Department Chair Handbook

2017-2018

INTRODUCTION

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

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

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

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

TABLE OF CONTENTS

Department Chair Calendar: Important Dates …………………………………………………..1

Division and Department Chairs, 2017-18………………………………………….............3

2017-2018 Final Examination Schedule…...…………………………………………….....4

2017-2021 Wabash College Calendar………………………………………………..…6

Schedule for Second Year Review, Fall …...……………………………………………………7

Schedule for Fourth Year Review, Fall…….…………………………………………….....8

Schedule Fourth Year Review, Spring…………………………………………………….…9

Schedule for Tenure Year Review, Fall (sample from 2016-17)…….………...…………….…10

Faculty Hiring Procedure…………………………………………………………..…11

Interviews – What is Inappropriate to Ask… ………………………………………………..17

Academic Affairs Staff Hiring Procedure……………………………………………………..23

Guidelines for Departmental Reviews……………………………………………………....28

Faculty Salary Reviews……………………………………………………………………..33

Budgeting Responsibilities and Processes……………………………………………………..34

Student and Department Academic Information…………………………………………………38

DEPARTMENT CHAIR CALENDAR: IMPORTANT DATES, 2017-2018

Month	Date	What's Due
August	1-4	New Faculty Orientation
September	1	Sabbatical Requests
	15	Request for Spring Courses
October	6	Spring Courses Due
	20	Final Edits of Courses
November	2	Department letter of evaluation and recommendation for 2nd and 4th year reviews due
	27	Updated List of Majors and Minors available
	30	Lilly Award Program
December	1, 2	Scarlet Honors Weekend
	18	First Semester grades due
January	early	Review Senior Majors and Minors
	4, 5	Senior Comps (2nd major)
	8, 9	Senior Comps (1st major)
	10-12	Senior Comps (oral)
	mid	Bi-Annual Dept. Assess. Mtgs. Begin
	mid	Promotion Requests
	mid	Faculty Salary review documents due to Department Chairs
	mid	Meet with Faculty About First Year Review
	26	Request for Fall Courses
February	early	Academic Staff Annual Review Materials Submitted to Supervisors
	9	Senior Comp Grades Due
	16	Fall Courses Due
	Mid	Meet with Division Chairs about salary recommendations
	late	Salary Review Recommendations to Div. Chair & Dean
	late	Copy Salary Recommendations to Individual Faculty
March	early	Request for Commencement Speaker Names
	early	Academic Staff Review Materials and Conversation Summaries to Dean's Office
	early	Changes to Academic Bulletin
	early	Budget Requests Received (due Mid-April)
	2	Final Edits of Courses
	23, 24	Scarlet Celebration Weekend (tentative)
	28	Department letter of evaluation and recommendation for 4th year reviews due
	late	Staff Salary Review Recommendations to Dean's Office
	late	Macintosh Award Recommendations to Chris
	end	Names of Recipients for Awards Chapel to Chris

April	early	1st Year Reviews Due
	2	Senior Comp Retake Grades Due
	9	Updated List of Majors and Minors available
	mid	Budget requests due
	26	Awards Chapel
May		Academic Calendar Listings Due
	7	Senior grades due
	14	Underclassmen grades due
	mid	Promotion Announcements
	late	Final Faculty Salaries Sent to Chairs
Monthly		Budget Review
		Student Workers Time Cards (as applicable)
		Reconcile Purchasing Card Invoices
		Department Chair Meetings
Other Spring	mid	Summer Interns
		Outreach Proposals

August 7-10 New Faculty Orientation (new faculty attendance required)

[In 2019, New Faculty Orientation will be August 6-9, returning to the recent practice of having a full week between NFO and common start of year activities. The nature of the calendar in relation to Freshman Saturday necessitates the closer positioning of NFO to start of year activities in 2018]

2017-18 Division Chairs:

Div. I	Ann Taylor
Div. II	Dan Rogers
Div. III	Preston Bost

2017-18 Dept. Chairs:

Biology	Patrick Burton
Chemistry	Wally Novak
Physics	Dennis Krause
Math/Comp. Sci.	William Turner
Art	Elizabeth Morton
Music	Peter Hulen, fall
Rhetoric	Jennifer Abbott
Theater	Jim Cherry
Mod. Lang./Lit.	Brian Tucker
Classics	Bronwen Wickkiser
English	Eric Freeze
Philosophy	Cheryl Hughes
Religion	Derek Nelson
Economics	Frank Howland
History	Rick Warner
Pol. Sci.	Shamira Gelbman
Psychology	Karen Gunther
Education Studies	Michele Pittard, fall; Debbie Seltzer-Kelly, spring

2017-2018 FINAL EXAM SCHEDULE

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.

