Wabash.

Department Chair Handbook

2022-2023

INTRODUCTION

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

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

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

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

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2022-23 Division Chairs:

Division I	Amanda Ingram
Division II	Brian Tucker
Division III	Joyce Burnette

2022-23 Department Chairs:

Biology	Heidi Walsh
Chemistry	Laura Wysocki
Physics	Dennis Krause
Mathematics/Computer Science	Chad Westphal
Art	Damon Mohl
Music	Michael Abbott
Rhetoric	Jennifer Abbott (Fall) and Jeff Drury (Spring)
Theater	Jim Cherry
Modern Languages	Dan Rogers (Fall) and Jane Hardy (Spring)
Classics	Bronwen Wickkiser
English	Crystal Benedicks
Philosophy	Adriel Trott
PPE	Frank Howland
Religion	Jon Baer
Economics	Peter Mikek
History	Sabrina Thomas
Political Science	Shamira Gelbman
Psychology	Karen Gunther
Education Studies	Debbie Seltzer-Kelly

First Year Course Co-Chairs:

Jeff Drury
Neil Schmitzer-Torbert

DEPARTMENT CHAIR CALENDAR: IMPORTANT DATES, 2022-23

Month	Date	What's Due
August	2-5	New Faculty Orientation
September	15	Sabbatical Requests are due
	23	Request for Spring Courses
October	7	Spring Course Offerings Due
	18	Midterm Grades Due
	21	Final Edits of Courses
November	2	Department letter of evaluation and recommendation for second-year and tenure reviews due
	18	Updated List of Majors and Minors available
December	1	Promotion requests due to Dean of the College
	mid	Review results announced
	19	Fall Semester grades due
January	early	Review Senior Majors and Minors
	early	Begin Academic Bulletin edits
	5-6, 9-10	Senior Comps (written)
	11-13	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
	early	Summer intern proposals due
	10	Request for Fall Courses
	17	Senior Comp Grades Due
	mid	Meet with Division Chairs about salary recommendations
	mid	Biennial Department Assessment Meetings begin
	late	Salary Review Recommendations to Div. Chair & Dean
	late	Copy Salary Recommendations to Individual Faculty

March	early	Academic Staff Review Materials & Conversation Summaries due
	3	Fall Course Offerings Due
	14	Midterm Grades Due
	mid	Macintosh Award Recommendations due
	17	Final Edits of Courses
	27	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	3	Senior Comp Retake Grades Due
	21	Updated List of Majors and Minors available
	27	Awards Chapel
May	early	Academic Calendar Listings Due
	1	Academic Bulletin edits due
	8	Senior grades due
	15	First-Year advisory review summary due to Dean of the College
	15	Underclassmen grades due
	mid	Review and Promotion Announcements
Monthly		Budget Review
		Approve Student Worker Time Cards (as applicable)
		Reconcile Purchasing Card Invoices
		Department Chair Meetings
August	1-4	New Faculty Orientation (new faculty attendance required)

Department Chair Responsibilities

Department Chair Selection and Term

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

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

Typical duties leading department:

- Arrange schedule of departmental meetings
- Oversee development of department course schedule and course submissions. This includes consideration of all-college contributions, implications of immersion course requests, and approval of independent study requests
- Leads or delegates development of any annual or regular department public events
- Evaluation of staffing needs
- Track and review budgets (departmental; endowed funds if applicable)
- Attend monthly department chair meetings and periodic meeting of department chairs from the division
- Monitor and coordinate departmental SLO submissions for distribution credit approval ahead of registration

Fall Semester

- 2nd year reviews
  - Interview students and write interview summary
  - Review candidate materials and lead development of department letter of evaluation and recommendation
- Tenure reviews
  - Review candidate materials and lead development of department letter of evaluation and recommendation
- Lead or delegate development of department's comprehensive exams
- Hiring
  - Develop any job ads for tenure track hires and launch search (late summer for some disciplines)
  - In some disciplines, tenure track hires are more often completed late in the fall semester and hiring elements listed under "Spring semester" will occur in the fall
  - Discuss with Dean's Office requests for any needed visiting lines (eg sabbatical replacements)

Spring semester

- 4th year reviews
  - Interview students and write interview summary
  - Review candidate materials and lead development of department letter of evaluation and recommendation
- Salary reviews

  - Review faculty salary review materials and develop salary recommendations
  - Meet with Division Chair to discuss salary recommendations for departmental faculty
- Hiring (TT and visiting; depending on department needs and responsibilities, visiting searches might be led by departments chair or delegated to other department faculty)
  - Monitor elements related to application submission
  - Lead department in review of candidates—collectively establishing candidate review criteria, discussing implicit bias, cultivating a culture mindful of diversity, equity, and inclusion
  - Develop short-list recommendations and, upon approval from Dean's Office, arrange preliminary interviews
  - Work with AAC and Dean's Office on arranging candidate interviews
  - Meet with all candidates and attend their lunch seminars and teaching demonstrations
  - Prepare hiring recommendation for Personnel Committee (Senior Associate Dean for visiting hires)
  - *For full details on hiring see "Faculty Hiring Procedure" in the Department Chair Handbook*
- Organize or delegate grading of senior comprehensive exam and submission of exam results
- Select and present departmental awards at Awards Chapel
- Write tributes and retirement citations for recognition luncheon and/or faculty meeting
- Biennial Department Assessment Meeting
- Bulletin editing

Please consult "Department Chair Calendar: Important Dates" in the Department Chair handbook for additional specifics on the timeline of responsibilities.

