from traditionally under-represented groups in careers at liberal arts colleges.
- To promote the Teacher-Scholar model of faculty life that is the norm at liberal arts colleges.
- To increase the diversity of the pools of candidates for their tenure-track faculty positions.
- To improve the rate of completion of terminal academic degrees by U.S. citizens or U.S. permanent residents, members of under-represented groups.

Fellowships for Candidates Who Enhance the Diversity of the Academy

Doctoral candidates and recently-minted PhDs are invited to apply for a either a dissertation fellowship or a post-doctoral fellowship via Interfolio. To apply, they submit:

- Cover letter
- CV
- Three confidential letters of recommendation

All member institutions have access to applicants' dossiers on the Interfolio site and can search for qualified applicants, but are given wide leeway in how they run their searches and in the timing of their searches.

CFD Fellowship Guidelines

Post-Doctoral Fellows:

- Teach a 60% course load
- Received PhD no more than five years prior to the start of the postdoctoral appointment
- Receive strong, active mentorship in teaching, research, and the campus/faculty life of a liberal arts college
- Participate in all departmental functions
- Are U.S. citizens or legal residents

Dissertation Fellows:

- Teach one semester-long course
- Complete dissertation during fellowship year
- Receive strong, active mentorship in teaching, research, and the campus/faculty life of a liberal arts college
- Are U.S. citizens or legal residents

Wabash's Commitment to the CFD

As a member institution, Wabash pays an annual membership fee and commits to interview at least one candidate for a post-doctoral fellowship every other year and to strive to offer one post-doctoral fellowship every third year.

CFD in Practice at Wabash College

Each year, the Dean of the College assesses departmental and college-wide hiring needs and notifies a Department Chair if there are funds for a CFD post-doctoral fellow in that department for the coming year. The Dean asks the department chair if the department would be interested in this type of faculty line. If the department says yes, the Chair works with the Senior Associate Dean to identify qualified applicants via the Interfolio site.

For CFD post-doctoral fellowships, we do not separately advertise or post an opening on our employment site because we follow all guidelines for post-doctoral fellowships set by the CFD, and we consider only applicants from that pool.

Strong, Active Mentorship in the Campus/Faculty Life of a Liberal Arts College

Wabash fulfills this promise to the CFD by assigning faculty mentors to each CFD Fellow; inviting CFD Fellows to participate in New Faculty Orientation and in all department, division, and faculty meetings; offering pedagogical support through the Coordinator for Faculty Development and the Teaching and Learning Committee; and in the myriad other ways Wabash professors welcome new faculty into our community and campus life.

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 (the Sr. Associate Dean of the College) to inquire about possible faculty positions at Wabash. If we do not have a post-doctoral fellowship in their field, we direct them to other current or future faculty openings where possible.

Because two of the commitments of the CFD are to build diversity at liberal arts colleges and to increase the diversity of candidate pools in TT searches, Wabash may also use the CFD Interfolio database to expand the pool of applicants for our VAP and TT lines.

We treat CFD candidates in broader faculty searches differently than post-doctoral appointments, however. 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.

Member Institutions 2019-20

Allegheny • Amherst • Bowdoin • Bryn Mawr • Bucknell • Carleton • Centre • Claremont McKenna • Coe • Colgate • College of St. Benedict/St. John's University • College of the Holy Cross • Colorado • Davidson • Denison • DePauw • Dickinson • Eckerd • Franklin & Marshall • Gettysburg • Grinnell • Gustavus Adolphus • Hamilton • Hampden-Sydney • Haverford • Hobart & William Smith • Juniata • Lafayette • Lawrence • Lewis & Clark • Macalester • Mount Holyoke • Muhlenberg • New College of Florida • Oberlin • Occidental • Pomona • Providence • Randolph-Macon • Reed • Roanoke • Saint Anselm • Scripps • Skidmore • Smith • Soka University of America • St. Lawrence • St. Olaf • Swarthmore • The College of Wooster • Trinity • Union • University of Richmond • Ursinus • Vassar • Wabash • Washington & Lee • Wellesley • Whitman • Williams

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. Employers should not ask about race, gender, religion, marital status, disabilities, ethnic background, country of origin, or age. Inappropriate interview questions are those that single an individual out for reasons contrary to equal employment opportunity and antidiscrimination laws. Some employers ask these questions to intentionally discriminate, and others do so innocently because they are unaware of the laws. Technically, it is not illegal to ask these questions, but if a question has discriminatory implications, and employment is denied based on the applicant's answer, the employer may have broken the law. The following are examples of inappropriate questions and their appropriate alternatives.