Fall Semester 2017

Date	Time	Class Meeting Time
Mon., December 11	9:00 A.M.	Classes meeting at 10:00 MWF
	1:30 P.M.	Classes meeting at 2:10 MWF
Tues., December 12	9:00 A.M.	Classes meeting at 11:00 MWF
	1:30 P.M.	Classes meeting at 1:10 MWF
Wed., December 13	9:00 A.M.	Classes meeting at 9:45 TTH
	1:30 P.M.	Classes meeting at 3:10 MWF
Thurs., December 14	9:00 A.M.	Classes meeting at 8:00 MWF
	1:30 P.M.	Classes meeting at 1:10 TTH
Fri., December 15	9:00 A.M.	Classes meeting at 9:00 MWF
	1:30 P.M.	Classes meeting at 8:00 TTH & 2:40 TTH
Sat., December 16		Multi-Section and other courses as assigned by the Registrar

Spring Semester 2018

Date	Time	Class Meeting Time
Mon., April 30	9:00 A.M.	Classes meeting at 8:00 MWF
	1:30 P.M.	Classes meeting at 1:10 TTH
Tues., May 1	9:00 A.M.	Classes meeting at 10:00 MWF
	1:30 P.M.	Classes meeting at 2:10 MWF
Wed., May 2	9:00 A.M.	Classes meeting at 9:00 MWF
	1:30 P.M.	Classes meeting at 8:00 TTH & 2:40 TTH
Thurs., May 3	9:00 A.M.	Classes meeting at 11:00 MWF
	1:30 P.M.	Classes meeting at 1:10 MWF
Fri., May 4	9:00 A.M.	Classes meeting at 9:45 TTH
	1:30 P.M.	Classes meeting at 3:10 MWF
Sat., May 5		Multi-Section and other courses as assigned by the Registrar