<u>As needed based on department needs and lifecycle</u>

- Ongoing communication with department faculty, including mediating departmental and individual areas of conflict
- Mentor faculty in department
- Annual staff reviews of Academic Administrative Coordinator and other support staff (varies by department)
- Occasional meetings with admissions to plan events/select representatives to attend or staff events. These requests are initiated by Enrollment Office or Admissions Committee
- Approve student worker time card(s), if applicable
- Organize department review
- Consults with Dean of the College on discussions and decisions related to course releases by members of the department, including understanding of service expectations or impacts associated with such releases
- Promotion Reviews (spring): conduct review of promotion candidate and develop letter of evaluation and recommendation
- Contingent Reviews
  - Interview students and write interview summary
  - Review materials and lead development of department letter of evaluation
- Organizing summer research projects, including coordinating budget
- Approve transfer credit requests for international off-campus study and summer courses
- Providing updates for division chair trustee reports
- Delegate and oversee department placement exams and activities

FINAL EXAMINATION SCHEDULE, 2022-23

Final examinations are given at the end of each semester. No deferred examinations are given except by written excuse from the Dean of Students. The faculty has agreed that no exams will be given and no papers will be due the Wednesday to Sunday of the week prior to finals. No papers will be due during finals week unless there is not a final exam in the course, in which case the paper will be due at the end of the regularly scheduled exam time for that course. Classes not included in the schedule below will be examined during the final exam week under special arrangements made by the instructor. Exams are held in the same classrooms they met in during the semester unless otherwise assigned by the Registrar.

FALL SEMESTER 2022, BY EXAM DATE

Exam Date	Exam Time	Class Meeting Time
Monday, December 12	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, December 13	9:00 AM - 12:00 PM	Classes meeting at 11:00 AM MWF
	1:30 - 4:30 PM	Classes meeting at 1:10 PM MWF
Wednesday, December 14	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, December 15	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, December 16	9:00 AM - 12:00 PM	Classes meeting at 9:00 AM MWF
	1:30 - 4:30 PM	Classes meeting at 8:00 AM TuTh & 2:40 PM TuTh
Saturday, December 17	Make-up exams; multi-section and other courses as assigned by the Registrar	

FALL SEMESTER 2022, BY CLASS MEETING TIME

Class Meeting Time	Exam Date	Exam Time
Classes meeting at 8:00 AM MWF	Thursday, December 15	9:00 AM - 12:00 PM
Classes meeting at 9:00 AM MWF	Friday, December 16	9:00 AM - 12:00 PM
Classes meeting at 10:00 AM MWF	Monday, December 12	9:00 AM - 12:00 PM
Classes meeting at 11:00 AM MWF	Tuesday, December 13	9:00 AM - 12:00 PM
Classes meeting at 1:10 PM MWF	Tuesday, December 13	1:30 - 4:30 PM
Classes meeting at 2:10 PM MWF	Monday, December 12	1:30 - 4:30 PM
Classes meeting at 3:10 PM MWF	Wednesday, December 14	1:30 - 4:30 PM
Classes meeting at 8:00 AM TuTh & 2:40 PM TuTh	Friday, December 16	1:30 - 4:30 PM
Classes meeting at 9:45 AM TuTh	Wednesday, December 14	9:00 AM - 12:00 PM
Classes meeting at 1:10 PM TuTh	Thursday, December 15	1:30 - 4:30 PM
Make-up exams; multi-section and other courses as assigned by the Registrar	Saturday, December 17	

SPRING SEMESTER 2023, BY EXAM DATE

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

SPRING SEMESTER 2023, BY CLASS MEETING TIME

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

4 Year Academic Calendar

FALL SEMESTER	2022-2023	2023-2024	2024-2025	2025-2026
Ringing In Saturday	AUG 20	AUG 19	AUG 17	AUG 16
Classes Begin	AUG 24	AUG 23	AUG 21	AUG 20
Final Date to Add Full Semester and First Half Courses	AUG 30	AUG 29	AUG 27	AUG 26
Student Census*	SEP 6-7	SEP 5-6	SEP 3-4	SEP 2-3
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	SEP 9	SEP 8	SEP 6	SEP 5
First Day to Request Conversion to Credit/No Credit (CC/NC) Grading Option for a First Half-Semester Course	SEP 19	SEP 18	SEP 16	SEP 15
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 23	SEP 22	SEP 20	SEP 19
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 30	SEP 29	SEP 27	SEP 26
First Day to Request Conversion to Credit/No Credit (CC/NC) Grading Option for a Full Semester Course	OCT 10	OCT 9	OCT 7	OCT 6
Midsemester	OCT 12	OCT 11	OCT 9	OCT 8
Midsemester Break	OCT 13-16	OCT 12-15	OCT 10-13	OCT 9-12
Classes Resume; Second Half-Semester Courses Begin	OCT 17	OCT 16	OCT 14	OCT 13
Mid-Term Grades Due	OCT 18	OCT 17	OCT 15	OCT 14
Final Date to Add a Second Half-Semester Course	OCT 21	OCT 20	OCT 18	OCT 17
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 28	OCT 27	OCT 25	OCT 24
First Day to Request Conversion to Credit/No Credit (CC/NC) Grading Option for a Second Half-Semester Course	NOV 7	NOV 6	NOV 4	NOV 3
Pre-Registration for Spring Semester	NOV 7-11	NOV 6-10	NOV 4-8	NOV 3-7
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	NOV 18	NOV 17	NOV 15	NOV 14
Thanksgiving Recess	NOV 19-27	NOV 18-26	NOV 23 - DEC 1	NOV 22-30
Classes Resume	NOV 28	NOV 27	DEC 2	DEC 1
Last Day of Fall Semester Classes	DEC 9	DEC 8	DEC 6	DEC 5
Final Exams	DEC 12-17	DEC 11-16	DEC 9-14	DEC 8-13
All Semester Grades Due	DEC 19	DEC 18	DEC 16	DEC 15

The add period for Fall and Spring semesters opens one week prior to the first day of classes.
Course drops or withdrawals after Census can have financial aid consequences. Consult the Financial Aid Office before taking action.