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)? 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 it 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 pled 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 pled 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 question 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, September 2016)

ACADEMIC AFFAIRS STAFF HIRING PROCEDURE

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 while this process should be implemented with a degree of flexibility to suit the needs of each position and search. 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, who works with the relevant Department Chair or area supervisor to craft a procedure fitting 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 listervs 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 of 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 ads 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); 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); directions for submission of materials to employment website (www.wabash.edu/employment); 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 in a diverse, multicultural world. 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.

Other potential information: selling points of the department, program, or College including availability of professional development support.

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:

a. 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.
b. Whenever possible, positions should be advertised in locations that might attract diverse candidates so as to maintain the College's commitment to excellence and diversity in our faculty and staff.

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* have the ability to 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/. Instructions and information about the system is 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 for the *Senior Associate Dean* to review. At their discretion, the *search committee* might conduct reference checks at this time, or choose to wait until the end of short-list conversations. The *Senior Associate Dean* gives approval for short-list skype 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.

10. Following any short-list interviews, *search committee chair* identifies top candidates to be considered for campus interviews. *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. *Search committee chair* and *Academic Administrative Coordinator* arrange interview dates and schedule interviews. Scheduling should be done in consultation with the *Senior Associate Dean's* and the *Dean's* schedules. Search committee members, Deans and Division Chairs, and outside faculty and staff participating in the search (generally only cover letter and resume) receive access to candidates' materials via the employment website. Student participants generally do not receive candidate materials, and cannot be added to the employment website (nor can others not presently employed by the College). 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 course of the interview, the dinners should include search committee members but no spouses or partners.

13. To the extent necessary in the search, *Academic Administrative Coordinators* make arrangements for transportation from the airport, lodging, meals, and rooms on campus, as well as set up appointments with staff, faculty, administrators, and students (Job candidates generally arrange flights themselves and are reimbursed for their expenses). They also provide the job ad and candidate's schedule to on-campus interviewers.

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 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

Other considerations:

a. The length of visit will vary based on position, but will generally be between ½ and 1 day.

c. To the extent possible, *department and area* colleagues should have individual interviews with candidates.

d. Meetings with students and with outside staff or faculty shouldn't 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 talking to.

e. Meeting groups should be constructed with diverse representation to the extent possible.

f. 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.

g. Candidates should be provided breaks during the course of the interview.

h. To the extent relevant to the search, search committees should review the College's statement on "Spouse and Partner Employment."

i. With respect to the participation of employees in hiring processes involving their family members, the employee may be involved in the search, but not at the decision-making points, such as who to interview and recommend for the position.

14. Following campus interviews, the *search committee chair* gathers commentary from faculty, staff, and students. 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, notifies *search committee chair*.

17. 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. *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.

a. Any written notes that may exist on the selection process. Why applicants made lists, why others did not.

b. Short list of applicants, interview list(s).

c. Copies of the interview schedules.
d. 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.

Departmental Reviews

Departmental reviews occur approximately every 8 years. The 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 while identifying a trajectory for the department in the coming years. Thus the departmental review is an occasion to look back at department activities in an evaluative fashion and, even more so, is intended to help the department move forward in its engagement with students and service to the College. Guiding the review process should be a set of focused questions that, with the help of one or more outside consultants or through site visits, the department seeks to address to improve student teaching and learning.

The review process should include the following steps.

1. Planning Meeting: Early 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.

2. Proposal: 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 that states the focus questions of the review, how it will be conducted (i.e. bringing consultants in, visiting programs...), a timeline, and a tentative budget. This written proposal is submitted to the Senior Associate Dean of the College for approval.

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

4. Record of consultancy or visitation: The department will compile notes from the consultancy visit or 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.