WABASH COLLEGE 4 YEAR ACADEMIC CALENDAR

FALL SEMESTER	2017-2018	2018-2019	2019-2020	2020-2021
Freshman Saturday	Sat, Aug 19	Sat, Aug 18	Sat, Aug 24	Sat, Aug 22
Classes Begin and First Day to Add Courses	Thu, Aug 24	Thu, Aug 23	Thu, Aug 29	Thu, Aug 27
Final Date to Add Full Semester and First Half Courses	Fri, Sep 1	Fri, Aug 31	Fri, Sep 6	Fri, Sep 4
Student Census*	Sep 5-6	Sep 4-5	Sep 10-11	SEP 8-9
Final Date to Drop First Half Semester Course (without record on transcript) or Declare Credit/No Credit (CR/NC) option	Fri, Sep 8	Fri, Sep 7	Fri, Sep 13	Fri, Sep 11
First Day to Declare Conversion to Credit/No Credit (CC/NC) Option for a First Half Semester Course	Mon, Sep 18	Mon, Sep 17	Mon, Sep 23	Mon, Sep 21
Final Date to Drop Full Semester Course (without record on transcript) or Declare Credit/No Credit (CR/NC) Option	Fri, Sep 22	Fri, Sep 21	Fri, Sep 27	Fri, Sep 25
Final Date To Withdraw from First Half Semester Course (with "W" on transcript)	Fri, Sep 29	Fri, Sep 28	Fri, Oct 4	Fri, Oct 2
First Day to Declare Conversion to Credit/No Credit (CC/NC) Option for a Full Semester Course	Mon, Oct 9	Mon, Oct 8	Mon, Oct 14	Mon, Oct 12
Midsemester	Wed, Oct 11	Wed, Oct 10	Wed, Oct 16	Wed, Oct 14
Midsemester Break	Oct 12-15	Oct 11-14	Oct 17-20	Oct 15-18
Classes Resume; Second Half Semester Courses Begin	Mon, Oct 16	Mon, Oct 15	Mon, Oct 21	Mon, Oct 19
Final Date to Add Second Half Semester Course	Fri, Oct 20	Fri, Oct 19	Fri, Oct 25	Fri, Oct 23
Final Date to Withdraw from Full Semester Course (with "W" on transcript) or Declare the Conversion to Credit/No Credit (CC/NC) Option for a Full Semester Course	Fri, Oct 27	Fri, Oct 26	Fri, Nov 1	Fri, Oct 30
Final Date to Drop Second Half Semester Course (without record on transcript) or Declare Credit/No Credit (CR/NC) Option	Fri, Oct 27	Fri, Oct 26	Fri, Nov 1	Fri, Oct 30
First Day to Declare Conversion to Credit/No Credit (CC/NC) Option for a Second Half Semester Course	Mon, Nov 6	Mon, Nov 5	Mon, Nov 4	Mon, Nov 2
Pre-Registration for Spring Semester	Nov 13-17	Nov 12-16	Nov 11-15	Nov 9-13
Final Date to Withdraw from Second Half Semester Course (with "W" on transcript)	Fri, Nov 17	Fri, Nov 16	Fri, Nov 22	Fri, Nov 20
Thanksgiving Recess	Nov 18-26	Nov 17-25	Nov 23-Dec 1	Nov 21-29
Classes Resume	Mon, Nov 27	11/26/20198	Mon, Dec 2	Mon, Nov 30
Classes End	Fri, Dec 8	Fri, Dec 7	Fri, Dec 13	Fri, Dec 11
Final Exams	Dec 11-16	Dec 10-15	Dec 16-21	Dec 14-19
Christmas Recess - SENIORS	Dec 17-Jan 7	Dec 16-Jan 6	Dec 22-Jan 12	Dec 20-Jan 10
Christmas Recess - UNDERCLASSMEN	Dec 17-Jan 14	Dec 16-Jan 13	Dec 22-Jan 19	Dec 20-Jan 17
SPRING SEMESTER	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
Written Comprehensives for Seniors - *Double Majors Only*	Jan 4-5	Jan 3-4	Jan 9-10	Jan 7-8
Written Comprehensives for Seniors	Jan 8-9	Jan 7-8	Jan 13-14	Jan 11-12
Oral Comprehensive Exams for Seniors	Jan 10-12	Jan 9-11	Jan 15-17	Jan 13-15
Classes Begin; First Day to Add Courses	Mon, Jan 15	Mon, Jan 14	Mon, Jan 20	Mon, Jan 18
Final Date to Add Full Semester and First Half Courses	Fri, Jan 19	Fri, Jan 18	Fri, Jan 24	Fri, Jan 22
Student Census*	Jan 23-24	Jan 22-23	Jan 28-29	Jan 26-27
Final Date to Drop First Half Semester course (without record on transcript) or Declare Credit/No Credit Option	Fri, Jan 26	Fri, Jan 25	Fri, Jan 31	Fri, Jan 29
Final Date to Drop Full Semester Course (without record on transcript) or Declare Credit/No Credit Option	Fri, Feb 9	Fri, Feb 8	Fri, Feb 14	Fri, Feb 12
Final Date to Withdraw from First Half Semester Course (with "W" on transcript)	Fri, Feb 16	Fri, Feb 15	Fri, Feb 21	Fri, Feb 19
Midsemester	Fri, Mar 2	Fri, Mar 1	Fri, Mar 6	Fri, Mar 5
Spring Recess	Mar 3-11	Mar 2-10	Mar 7-15	Mar 6-14
Classes Resume; Second Half Semester Courses Begin	Mon, Mar 12	Mon, Mar 11	Mon, Mar 16	Mon, Mar 15
Final Date to Add Second Half Semester Course	Fri, Mar 16	Fri, Mar 15	Fri, Mar 20	Fri, Mar 19
Final Date to Withdraw from Full Semester Course (with "W" on transcript)	Fri, Mar 16	Fri, Mar 15	Fri, Mar 20	Tue, Mar 16
Pre-Registration for Fall Semester	Apr 2-6	Mar 25-29	Apr 6 -10	Apr 5-9
Final Date to Drop Second Half Semester Course (without record on transcript) or Declare Credit/No Credit Option	Fri, Mar 23	Fri, Mar 22	Fri, Mar 27	Fri, Mar 26
Final Date to Withdraw from Second Half Semester Course (with "W" on transcript)	Fri, Apr 13	Fri, Apr 12	Fri, Apr 17	Fri, Apr 16
Classes End	Fri, Apr 27	Fri, Apr 26	Fri, May 1	Fri, Apr 30
Final Exams	Apr 30-May 5	Apr 29-May 4	May 4-9	May 3-8
Commencement	Sun, May 13	Sun, May 12	Sun, May 17	Tue, May 16

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

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SCHEDULE FOR SECOND YEAR REVIEW
FALL 2017

If a deadline cannot be met, you must request permission from the Dean of the College prior to the deadline.

April 18:	Meeting with faculty member, Department Chair, Division Chairs, and Dean of the College to discuss review schedule and procedures.
August 25:	Faculty member's list of 10 students for oral and written comments due in Dean's Office.
October 6:	Student written responses due in the Dean's Office.
October 16:	Summaries of student interviews are due in the Dean's Office.
October 16:	Faculty member's electronic materials to the Department Chair. The Chair will review these materials with the faculty member, asking for clarification, if necessary, and additional information, if needed. Department Chair will submit a brief summary of this conversation to the Dean's Office.
November 2:	Department's letter (signed by all committee members) of evaluation and recommendation, with all supporting materials, sent to the Dean of the College, with a copy of the letter to the Division Chair. All materials submitted by the faculty member are sent to the Dean's office.
November 3:	Meeting to confirm review materials.
November	All review materials discussed by the appropriate Division Chair and the Dean. If the Dean determines that clarification or additional information is necessary, he will consult with the Department Chair.
By December 15:	The Dean notifies the faculty member of the President's decision. Shortly after, the Dean, Department Chair and the Division Chair will discuss the results of the review with the faculty member. The Division Chair will provide a memo of this meeting for the review dossier.

SCHEDULE FOR FOURTH YEAR REVIEW
FALL 2017

If a deadline cannot be met, you must request permission from the Dean of the College prior to the deadline.