SPRING SEMESTER	2022-2023	2023-2024	2024-2025	2025-2026
Written Comprehensives for Seniors	JAN 5-6, 9-10	JAN 4-5, 8-9	JAN 9-10, 13-14	JAN 8-9, 12-13
Oral Comprehensive Exams for Seniors	JAN 11-13	JAN 10-12	JAN 15-17	JAN 14-16
Classes Begin	JAN 16	JAN 15	JAN 20	JAN 19
Final Date to Add Full Semester and First Half Courses	JAN 20	JAN 19	JAN 24	JAN 23
Student Census*	JAN 24-25	JAN 23-24	JAN 28-29	JAN 27-28
Celebration of Student Research (afternoon classes cancelled)	JAN 27	JAN 26	JAN 24	JAN 23
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 27	JAN 26	JAN 31	JAN 30
First Day to Request Conversion to Credit/No Credit (CC/NC) Grading Option for a First Half-Semester Course	FEB 6	FEB 5	FEB 10	FEB 9
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 10	FEB 9	FEB 14	FEB 13
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 17	FEB 16	FEB 21	FEB 20
First Day to Request Conversion to Credit/No Credit (CC/NC) Grading Option for a Full Semester Course	FEB 27	FEB 26	MAR 3	MAR 2
Midsemester	MAR 3	MAR 1	MAR 7	MAR 6
Spring Recess	MAR 4-12	MAR 2-10	MAR 8-16	MAR 7-15
Classes Resume; Second Half-Semester Courses Begin	MAR 13	MAR 11	MAR 17	MAR 16
Mid-Term Grades Due	MAR 14	MAR 12	MAR 18	MAR 17
Final Date to Add Second Half-Semester Course	MAR 17	MAR 15	MAR 21	MAR 20
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 24	MAR 22	MAR 28	MAR 27
First Day to Request Conversion to Credit/No Credit (CC/NC) Grading Option for a Second Half-Semester Course	APR 3	APR 1	APR 7	APR 6
Pre-Registration for Fall Semester	APR 3-7	APR 1-5	APR 7-11	APR 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	APR 14	APR 12	APR 18	APR 17
Last Day of Spring Semester Classes	APR 28	APR 26	MAY 2	MAY 1
Final Exams	MAY 1-6	APR 29 - MAY 4	MAY 5 - 10	MAY 4-9
Senior Final Grades Due	MAY 8	MAY 6	MAY 12	MAY 11
Commencement	MAY 13	MAY 11	MAY 17	MAY 16
Junior, Sophomore, and Freshmen Semester Grades Due	MAY 15	MAY 13	MAY 19	MAY 18
SUMMER SEMESTER	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
Classes Begin	MAY 22	MAY 20	MAY 27 (Tuesday)	MAY 26 (Tuesday)
Final Day to Add a Summer Course and Final Date to Drop a Summer Course (without record on transcript)*	one week after course's start date	one week after course's start date	one week after course's start date	one week after course's start date
Memorial Day - No Classes	MAY 29	MAY 27	MAY 26	MAY 25
Independence Day Observed - No Classes	JUL 4	JUL 4	JUL 4	JUL 3
Final Date to Drop a Summer Course (with "W" on transcript)	two weeks prior to course's end date	two weeks prior to course's end date	two weeks prior to course's end date	two weeks prior to course's end date
Last Day of Summer Semester Classes	AUG 18	AUG 16	AUG 15	AUG 21

The add period for Fall and Spring semesters opens one week prior to the first day of classes.
Course drops or withdrawals after Census can have financial aid consequences. Consult the Financial Aid Office before taking action.

SCHEDULE FOR SECOND-YEAR REVIEW
FALL 2022

April 19:	**Review Schedule & Procedures Meeting:** -Faculty Member -Department Chair -Dean of the College -Division Chairs
June 1:	**Sr Admin Assistant:** Create folder and grant access to Dean, Div Chairs, Dept Chair, and Faculty Member. (Box)
August 19:	**Faculty Member:** A list of 10 current students who will be asked for oral or written comments are due. (Box)
	Sr Admin Assistant: Add 10 more current students to the Faculty Member's list.
	Div Chair & Dept Chair: Pick 5 students each to interview.
	Sr Admin Assistant: Email the remaining 10 students for written comments.
September 30:	**Sr Admin Assistant:** Student written comments are due. Combine written student comments into one document.
October 17:	**Faculty Member:** Electronic materials are due. Notify Dept Chair when upload is complete.(Box)
	Dept Chair: Review materials with Faculty Member, asking for clarification, if necessary, and additional information, if needed. Verify that the candidate statement does not exceed 5,000 words. Submit a brief summary of this conversation. (Box)
	Sr Admin Assistant: Remove Faculty Member's access and grant access to the Committee Members. (Box)
	Div Chair & Dept Chair: Submit summaries of student interviews. (Box)
November 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 4:	**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 of the review with Faculty Member in the weeks after review.
	Div Chair: Submit memo of the meeting. (Box)
	Sr Admin Assistant: Remove President's access. Div Chairs retain permissions until May 15.
May 15:	**Sr Admin Assistant:** Remove all access except for the Dean. (Box)