5. Consultancy Report: In the case of a review that brings consultants to campus, the consultant(s) will write up the findings of their review and submit that report to the Dean's Office.
6. 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 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?

7. 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 to discuss the review and action plan. In some cases, this conversation may, instead, take place in the department's biannual Deans' 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 report on action items initiated subsequent to the completion of the review and submission of the action plan.

The Department Self-Study

The self-study should begin with a description of crucial questions and issues the department has identified as the focus of the review. The following outline identifies the sorts of issues and data that should be pertinent to the review in pursuit of the guiding questions and reflection on the broad work of the department, but it does not represent a specific format that must be followed. Since no two departments will have exactly the same concerns, each department review will be somewhat different.

I. Identification of Review Focus Questions (Required element)

II. Department as Part of a Liberal Arts Institution: Why (Required element)

A. Department as part of the institution

B. Review (and revision) of student learning goals. Discussions of student learning goals should be documented in the review.

C. Review and discussion of course level Student Learning Outcomes, including relationship to department student learning goals and examination of outcomes across departmental offerings. These discussions should be documented in the review.

III. Personnel: Who We Are

A. Current Faculty
B. Transitions and Hiring
C. Personnel Questions

IV. Students: Who They Are

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

V. Program: What We Do (Required to address at least some elements)

A. Curriculum
   1. Overview
   2. The Major
   3. The Minor
   4. Distribution
   5. Elective Courses
   6. All-College Courses
   7. Interdisciplinary, Cross-Listed and Immersion Courses
   8. Comprehensive Exams (and relation to department learning goals and course student learning outcomes)
   9. Other

B. Co- and Extra-Curricular efforts and programming
C. Program Questions

(Possible resources include Academic Bulletin text and course syllabi, either in the body of the self-study or as appendices. Also, reflect on structure of curriculum, contribution to student learning and learning goals, contributions to college, program strengths and challenges etc.)

VI. Practice

A. Pedagogy (e.g. teaching and learning styles; contribution to foreign language development, student writing, oral communication, and/or quantitative skills)
B. Resources and Infrastructure use and needs (including technology, library, etc.)
C. Faculty Development use and needs
D. Central Questions related to pedagogy, resources and infrastructure, and faculty development

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

A. Institutional Tools (e.g. WNS, NSSE, CIRP/CSS etc.)
B. Departmental data and assessment tools
C. Possible further discussion of department learning goals and SLO assessment
D. Ideas for future Program Assessment

VIII. Questions and Issues: Moving Forward

A. Consideration of review focus questions
B. Identification of strategies being contemplated

IX. Appendices (optional, included as deemed useful by department)

A. Curriculum Vitae
B. Course Syllabi
C. Additional enrollment information or charts
D. Curriculum Comparisons to other institutions and/or based on site visits
E. Other

Schedule of Department and Program Reviews 2015-2027

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Deans Level Assessment		Assurance Argument 6/26/17		HLC Assessment Report 8/31/19			Campus Self Study	Accreditation Visit				HLC Assurance Review
Departmental Reviews	Chemistry	Mathematics & Computer Science		Physics			Modern Languages	Rhetoric	Chemistry	Mathematics & Computer Science		Economics & Financial Economics
				History		Philosophy	Religion	Psychology				History
		Biology	Political Science	Economics		Education Studies		Music		Biology	Political Science	Physics
			Theater	Classics		English		Art			Theater	Classics

Program Reviews	Freshman Tutorial (Freshman Year)						Other Interdiscplinary Programs		First Year Courses			
	Enduring Questions (Freshman Year)					Off Campus Study	Gender Studies					
	Bio-Chemistry			Business Minor			Asian Studies		Bio-Chemistry		Business Minor	
					Faculty Develop.	3-2 Engineering	Hispanic Studies					
							Financial-Economics					