April 18 :	Meeting with faculty member, Department Chair, Division Chairs, and Dean of the College to discuss review schedule and procedures.
August 25:	Faculty member's list of 15 students for oral and written comments due in Dean's Office.
September 15:	Colleagues are invited to write individual letters of comment (due in Dean's Office by Oct. 16).
October 6:	Students' written responses due in the Dean's Office.
October 16:	Department and Division Chairs' summaries of the student interviews are due in Dean's Office.
October 16:	Colleagues' letters of comment due in the Dean's Office.
October 16:	Faculty member's electronic materials to the Department Chair. The Chair will review these materials with the faculty member, asking for clarification, if necessary, and additional information if needed. Department Chair will submit a brief summary of this conversation to the Dean's Office.
November 2:	Department's letter (signed by all committee members) of evaluation and recommendation, with all supporting materials, sent to the Dean of the College, with a copy of the letter to the Division Chair. All materials submitted by the faculty member are sent to the Dean's office.
November 3:	Meeting to confirm review materials.
November	All materials discussed by the Division Chairs and the Dean. If the Dean determines that clarification or additional information is necessary, he will consult the Department Chair.
By December 15:	The Dean notifies the faculty member of the President's decision. Shortly after, the Dean, Department Chair, and the appropriate Division Chair will discuss the results of the review with the faculty member. The Division Chair will provide a memo of this meeting for the review dossier.

SCHEDULE FOR FOURTH YEAR REVIEW
SPRING 2018

If a deadline cannot be met, you must request permission from the Dean of the College prior to the deadline.

April 18:	Meeting with faculty member, Department Chair, Division Chairs, and Dean of the College to discuss review schedule and procedures.
January 15:	Faculty member's list of 15 students for oral and written comments due in Dean's Office.
February 12:	Colleagues are invited to write individual letters of comment (due in Dean's Office by March 12).
March 2:	Students' written responses due in the Dean's Office.
March 12:	Colleagues' letters of comment due in the Dean's Office.
March 12:	Department and Division Chairs' summaries of the student interviews are due in Dean's Office.
March 12:	Faculty member's electronic materials to the Department Chair. The Chair will review these materials with the faculty member, asking for clarification, if necessary, and additional information if needed. Department Chair will submit a brief summary of this conversation to the Dean's Office.
March 28:	Department's letter (signed by all committee members) of evaluation and recommendation, with all supporting materials, sent to the Dean of the College, with a copy of the letter to the Division Chair. All materials submitted by the faculty member are sent to the Dean's office.
March 29:	Meeting to confirm review materials.
April	All materials discussed by the Division Chairs and the Dean. If the Dean determines that clarification or additional information is necessary, he will consult the Department Chair.
By May 15:	The Dean notifies the faculty member of the President's decision. Shortly after, the Dean, Department Chair, and the appropriate Division Chair will discuss the results of the review with the faculty member. The Division Chair will provide a memo of the meeting for the review dossier.

SCHEDULE FOR TENURE REVIEWS
FALL 2016

(*There are not any Fall 2017 Tenure Reviews. This schedule from the previous year has been included for information purposes for Chairs and Faculty interested in consulting the common review progression)*

<u>If any of these deadlines cannot be met, you must request permission from the Dean of the College prior to the deadline.</u>

June 15:	List and credentials of four possible Outside Reviewers to Dean's Office.
August 26:	Electronic set of candidates' materials for the Outside Reviewers due in the Dean's Office.
August 26:	List of 15 students (since last review) for oral and written comments due in Dean's Office. List of 12 alumni (from the last five years) due in the Dean's Office. Must have current address <u>and</u> e-mail address of alumni.
September 23:	Colleagues invited to send letters of comment to the Dean's Office (due October 17).
October 7:	Letters from alumni and students' comments due in Dean's Office.
October 14:	Division Chairs' summaries of student interviews due in Dean's Office.
October 17:	Faculty member's electronic materials to the Department Chair. The Department Chair will review these materials with the faculty member, asking for clarification, if necessary, and additional information, if needed. Department Chair will submit a brief summary of this conversation to the Dean's Office.
October 17:	Colleagues' letters of comment due in the Dean's Office.
October 17:	Outside Evaluators' reports due in Dean's Office.
November 3:	Department's letter of evaluation and recommendation, with all supporting materials, sent to the Dean of the College. All materials submitted by the faculty member are given to the Dean. If the Dean determines that clarification or additional information is necessary, he will consult the Department Chair.
November 4:	Meeting with faculty and Dean to verify the list of materials in the review dossier and confirmation that all steps in the process have been taken.
November:	All materials discussed by the Division Chairs and the Dean. If the Dean determines that clarification or additional information is necessary, he will consult the Department Chair.
By December 15:	President reports to the faculty member the College's decision. Shortly after, the Dean, Dept. Chair, and appropriate Division Chair discuss the results of the review with the faculty member. A memo of this discussion will be placed in the review dossier.