SCHEDULE FOR FOURTH-YEAR REVIEW
SPRING 2023

April 19:	**Review Schedule & Procedures Meeting:** -Faculty Member -Department Chair -Dean of the College -Division Chairs
June 1:	**Sr Admin Assistant:** Create folder and grant access to Dean, Div Chairs, Dept Chair, and Faculty Member. (Box)
January 13:	**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 who have taken classes since the Faculty Member's last review to the list.
	Div Chairs & Dept Chair: Pick 4 students each to interview.
	Sr Admin Assistant: Email the remaining 14 students for written comments.
February 3:	**Sr Admin Assistant:** Email Colleagues inviting them to write individual letters of comment. Candidate may also request that comments be solicited from particular colleagues who have special insight into the contributions of the candidate (e.g. chairs of all-college courses, chairs of committees, colleagues who have taught with the candidate etc.).
February 27:	**Sr Admin Assistant:** Student written comments are due. Combine written student comments into one document.
March 13:	**Faculty Member:** Electronic materials are due. Notify Dept Chair when upload is complete.(Box)
	Dept Chair: Review materials with Faculty Member, asking for clarification, if necessary, and additional information, if needed. Verify that the candidate statement does not exceed 7,000 words. Submit a brief summary of this conversation. (Box)
	Sr Admin Assistant: Colleagues' letters of comment are due. Remove Faculty Member's access and grant access to the Committee Members. (Box)
	Div Chairs & Dept Chair: Submit summaries of student interviews. (Box)
March 27:	**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 29:	**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 the results of the review with Faculty Member in the weeks after review.

Div Chair: Submit memo of the meeting. (Box)

Sr Admin Assistant: Remove all access except for the Dean. (Box)

SCHEDULE FOR TENURE REVIEW
FALL 2022

April 19:	**Review Schedule & Procedures Meeting:** -Faculty Member -Department Chair -Dean of the College -Division Chairs
June 1:	**Sr Admin Assistant:** Create folder and grant access to Dean, Div Chair, Dept Chair, and Faculty Member. (Box)
June 15:	**Faculty Member:** Submit a list of 4 possible Outside Reviewers – including credentials and a brief description of relationship to Reviewer. (Box)
August 19:	**Faculty Member:** Submit electronic set of scholarly materials for the Outside Reviewers, a list of 12 alumni (from the last five years with their current email address), and a list of 15 current students (since last review) who will be asked for oral or written comments. (Box) **Sr Admin Assistant:** Add 15 more current students who have taken classes since the Faculty Member's last review to the list and 12 alumni from the last five years. **Div Chairs:** Pick 5 students each to interview. **Sr Admin Assistant:** Email the remaining 15 students and all alumni for written comments.
September 16:	**Sr Admin Assistant:** Email Colleagues inviting them to write individual letters of comment. Candidate may also request that comments be solicited from particular colleagues who have special insight into the contributions of the candidate (e.g. chairs of all-college courses, chairs of committees, colleagues who have taught with the candidate etc.).
September 30:	**Sr Admin Assistant:** Student and alumni written comments are due. Combine current student written comments into one document.
October 17:	**Faculty Member:** Electronic materials are due. Notify Dept Chair when upload is complete. (Box) **Dept Chair:** Review materials with Faculty Member, asking for clarification, if necessary, and additional information, if needed. Verify that the candidate statement does not exceed 9,000 words. Submit a brief summary of this conversation. (Box) **Sr Admin Assistant:** Colleagues' letters of comment and Outside Evaluators' reports are due. Remove Faculty Member's access and grant access to the Committee Members. (Box) **Div Chairs:** Submit summaries of student interviews. (Box)
November 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 4:	**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 the results of the review with Faculty Member in the weeks after review.
	Div Chair: Submit memo of the meeting. (Box)
	Sr Admin Assistant: Remove President's access. Div Chairs retain permissions until May 15.
May 15:	**Sr Admin Assistant:** Remove all access except for the Dean. (Box)

PROCEDURES FOLLOWING STUDENT FAILURE OF COMPREHENSIVE EXAMS
2022-2023

1. Department chairs report student name(s) and grade(s) of students failing comps to the Associate Registrar in a separate email from the other comps grades reported from the department.
   - Include in this message which parts of the exam (oral, written, or both) the student will need to retake.
   - Also include, next steps for students regarding retakes, such as the resources available to the student(s) in preparing for retakes, who in the department has been designated to mentor the student, or any special instructions that may apply should also be communicated in this email message. Note: retakes of the oral portion of the exam are scheduled by the Dean's Office; retakes of the written portion are scheduled by the department.
   - Also copied on this email are the Dean of the College and Associate Dean of the College/Registrar.

2. The Senior Administrative Assistant to the Dean of the College will schedule an appointment with the student(s) who failed the exam to come to Center 115 to meet with the Dean of the College and/or the Associate Dean of the College/Registrar, at which time the student will receive his exam results.
   - The Dean of the College and/or the Associate Dean of the College/Registrar will communicate to the student which parts of the exam will need to be retaken, and the next steps conveyed to them by the department chair in preparing for and scheduling retakes.
   - Students will be referred to the department chair or other member of the department as specified by the department chair if they have specific questions regarding their individual exam responses and departmental expectations.
   - The Dean of Students or Department Chair may also be invited to join this meeting if deemed appropriate in an individual case.

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

4. Unless permission is given by the Dean of the College for an alternate schedule, retakes will be scheduled to take place no later than two weeks after spring break. In the 2022-2023 academic year that is March 27.
   - The Senior Administrative Assistant to the Dean of the College will schedule retakes of the oral potion of comps, with a different board of faculty from the student's first attempt.