Support		IT	Library				IT	Library				

FACULTY SALARY REVIEWS

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 faculty are reviewed biannually to set their merit level, i.e. each faculty member's merit level is 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 to assign a merit level following each review and, based on the approval of the President, will report the salary adjustments to the faculty member and his or her Department Chair. While first year faculty members are not eligible for a merit increase, they will receive the continuing good work increment as well as 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 Department Chair reviews these documents with the faculty member to ensure a thorough understanding of the faculty member's accomplishments and how the College can best support his or her goals. Department Chairs should provide their Division Chair with similar documents, including administrative goals, for discussion. The same procedure applies to Division Chairs and their reports to the Dean of the College. By the end of February, Chairs provide a written evaluation of the faculty member's strengths and weaknesses, in support of a salary recommendation. A copy of the evaluation and recommendation is also given to the faculty member. The Personnel Committee reviews these materials. If their evaluation is different from that of a Department Chair, the latter will be advised, allowing further discussion of the recommendation. The Dean of the College and Division Chairs send their final recommendations for faculty salaries to the President for approval. After all salaries have been approved, Department Chairs will be informed.

The salary process for contingent faculty continuing at the College is similar to that for tenured and tenure-track faculty, except that reviews 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. Specific instructions for contingent faculty will be provided by the Senior Associate Dean of the College at the time of a reappointment decision.

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 (https://smartdata.jpmorgan.com), and by the Purchasing and Travel Process Tools provided by the Business Office. However, 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 for which you are a budget manager (departments, programs, committees, endowed funds, grants etc.) can be monitored in Self-Service.

- To access your budget(s) – login to Self-Service, select "Daily Work", 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 or Advancement.

- 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.

P-Card Reconciliation (Monthly)

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 on a monthly basis. The Business Office will send an e-mail reminder when p-Card statements are coming due, usually around the 10th of each month.

- The reconciliation site is 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. As Department Chair, you should review and sign monthly expense reports containing p-Card expenses made by department members. Any p-Card expense reports for purchases you make should be reviewed and signed by your Division Chair, Associate Dean of the College, or the Senior Associate Dean of the College. All signed expense reports, along with receipts, should be submitted to the Business Office on a monthly basis.

In making p-Card purchases and using College or department funds more generally there are some pointers to keep in mind:

- 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 business office guidelines regarding Indiana sales tax exemption and preferred providers.
- Many expenses related to pre-approved professional travel can now be put on a p-Card (registration, air travel, lodging) but, when travelling, 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.

Additional details governing the use of p-Cards are located in the Employment Guide.

Check Requests

For reimbursements for purchases made without a p-Card, you should fill out a Check Request form (http://www.wabash.edu/businessoffice/docs/Check%20Request%20Form4.pdf). That form, along with receipts and an explanation of expenses, should be submitted to the Business Office. As with p-Card expenses, you should sign as the authorized person for reimbursable expenses made by members of your department. For reimbursements you are submitting, you should obtain the signature of your Division Chair, the Associate Dean of the College, or the Senior Associate Dean of the College.

If the check request involves a third party, for instance a visiting speaker who is receiving an honorarium, you may need the visitor to fill out a W-9 form (http://www.wabash.edu/businessoffice/docs/W-9%20(Fill-in)2.pdf).

Other Accounting Forms:

Other accounting forms, including a missing receipt form, can be found at: http://www.wabash.edu/businessoffice/acc or by clicking on Business Office link in the Departments & Offices area of the MyBash page.

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.

1. 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"

2. 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.

3. 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.

4. 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. As such, the view access in Academic Planning for these advisors is similar to the handwritten recap cards that major and minor advisors used to receive for this purpose. 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, most 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.

Live Excel files containing departmental data

The Office of Institutional Research has created a set of three live excel files for each department that contain information on current and historical majors as well as course enrollments. Questions about the use of these files can be directed to the *Institutional Research Analyst.* The files can be used to track the number of department majors (current or historical) as well as produce information on a number of student metrics. One of the files also is specific to examining course enrollments.

These files live as an icon on the user's computer. In 2015 they were provided to each department chair along with a set of instructions. The idea is that they can be passed from an outgoing chair to their successor. The explanation that follows provides more details on the use of the files.

Keep in mind that two of these files return FERPA-protected information for student academic records. For that reason, access to the file should be strictly limited.