FACULTY HIRING PROCEDURE
2017-18

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

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

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

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

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

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

   Ad should include: area and specialty; type of appointment and rank; starting date of appointment; teaching responsibilities; commitment to all college courses; expectations for teaching and professional development (e.g. applicants must have a commitment to excellence in undergraduate teaching, an appreciation for the broad intellectual community of an excellent liberal arts college, and the ability to work with a diverse student body); degree requirements; other experience; application material required (application letter, curriculum vita, teaching philosophy, and email addresses for references; unofficial undergraduate and graduate transcripts; department may also request evidence of teaching effectiveness or teaching evaluations and a sample of scholarship, research, or creative work); closing date; name of the college; name of the search chair or academic administrative coordinator (e-mail address if appropriate); directions for submission of materials to employment website (www.wabash.edu/employment); standard EOE line: Wabash College, a liberal arts college for men, seeks faculty and staff who are committed to providing quality engagement with students, high levels of academic challenge and support, and meaningful experiences that prepare students for life and leadership in a diverse, multicultural world. Wabash is an equal opportunity employer and welcomes

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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

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), details as determined by the department.

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

Employment site 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 by the Senior Associate Dean or Associate Dean at the time a position is posted on the employment website.

Additional guidelines for advertising contingent faculty positions:

a. When emeritus faculty are available to teach, they may be hired as contingent faculty on approval of the Dean and Division Chair and without advertising a position.
b. Practitioners or professionals in a specialized area of instruction (law, accounting, music, studio art) may be sought locally and through professional networks. New positions should be advertised on the College website in addition to actively recruiting individual candidates.
c. Contingent faculty positions should be advertised on the College website at least and/or regionally by directly contacting appropriate graduate programs at Purdue University, IUPUI, Indiana University, and University of Illinois at Champaign-Urbana. These positions may also be advertised more widely using professional list-serves and other electronic media outlets. When appropriate, full-time contingent positions may involve a national search.
d. Advertisements should follow the institutional guidelines for regular faculty hiring but should clearly specify that the position is not tenure track.
e. The college does not provide H-1B sponsorship for short-term contingent positions. If this is likely to be relevant the position advertisement might include: "Wabash College does not provide H-1B or other immigration case sponsorship for short-term visiting positions." Alternatively, two of the employment website application

questions can be entered as: "Are you legally authorized to work in the United States? (yes or no)" and "Will you now or in the future require sponsorship for employment visa status (e.g. H-1B visa status? (yes or no)."

f. Whenever possible, new positions should be advertised in minority and women's professional sites to maintain the College's commitment to excellence and diversity in our faculty.

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

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

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

9. *Department* reviews applications and identifies short-list candidates (generally 6-10), ranked and with rationale, for the Personnel Committee to review. The Personnel Committee (Dean and Division Chairs for tenure track searches; Senior Associate Dean and relevant Division Chair for contingent searches) looks at the appropriateness and strength of each candidate's credentials, the potential for contribution to the department and to the College, and compares**,** when possible, the gender and racial distribution of the proposed interview candidates to the national pool in the discipline and the survey pool. The *Dean* or Senior Associate Dean gives approval for short-list conference, skype, or phone interviews. Such preliminary interviews should be scripted. Notes should be added to the department's files on the candidate. Interviewers should review guidelines on illegal or 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.) A copy of the approved candidates' vita and recommendations is kept in the *Dean*'s office. If you have any indication that an interviewing applicant may not be a U.S. citizen, please let the Dean's office know before their visit. With respect to the participation of employees in hiring processes involving their family members, the employee may be involved in the search, but not at the decision-making points, such as who to interview and recommend for the position.

11. *Department* and *academic administrative coordinator* arrange interview dates and schedule interviews. Academic administrative coordinators have access to a shared Outlook calendar

that is used to organize candidate visits. Scheduling needs to be done in consultation with the *College's calendar* and the appropriate *Division Chairs'*, the *Dean's*, and, in the case of contingent hires, the *Senior Associate Dean's* schedules. Seminar or presentation times should be arranged to allow these people to attend and so as not to conflict with scheduled business such as APC, faculty development, and faculty and division meetings. This also means, whenever possible, working around previously scheduled events. Department search committee members, Deans and Division Chairs, and outside faculty (generally only cover letter and CV; departments may supply teaching philosophy at their discretion) receive access to candidates' materials via the employment website. Student participants generally do not receive candidate materials, and cannot be added to the employment website (nor can others who are not presently employed by the College). All involved in the interview process should be given a copy of the document, "Interviews – What's Inappropriate to Ask?" *Academic administrative coordinators* will keep a running log of outside faculty who have participated in the current year.

12. When faculty candidates come to campus, the dinners should include department members but no spouses or partners. Department Chairs are strongly encouraged to keep the per person meal cost below $40 and to consider Bon Appetit as an on-campus meal alternative to area restaurants.