- The timeline for retakes of the written portion of comps will be determined and scheduled by the department chair.
- Results of retakes must be communicated by the department chair to the Associate Registrar (with cc to the Dean of the College and Associate Dean of the College/Registrar) by the Monday three weeks after classes resume following Spring Break. In the 2022-2023 academic year that is April 3. A student who successfully retakes comps receives a grade of "Pass" (i.e. he is not eligible for High Pass or Distinction).

5. The Senior Administrative Assistant to the Dean of the College will schedule another appointment with the student(s) who failed the first exam to come to Center 115 to meet with the Dean of the College and/or Associate Dean of the College/Registrar, at which time the student will receive the results from his retaken exam.
    - In the event of a student failing comps for a second time, the Dean of Students or a designee from the Dean of Students office will be invited to join this meeting, out of concern for informing a student that he will not graduate that May.
    - Students failing their retake of comps will be informed that they are permitted to retake their comps the following January.

SALARY REVIEWS

1. **FACULTY**

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

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

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

Tenured faculty will submit biennially, beginning in January of their second-year post-tenure, a list of activities of the previous two years, a reflection on important contributions to the College, and a description of goals for the next two years (of approximately 1500 words, not to exceed 3000). The personnel committee seeks to recognize the good work faculty do across a variety of activities. Faculty are encouraged to reflect on teaching, scholarly activity, service, and other informal work and activities that might otherwise be invisible, elude easy quantification, or fit neatly into commonly recognized categories so that it may be considered by their department chair and the personnel committee. These documents should be submitted to the Senior Administrative Assistant to the Dean of the College and the relevant Department Chair (Department Chair materials also go to the relevant Division Chair). 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. This evaluation is supplied to the Senior Administrative Assistant to the Dean of the College with a copy of the evaluation and recommendation 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 beyond a period of two years is similar to that for tenured and tenure-track faculty, except that reviews generally take place annually, are shorter, and Department Chair recommendations are discussed by the Dean of the College and the Senior Associate Dean of the College prior to approval by the President. The Senior Associate Dean will notify the faculty member and appropriate Department Chair at the time of reappointment whether the contingent faculty member should enter the summer wage pool and prepare an activities review document.

2. **Staff**

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

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

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

Information and forms for the annual review process will be sent to staff members and supervisors near the beginning of the calendar year. Employees submit a completed Performance Evaluation Template to their supervisor, in which they reflect on the previous year's work. This includes a list of activities, reflections on key areas and achievement of the prior year's goals, and goal setting for the upcoming year. Supervisors review each employee's submitted materials and engage individual staff members in a discussion about the year, including staff member performance; reflections on goals and goal achievement; identification of strengths and opportunities for improvement, or areas where the needs and expectations of a position are not being met; and opportunities for professional development. Shortly after the conversation, the supervisor will compose a written summary and any additional comments on job performance. These will be added to the review form and shared with the staff member. The *staff member* has the option of adding comments to the evaluation, and then both the staff member and supervisor certify that the evaluation has been discussed. The employee's review materials, including supervisor assessment of the staff member's performance over the past year, should be submitted to the Senior Administrative Assistant to the Dean of the College. If a supervisor would like to recommend a staff member for a merit-based salary increase (an increase beyond continuing good work), a rationale for that increase should be provided in the form of a separate, short memo or letter to the Senior Associate Dean. On a four-year cycle, employees and supervisors will review and update job descriptions as part of this process with the positions due for review and updated descriptions announced each year.

The Consortium for Faculty Diversity at Liberal Arts Colleges

Information for Departmental Search Committees at Wabash College

From the CFD Website: https://www.gettysburg.edu/offices/provost/consortium-for-faculty-diversity/

Mission and Goals

Founded in 1987 with initial funding from the Mellon Foundation, the Consortium for Faculty Diversity at Liberal Arts Colleges (CFD) is committed to increasing 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 and 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 the timing and format of their searches.

CFD Fellowship Guidelines

<u>Post-Doctoral Fellows</u>:

- 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

<u>Dissertation Fellows</u>:

- 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 Special Assistant to the President for Diversity, Equity, and Inclusion 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 (Special Assistant to the President for Diversity, Equity, and Inclusion) 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 2022-23

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

FACULTY HIRING PROCEDURE

2022 – 2023

Additional resources for faculty hiring are available to those leading searches in the Hiring Guidance Box folder.

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

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

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

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

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

   Ad should include:
   - Name of the college
   - Area and specialty
   - Type of appointment and rank

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[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/

- Starting date of appointment
- Teaching responsibilities
- Necessity of a commitment to teach 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)
- Description of Wabash's commitment to promoting equity and inclusion and diversity on our campus: In the midst of a strategic transformation to advance the success of first-generation students, students of color, and students from low-income families, Wabash College is committed to attracting and effectively supporting an academically and culturally diverse faculty. More than 25% of our students are federal Pell Grant recipients, one-third of our students are first-generation college students, and about 20% of our students identify as domestic students of color. Wabash has been home to the Malcolm X Institute of Black Studies for more than fifty years, is a member of the USC Race and Equity Center's *Liberal Arts Colleges Racial Equity Leadership Alliance, is* a top-60 Liberal Arts College according to *U.S. News,* and is a member of *Colleges That Change Lives.*
- Degree requirements
- Other experience required, if applicable
- 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/date applicant review will begin
- 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 seeks faculty and staff who are committed to providing quality engagement with students, high levels of academic challenge and support, and meaningful experiences that prepare students for life and leadership among diverse populations around the globe. Wabash is an equal opportunity employer and welcomes applications from persons of all backgrounds."

Upon hire Wabash requires 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. Recent sample ads are available in the Hiring Guidance Box folder.