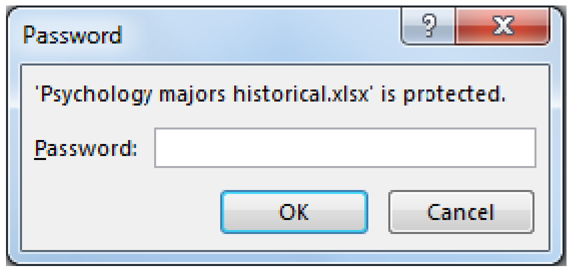
<u>What these files do</u>

On the surface, a Live Excel looks like a typical Excel spreadsheet. What makes the Live Excel fun is that it's hooked into our institutional database and can pull into the spreadsheet any data that it is programmed to query. Each time the user refreshes the file, Excel updates the spreadsheet to reflect the current information in the Wabash database, which updates twice daily to incorporate any edits that Wabash staff have made to the underlying data in the past 12 hours or so.

General procedure for using a Live Excel

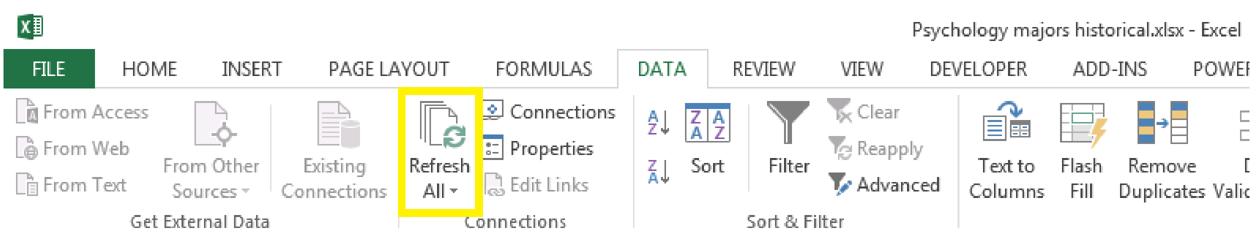
1. Launch the file by double-clicking the icon.

2. You will be prompted to enter a password to open the file. Passwords were provided to department chairs in October 2015. The Office of Institutional Research can also provide them.



3. Click the “Data” tab at the top of the window.

4. Under the “Data” tab, click “Refresh all.”

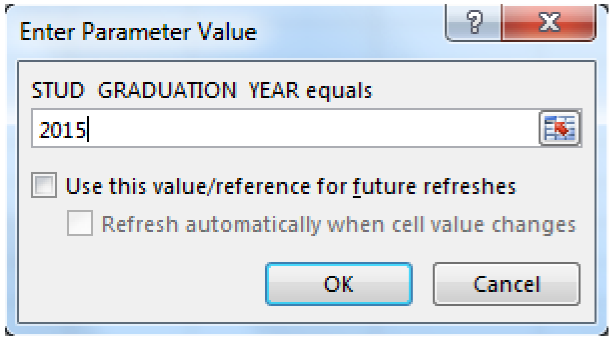


5. Enter the search parameter(s) requested by the resulting prompt(s). The prompt(s) differ according to which file you are using. See next page for details.

Majors historical

What it returns: A list of majors in your department/program in the graduating cohort(s) that you designate, along with a variety of metrics and other information for each student.

How it works: When you instruct the worksheet to refresh, a prompt window will appear that says “Enter parameter value.” In the blank, enter the graduation year that you want in four-digit format (2015). If you would like more than one year, enter each desired year separated by commas (2015,2014,2013). Ignore the other parts of the window. After a moment, the spreadsheet will populate with the information on the designated graduating classes.

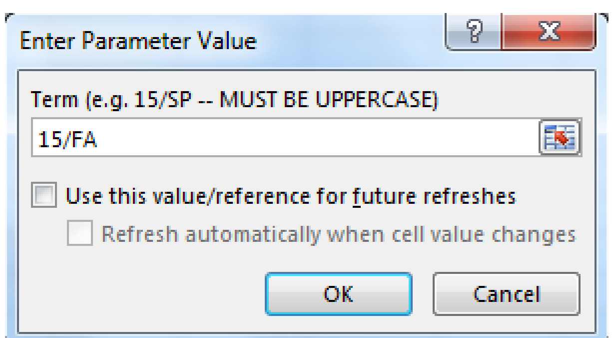


NOTE: This query returns FERPA-protected information from the students' academic records, so access to this file should be granted only within the boundaries of the "legitimate educational interest" clause. Access should be strictly limited to those who have been trained in handling FERPA-protected information, and for whom handling sensitive information is in the scope of their professional duties.