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

Interview scheduling

Appointments need to be arranged with the following people:

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

Other considerations:

a. The candidate will need to spend about 1 1/2 days on campus to allow enough time to schedule the necessary appointments.
b. All persons involved in the interview process should be invited to attend the

candidate's public presentation and to report their comments to the *Department Chair*.

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

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

f. *Department Chair*s should offer candidates an opportunity to schedule the following: library, career services, development, teaching a class (in addition to the research presentation), and a visit with a realtor or town tour.

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

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

14. Following campus interviews, *Department Chair* gathers commentary from faculty, staff, and students. For tenure track searches, *Division Chair* provides written feedback from *Personnel Committee* to *Department Chair*. After considering outside and inside commentary, *department* discusses and ranks the candidates.

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

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

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

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

19. *Department* contacts other interviewed candidates to tell them the outcome of the search. *Academic administrative coordinator* sends letters (or e-mails) to all other applicants notifying them that the position has been filled (Letters may be sent earlier to applicants who didn’t make the first cut). Sample “position has been filled" letter is available to departments and academic administrative coordinators. Communication may 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. We are in the process of examining how this material might be added to the employment website at the conclusion of the search in a process that would archive searches and associated material for a period of three years, as is required, after which time it would be deleted from the system. 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: Over 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 positions requires it)? Have you ever been disciplined for unsatisfactory attendance or absenteeism? How many unexcused absences did you have during your last three years in your previous job (or school)? The questions have to relate to the job. Are you able to perform the essential functions of this job with or without reasonable accommodations?

5. **Subject: Family**

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

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

6. **Subject: Name**

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

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

7. **Subject: Sex**

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

Appropriate: None

8. **Subject: Photographs**

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

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

9. **Subject: Age**

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

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

10. **Subject: Education**

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

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

11. **Subject: Citizenship**

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

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

12. **Subject: National Origin/Ancestry**

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

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

13. Subject: Race or Color

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

Appropriate: None

14. Subject: Religion

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

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

15. Subject: Organizations

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

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

16. Subject: Military

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

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

17. Subject: Height & Weight

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

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

18. Subject: Arrests & Convictions

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

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

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

19. Past Drug Results and Smoking and Alcohol Use

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

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

20. Statements of Guaranteed or Permanent Employment

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

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

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

(Reviewed by counsel, September 2016)

ACADEMIC AFFAIRS STAFF HIRING PROCEDURE

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

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

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

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

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

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

5. Job ads should include: name of the college; position title; name of department(s) or area in which the position is located; description of job responsibilities; type of appointment (salaried or hourly; full-time or part-time); degree requirements and relevant qualifications (credentials and skills); indication of required application materials (cover letter, resume, list of references; depending on nature of position reference letters and academic transcripts may be required); name of the search chair and/or academic administrative coordinator (e-mail address if appropriate); directions for submission of materials to employment website (www.wabash.edu/employment); standard EOE line: Wabash College, a liberal arts college for men, seeks faculty and staff who are committed to providing quality engagement with students, high levels of academic challenge and support, and meaningful experiences that prepare students for life and leadership in a diverse, multicultural world. Wabash is an equal opportunity employer and welcomes applications from persons of all backgrounds.

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

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

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

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

Additional considerations related to searches and advertising:

a. When other current college employees or retired employees are available and suitable for a position, particularly short-term positions, they may be transferred or hired based on discussion with the Dean and Senior Associate Dean and without advertising a position.
b. Whenever possible, positions should be advertised in locations that might attract diverse candidates so as to maintain the College's commitment to excellence and diversity in our faculty and staff.

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

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

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

9. *Search Committee* reviews applications and identifies short-list candidates for the *Senior Associate Dean* to review. At their discretion, the *search committee* might conduct reference checks at this time, or choose to wait until the end of short-list conversations. The *Senior Associate Dean* gives approval for short-list skype or phone interviews. Such preliminary interviews should be scripted. Notes should be added to the committee's files on the candidate. Interviewers should review guidelines on illegal or inappropriate interview

questions.

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

11. *Search committee chair* and *academic administrative coordinator* arrange interview dates and schedule interviews. Scheduling should be done in consultation with the *Senior Associate Dean's* and the *Dean's* schedules. Search committee members, Deans and Division Chairs, and outside faculty and staff participating in the search (generally only cover letter and resume) receive access to candidates' materials via the employment website. Student participants generally do not receive candidate materials, and cannot be added to the employment website (nor can others not presently employed by the College). All involved in the interview process should be given a copy of the document, "Interviews – What's Inappropriate to Ask?"

12. In cases where meals are involved during the course of the interview, the dinners should include search committee members but no spouses or partners.

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

Interview scheduling

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

- Meeting with search committee*
- Meeting with members of department(s) or administrative area with whom they will work*
- Meeting with similarly situated or related staff in other college departments*
- Meeting with students
- Meeting with group of faculty
- Potential public presentation, depending on nature of position
- Meeting with one or more Division Chairs
- Meeting with Senior Associate Dean*
- Meeting with Dean
- Exit interview with search committee chair*
- Campus tour

Other considerations:

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

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

d. Meetings with students and with outside staff or faculty shouldn't include members of the interviewing department or area. Candidates should be provided with the names of the students, faculty, and staff they are seeing. In the case of faculty and staff, their department/area and rank or title help candidates know whom they are talking to.