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

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

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

Additional guidelines for advertising contingent faculty positions:

a. When emeritus faculty are available to teach, they may be hired as contingent faculty on approval of the Dean and Division Chair and without advertising a position.
b. Practitioners or professionals in a specialized area of instruction (law, accounting, music, studio art) may be sought locally and through professional networks. New positions should be advertised on the College website in addition to actively recruiting individual candidates.
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 should include the following statement: “Wabash College does not provide H-1B or other immigration case sponsorship for short-term visiting positions.” Relatedly, the employment website includes the following two application questions: Are you legally authorized to work in the United States? (yes or no) Will you now or in the future require sponsorship for employment visa status (e.g. H-1B visa status? (yes or no).

f. Whenever possible, new positions should be advertised on sites that cater to diversifying candidate pools as a strategy for maintaining the College’s commitment to excellence and diversity in our faculty.

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

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

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

8. Prior to beginning review of applicants, search committees should review materials on implicit bias and establish a set of criteria for candidate review.

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 based on teaching, research, and contributions to campus diversity broadly conceived. The *Dean or Senior Associate Dean* gives approval for short-list conference, video, or phone interviews. Please allow at least a week for the Personnel Committee and Dean to give this approval. Preliminary interviews should be

scripted. Notes should be added to the department's files on the candidate. Interviewers should review guidelines on inappropriate interview questions.

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 selecting candidates to interview and recommending candidates for the position.

11. *Department* and *Academic Administrative Coordinator* arrange interview dates and schedule interviews in consultation with the Office of the Dean of the College. Academic Administrative Coordinators have access to a shared Outlook hiring calendar that is used to organize candidate visits. Scheduling needs to be done in consultation with the *College's calendar* and the appropriate *Division Chairs'*, the *Dean's*, and, in the case of contingent hires, the *Senior Associate Dean's* schedules. Seminar or presentation times should be arranged to allow these people to attend and so as not to conflict with scheduled business such as APC and faculty and division meetings. This also means, 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* should report outside faculty participating in a search to the *Senior Administrative Assistant to the Dean of the College* so they can be recorded in a running log kept in the Hiring Guidance Box folder. Departments should consult this list when making selections so as not to overburden a handful of faculty members.

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

Interview scheduling

The following events and appointments need to be arranged:

BKT/ Tenure track	Temporary appointments
Public presentation	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
Teaching demonstration	Recommended
Offer to meet with a Campus Ambassador	

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 provides an opportunity to ask follow up questions.

e. If possible, the outside faculty group should include diverse representation and at least one untenured faculty member. Please consult the list of outside faculty who participated in other searches in the Hiring Guidance Box Folder to minimize the number of faculty participating in multiple searches.

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

g. *Department Chairs* 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).

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* sends candidate ranking and rational to the *Dean* who then discusses with the Division Chairs.

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

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

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

19. After a signed appointment letter is returned, *Department* contacts other 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. Request this sample language from the Director of Human Resources. 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.

ACADEMIC AFFAIRS STAFF HIRING PROCEDURE

2022-2023

The varied nature of staff positions makes a single, uniform procedure for hiring Academic Affairs staff challenging. This is because departments and academic offices have different configurations; applicant pools and advertising outreach can differ; and the responsibilities of staff persons—including their amount and type of interaction with students and other constituencies—can vary significantly. The following, modeled on the faculty hiring procedure, provides a general process for the hiring of Academic Affairs staff, but should be implemented with a degree of flexibility to suit the needs of each position and search. Deviations should be discussed with the Senior Associate Dean of the College.

Academic Affairs staff searches are generally organized by the Senior Associate Dean of the College, in consultation with the Dean of the College., The Senior Associate Dean works with the relevant Department Chair or area supervisor to craft a procedure 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 listservs and organizational outlets, should generally allow jobs to be posted for at least 30 days prior to closing. Support staff searches that rely more on local networks may run for a shorter duration.
4. Position advertising. Department Chair or area supervisor should discuss ideal advertising outlets with the Senior Associate Dean. For professional staff, use of known professional networks and contacts are 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, a liberal arts college for men, seeks faculty and staff who are committed to providing quality engagement with students, high levels of academic challenge and support, and meaningful experiences that prepare students for life and leadership among diverse populations around the globe. Wabash is an equal opportunity employer and welcomes applications from persons of all backgrounds.”

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

The ad may also integrate other potential information, such as selling points of the department, program, or College including availability of professional development support. Consider including this description of the College’s commitment to cultivating a diverse, inclusive environment: “In the midst of a strategic transformation to advance the success of first-generation students, students of color, and students from low-income families, Wabash College is committed to attracting and effectively supporting an academically and culturally diverse faculty and staff. More than 25% of our students are federal Pell Grant recipients, one-third of our students are first-generation college students, and about 20% of our students identify as domestic students of color. Wabash has been home to the Malcolm X Institute of Black Studies for more than fifty years, is a member of the USC Race and Equity Center’s *Liberal Arts Colleges Racial Equity Leadership Alliance, is* a top-60 Liberal Arts College according to *U.S. News,* and is a member of *Colleges That Change Lives.* Many students, staff, and faculty find the close-knit community of the residential college one of the most rewarding aspects of their time here.”