Majors current

What it returns: A list of majors in your department/program currently enrolled at the College, along with a variety of metrics and other information for each student. When you open this file for the first time, it will already be populated with information on your currently enrolled majors.

How it works: When you instruct the worksheet to refresh, a prompt window will appear that says "Enter parameter value." In the blank, enter the current semester in the following format: two-digit year, slash, two-letter fall/spring code. Example: **15/FA** for fall 2015. **All letters must be uppercase**. Ignore the other parts of the window. After a moment, the spreadsheet will populate with the information on your current majors.



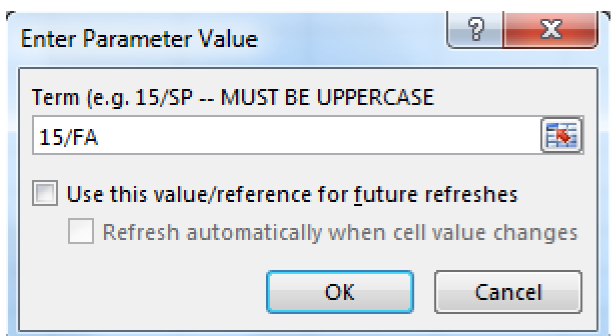
One additional use: After preregistration, you can use this report to obtain a list of your majors that are expected to be enrolled at the College in the next semester. Rather than entering the current semester in the prompt window, simply enter the next semester. Again, this trick works *only* after students have preregistered for next semester.

NOTE: This query returns FERPA-protected information from the students' academic records, so access to this file should be granted only within the boundaries of the "legitimate educational interest" clause. Access should be strictly limited to those who have been trained in handling FERPA-protected information, and for whom handling sensitive information is in the scope of their professional duties.

Course enrollments

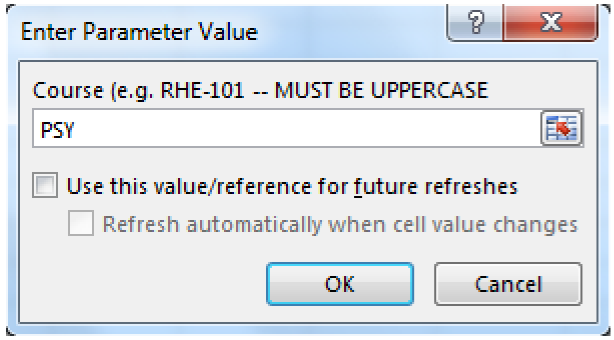
What it returns: Number of students enrolled in any course(s) you designate, in any semester you designate, along with a variety of other information on the course (instructor, location, time, cap, wait list). When you open this file for the first time, it will already be populated with information on your department/program offerings for Fall 2015.

How it works: When you instruct the worksheet to refresh, you will see TWO prompt windows in sequence. The first requests a semester. Enter the semester for which you want to see enrollment information, using the same format described in the previous section and remembering to use uppercase letters (15/FA). You may also obtain information for multiple semesters; enter each desired semester, separated by commas (15/FA,14/SP).



The second prompt window will ask you to specify which course(s) you want. There are three basic options here:

- All department/program courses: enter the three-letter department/program code, **in uppercase** (PSY). The department codes are provided below.
- A single course: enter the department/program code, then a hyphen, then the course number (PSY-101)
- Multiple courses: enter each course, with a comma after each (PSY-101,PSY-201,PSY-202)



Cross-listed courses: When a student registers for a course, it's an either-or. So for cross-listed courses, he appears under the record for one listing or the other, not both. So to get the total enrollment for a cross-listed section, you would need to search on both listings and add the two numbers together. The same applies for course that have more than two department or program listings.

Department/Program codes for course listings

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