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

f. Candidates should be offered the opportunity to schedule additional appointments as desired such as with the library, IT, and/or a visit with a realtor or town tour.

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

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

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

14. Following campus interviews, the *search committee chair* gathers commentary from faculty, staff, and students. After considering outside and inside commentary, the *search committee* discusses and ranks the candidates.

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

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

17. Offer made to candidate by the *Dean's Office.*

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

19. *Search committee chair* contacts other interviewed candidates to tell them the outcome of the search. *Academic administrative coordinator* sends letters (or e-mails) to all other applicants notifying them that the position has been filled. Communication may be sent via the employment website.

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

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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.

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Departmental Reviews

Departmental reviews occur approximately every 8 years. The review is an opportunity for a department to think critically about itself and what it does through a process of self-reflection and evaluation. The review should identify key concerns or issues where opportunity for improvement or development exists while identifying a trajectory for the department in the coming years. Thus the departmental review is an occasion to look back at department activities in an evaluative fashion and, even more so, is intended to help the department move forward in its engagement with students and service to the College. Guiding the review process should be a set of focused questions that, with the help of one or more outside consultants or through site visits, the department seeks to address to improve student teaching and learning.

The review process should include the following steps.

1. Planning Meeting: Early in the spring semester of the academic year prior to the scheduled review, the department chair (and other department members as warranted) should meet with the Senior Associate Dean of the College and the Director of Institutional Effectiveness to discuss the review process, consider preliminary issues of interest to the department, and begin to identify institutional data that can assist the department in their review.

2. Proposal: After determining the concerns and opportunities for improvement and development they wish to address, by April 1 of the academic year prior to the scheduled review the department should develop a short proposal that states the focus questions of the review, how it will be conducted (i.e. bringing consultants in, visiting programs...), a timeline, and a tentative budget. This written proposal is submitted to the Senior Associate Dean of the College for approval.

3. Self-Study: The department will conduct a self-reflective and evaluative self-study designed to critically examine the department for the benefit of both the department and any outside consultants in investigating the focus questions and department plans for future improvements and revisions. (This will be a written document and submitted to the Dean's Office prior to consultants arriving on campus. For departments visiting other programs the self-study may be submitted after site visits, depending on the nature of the review.)

4. Record of consultancy or visitation: The department will compile notes from the consultancy visit or site visits. These will be incorporated into the department self-study or submitted separately as a summary to the Dean's Office to become part of the department's assessment file.

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

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

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

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

The Department Self-Study

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

I. Identification of Review Focus Questions (Required element)

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

A. Department as part of the institution
B. Review (and revision) of student learning goals and contribution to College mission
C. Strategic Priorities of department and relationship to institutional priorities

III. Personnel: Who We Are

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

IV. Students: Who They Are

A. Student profile (major, minor, non-majors)

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

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

A. Curriculum
1. Overview
2. The Major
3. The Minor
4. Distribution
5. Elective Courses
6. All-College Courses
7. Interdisciplinary, Cross-Listed and Immersion Courses
8. Other

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

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

VI. Practice

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

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

A. Institutional Tools (e.g. WNS, NSSE, CIRP/CSS etc.)
B. Departmental data and assessment tools
C. Ideas for future Program Assessment

VIII. Questions and Issues: Moving Forward

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

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

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

Schedule of Department and Program Reviews 2012-2024

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Deans Level Assessment	Accreditation Visit				HLC Report June 26 2017					Campus Self Study	Accreditation Visit	
Departmental Reviews		Modern Languages	Rhetoric	Chemistry	Mathematics & Computer Science		Physics		Music	Modern Languages	Rhetoric	Chemistry
		Religion	Psychology				History	Art	Philosophy	Religion	Psychology	
					Biology	Political Science	Economics	Education Studies				
							Classics					
Program Reviews	Off Campus Study		Secondary Licensure Program	Freshman Tutorial (Freshman Year)		Theater	English	Hispanic Studies	Gender Studies	Other Interdiscplinary Programs		First Year Courses
	Areas of Concentration			Enduring Questions (Freshman Year)			3-2 Engineering	Multi-Cultural American Studies	Off Campus Study			
						Bio-Chemistry	Business Minor	Asian Studies				
							Financial-Economics					
Support					IT	Library				IT		

FACULTY SALARY REVIEWS

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

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

For pre-tenure faculty, the second year, fourth year, and tenure review dossiers (including the Departmental Review letters) will serve as the salary review materials. The Personnel Committee will use these to assign a merit level following each review and, based on the approval of the President, will report the salary adjustments to the faculty member and his or her Department Chair. While first year faculty members are not eligible for a merit increase, they will receive the continuing good work increment as well as the Placher Fund Salary Supplement in their second year.