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

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

Additional considerations related to searches and advertising:

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 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 can upload additional and updated candidate materials.
8. The appropriate department chair or area supervisor (hereafter referred to as search committee chair) and Academic Administrative Coordinator are assigned as managers of the application pool and give search participants access to necessary files. Review of candidate materials takes place via the employment website: www.wabash.edu/employment/admin/. 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, with selection rationales, 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 Zoom or phone interviews. Such preliminary interviews should be scripted. Notes should be added to the committee's files on the candidate. Interviewers should review guidelines on inappropriate interview questions.
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 receive access to candidates' materials (generally only cover letter and resume) 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 interview, the dinners should include search committee members but no spouses or partners.
13. To the extent necessary in the search, Academic Administrative Coordinators provide the job ad and candidate's schedule to on-campus interviewers; set up appointments with staff, faculty, administrators, and students; and arrange transportation from the airport, lodging, meals, and rooms on campus. Job candidates generally arrange flights themselves and are reimbursed for their expenses, but can work with Academic Administrative Coordinators and/or the Travel Coordinator for flight arrangements if they prefer.

Interview Scheduling

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

- Meeting with search committee*
- Meeting with members of department(s) or administrative area with whom they will work*
- Meeting with similarly situated or related staff in other college departments*
- Meeting with students
- Meeting with a group of faculty
- Potential public presentation, depending on nature of position
- Meeting with one or more Division Chairs
- Meeting with Senior Associate Dean*
- Meeting with Dean
- Exit interview with search committee chair*
- Campus tour
- Meeting with Campus Ambassadors (optional, but perhaps especially useful for candidates from outside our region). The Campus Ambassador Program is designed to give candidates a time during the interview to ask their own questions about the variety of ways faculty and staff live, work, and volunteer in Crawfordsville and surrounding areas. Ambassadors are chosen by the candidate rather than the search committee, and

Campus Ambassadors do not attend the candidate's public presentation or offer written feedback to the committee chair. Campus Ambassadors cannot ask personal questions or otherwise depart from best practices on appropriate and inappropriate questions for interviews, but Ambassadors can volunteer information about their own experiences at the College and in central Indiana. If the Campus Ambassadors program is used, the administrative assistant shares the list of current Campus Ambassadors with the candidate, who selects two or three Campus Ambassadors that they would like to talk to. The administrative assistant checks with the nominated Campus Ambassadors to determine their availability, and shares contact information among the candidate and Campus Ambassador for them to determine a time to talk, generally after the campus visit and either on Zoom or via phone call.

Other considerations:

a. The length of visit will vary based on position but will generally be ½ to 1 day.
b. To the extent possible, department and area colleagues should have individual interviews with candidates.
c. Meetings with students and with outside staff or faculty should not include members of the interviewing department or area. Candidates should be provided with the names of the students, faculty, and staff they are seeing. In the case of faculty and staff, their department/area and rank or title help candidates know whom they are talking to.
d. Meeting groups should be constructed with diverse representation to the extent possible.
e. 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.
f. Candidates should be provided breaks during the course of the interview.
g. To the extent relevant to the search, search committees should review the College's statement on " "Spouse and Partner Employment."
h. 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 selecting candidates to interview and recommending candidates for the position.

14. Following campus interviews, the search committee chair gathers commentary from faculty, staff, and students—but *not* Campus Ambassadors. The Campus Ambassadors should have no communication with the search committee. After considering outside and inside commentary, the search committee discusses and ranks the candidates.
15. The search committee chair discusses candidate rankings and recommendations with Senior Associate Dean and/or Dean.
16. Dean or Senior Associate Dean determines the outcome of the search and notifies search committee chair.

17. Offer made to candidate by the Dean's Office.
18. After a candidate has verbally accepted the position, the President sends an appointment letter. A signed and returned appointment letter from the candidate confirms the appointment.
19. After a signed appointment letter has been returned, search committee chair contacts other interviewed candidates to tell them the outcome of the search. Academic Administrative Coordinator sends e-mails to all other applicants notifying them that the position has been filled. Communication should be sent via the employment website.
20. All applicant files will be stored electronically and access will be restricted.

HIRE INFORMATION - WHAT TO RETAIN IN JOB SEARCHES

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

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? The College has a COVID-19 vaccine requirement for faculty, staff, and students and makes limited exemptions as a reasonable accommodation based on sincerely held religious beliefs or religious practices, disability, and documented prior infection. Are you able to comply with that requirement, 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; minor updates August 2022)

Departmental Reviews

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

The review process should include the following steps.

1. 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 with draft focus questions for the review, how it will be conducted (i.e. internal self-study only, bringing outside consultants in, or visiting similar programs), a timeline, and a tentative budget. 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 the department, the College, and any outside consultants in investigating the focus questions and department plans for future improvements and revisions. (This will be a written document 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.) See following guidelines for more details about the elements of the self-study.

4. Incorporation of materials from outside sources.

    a. Site visitations: Site visits will generally consist of visits to two-to-three similar or aspirational programs in the GLCA or that are in the geographic region. Departments might elect to arrange zoom interviews and discussions with a broader range of similar or aspirational programs. The department will compile notes from any site visits. These will be incorporated into the department self-study or submitted separately as a summary to the Dean's Office to become part of the department's assessment file.

b. Consultancy Report: Department reviews utilizing external consultants will generally invite one or two consultants from similar or aspirational schools. In select cases a single consultant may be sufficient if the department self-study questions are particularly focused or precise. Depending on the needs of the review, consultants might visit in person or conduct their work via Zoom. Consultants should be proposed and reviewed by the Senior Associate Dean prior to extending any invitation to participate. In the case of a review that brings consultants to campus, please consult with Senior Administrative Assistant to the Dean of the College to find an optimal time for the visit and to schedule a meeting with the Senior Associate Dean and/or Dean. The standard honorarium for an on-site consultation is $750 plus travel expenses. The consultant(s) will write up the findings of their review and submit that report to the Dean's Office prior to receiving the honorarium.

c. Participation in a review process from a professional society: Some professional societies offer accreditation, certification or approval processes that are appropriate for small liberal arts colleges such as Wabash. These often include a review of curriculum, resources, and staffing that parallel the self-study process and provide an outside assessment of the department's offerings. Please discuss the expectations of the society, potential fees and other requirements with the Senior Associate Dean before beginning this process.

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

6. Post-Review Debriefing: In the semester following the completion of the review, the Department Chair (and other members of the department as warranted) will meet with the Senior Associate Dean and/or Dean of the College to discuss the review and action plan. In

some cases, this conversation may, instead, take place in the department's 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 follow-up report on action items initiated subsequent to the completion of the review and submission of the action plan.

The Department Self-Study

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 but all departments should include attention to items I, II, III, and V.

I. Identification of Review Focus Questions (Required element)

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

II. Characteristics of the department (Required element)

- A. Department as part of the institution (divisional alignment, majors, minors and interdisciplinary programs offered, distribution offerings, immersion courses, co- and extracurricular activities, etc.)
- B. Current Faculty
  1. Basic description of areas, length of time at college
  2. Transitions and Hiring since the last review and anticipated in the future
  3. Personnel Questions (optional)
- *C.* Students (*The department chair should work with our Office of Institutional Research to gather this information.*)
  1. Student profile (major, minor, non-majors)
  2. Learning needs (major, minor, non-major)
  3. Student numbers (major, minor, distribution, all-college)

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

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

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

IV. Practice

A. Pedagogy (e.g. teaching and learning styles; consideration of diversity, equity, and inclusion; 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

V. Assessment: How We Assess Student Learning, Pedagogy, and Programs (some consideration 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. Ideas for future Program Assessment

VI. Questions and Issues: Moving Forward

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

VII. 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

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Deans Level Assessment	Accreditation Visit					HLC Assurance Review	
Departmental Reviews: Div 1		Math/CSC	Biology	Chemistry Biochem	Physics		3/2 program
Div 2	Modern Languages	Art		Theater	Classics	Philosophy	Rhetoric
Div 2	Religion					Music	English
Div 3	History	Psychology			Economics Fin Econ	Ed. studies	
Div 3					Political Science		
Program Reviews	Global Health	First year courses	Film and Digital Media	Black Studies	Env. Studies		Business
Program Reviews	Hispanic Studies (w/ML)	Neuroscience (w/Psy)		PPE			Asian Studies
Program Reviews	Gender studies						
Support area	Off Campus studies		IT	Library			

BUDGETING RESPONSIBILITIES AND PROCESSES

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

Budget Tracking (throughout the year)

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

- To access your budget(s) – login to Self-Service, select "Financial Management," select "Budget to Actuals."
- Under the "My Cost Centers" tab, filter the selection criteria by selecting Department = five-digit account number associated with your department, program, committee, endowed fund or grant. You may also add a Fund, Object, or Course to filter your search to a specific line in your budget; however, for most searches simply typing the Department number will suffice.
- Depending on the source of the funds, you may find out the amount available by contacting the Business Office 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, contact the Director of Accounting Services.

P-Card Use

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

- College funds may not be used to purchase alcohol for students.
- Computer or electronic equipment must be purchased through IT. IT has relationships and processes that often produce more economical purchasing, even when you think you've located a good buy.
- Follow Business Office guidelines for Indiana sales tax exemption and preferred providers.
- Many expenses related to pre-approved professional travel can be put on a p-Card (registration, air travel, lodging) but, when 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.

Purchasing Card Reconciliation (Monthly)

A full description of Purchasing Card (p-Card) use is located in the Employment Guide and Purchasing Card Manual. As Department Chair, you should review and sign monthly expense reports containing p-Card (Purchasing Card) expenses made by department members. If a receipt is missing, the missing receipt form should be filled out. Any p-Card reconciliation reports for purchases you make should be reviewed and signed by your Division Chair or the Associate Dean of the College.

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

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

Monthly p-Card reconciliation reports are to be submitted in every month there are charges on the card. The monthly reporting cycle runs from the 11th of one month to the 10th of the following month. Online reconciliations should be completed by the 18th of each month, and signed reports submitted to the Business Office by the last day of that same month. The Business Office will send an e-mail reminder when p-Card statements are coming due, usually around the 10th of each month.

Check Requests

For reimbursements or for purchases made without a p-Card or purchase order, you should fill out a Payment Request form. That form, along with receipts and an explanation of expenses, should be submitted to the Business Office. As with p-Card reconciliation reports, you should sign as the authorizing person for these expenses made by members of your department. For expenses you are submitting, you should obtain the signature of your Division Chair or the Associate Dean of the College.

If the payment request involves a third party payee, for instance a visiting speaker who is receiving an honorarium, you need the payee to fill out a W-9 form and Vendor ACH/Direct Deposit Authorization Form.

Other Accounting Forms

All of the forms linked above as well as other accounting forms can be found by clicking on Business Office link in the Departments & Offices area of the MyBash page, followed by the FORMS link in the left bar.

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.

Informer 5 Reports of Departmental Data

All department chairs should have access to a set of Informer 5 reports that pull department majors and course enrollments for both the current term and historical terms. The reports can be used to track the number of department majors as well as produce information on a number of student metrics.

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

Below is a link to a video tutorial for using the reports. Any questions about the use of these reports can be directed to the Institutional Research Director.

Department Chair Informer Report Tutorial

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	Music	MUS
Division 1	DV1	Neuroscience	NSC
Division 3	DV3	Philosophy	PHI
Economics	ECO	Physics	PHY
Education Studies	EDU	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