Tenured faculty will submit biennially, beginning in January of their second year post-tenure, a list of activities of the previous two years, a reflection on important contributions to the College, and a description of goals for the next two years (of approximately 1500 words, not to exceed 3000). The Department Chair reviews these documents with the faculty member to ensure a thorough understanding of the faculty member's accomplishments and how the College can best support his or her goals. Department Chairs should provide their Division Chair with similar documents, including administrative goals, for discussion. The same procedure applies to Division Chairs and their reports to the Dean of the College. By the end of February, Chairs provide a written evaluation of the faculty member's strengths and weaknesses, in support of a salary recommendation. A copy of the evaluation and recommendation is also given to the faculty member. The Personnel Committee reviews these materials. If their evaluation is different from that of a Department Chair, the latter will be advised, allowing further discussion of the recommendation. The Dean of the College and Division Chairs send their final recommendations for faculty salaries to the President for approval. After all salaries have been approved, Department Chairs will be informed.

The salary process for contingent faculty continuing at the College is similar to that for tenured and tenure-track faculty, except that reviews take place annually, are shorter, and Department Chair recommendations are discussed by the Dean of the College and the Senior Associate Dean of the College prior to approval by the President. Specific instructions for contingent faculty will be provided by the Senior Associate Dean of the College at the time of a reappointment decision.

BUDGETING RESPONSIBILITIES AND PROCESSES

An overview of Department Chair (and faculty member) budget responsibilities is provided in the Faculty Handbook, in the section devoted to Policies and Procedures Pertaining to Faculty (see Section 6.4). Additional information, including instructions regarding p-card use, are provided in the Wabash College Employment Guide and on the JP Morgan/Chase smartdata website (https://smartdata.jpmorgan.com). However, the following provides a summary of common responsibilities that may be helpful to Department Chairs.

Budget Tracking (throughout the year)

Expenses for each of the institutional budgets for which you are a budget manager (departments, programs, committees, endowed funds, grants etc.) can be tracked in Ask Wally.

- To access your budgets, on the Faculty Menu screen in Ask Wally, select "Budget Selection."
- In the Department field, type the five-digit account number associated with your department, program, committee, endowed fund or grant. If you do not know this number, contact Cindy Snellenbarger in the Business Office, or Jon Jump in the Dean's Office.
  - You may also add a Fund, Object, Course or project number to filter your search to a specific line in your budget; however, for most searches simply typing the Department number will suffice.
  - Alternatively, you may view all of your assigned lines by simply hitting the "submit" button at the bottom of the Budget Selection page (without entering any account codes). You will want to make sure you have the proper fiscal year selected in the drop down menu.
- On the "Budget Summary" page you will see budget line details. Click on any of the dollar amount links for more information on expenses.
- For endowed funds and grant funded lines you are able to see expenditures (in the column labeled "Actual") but you will not see a figure in the "Budgeted" column. Depending on the source of the funds you may find out the amount available in the line by contacting the Business Office or Advancement.
- If you do not see budget lines for which you believe you should have oversight, contact Cindy Snellenbarger. Likewise, if you believe there are charges in error or if you are uncertain of charges appearing in your lines, contact Cindy.

P-Card Reconciliation (Monthly)

Those of you with a Wabash College Mastercard through Chase bank will have the responsibility to save receipts for purchases you make with the card and reconcile those expenses on a monthly basis. The Business Office will send an e-mail reminder when P-Card statements are coming due, usually around the 10th of each month.

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

Monthly P-Card reconciliation reports are to be submitted in every month there are charges on the card. As Department Chair, you should review and sign monthly expense reports containing p-card expenses made by department members. Any p-card expense reports for purchases you make should be reviewed and signed by your Division Chair, Jon Jump, or Todd McDorman. All signed expense reports, along with receipts, should be submitted to the Business Office on a monthly basis.

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

- College funds may not be used to purchase alcohol for students.
- When in need of electronic equipment it is best to consult IT. IT has relationships and processes that often produce more economical purchasing, even when you think you've located a good buy.
- Do not put professional travel on your p-card.
- Personal or individual memberships to professional associations should not be supported by departmental budgets.
- 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.

Full details governing the use of P-cards are located in the Employment Guide. Remember that p-cards should not used to pay for conference expenses or conference travel that are paid from the Dean of the College professional travel or faculty development funds.

Check Requests

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

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

Other Accounting Forms:

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

Departmental Budget and Capital Requests (Annually)

On an annual basis you will be asked to submit your departmental/program/committee budget request for the next fiscal year, along with any special requests for capital expenditures. This is done at the Wabash Budget Web Site at http://www.wabash.edu/budgets. Log in using your usual network username and password.

The Budget web site lets budget managers submit budget requests electronically. After logging in, you will see a list of your budget(s), and be able to enter your request for the next budget year. You will also be able to submit any capital project requests, for equipment, furniture, or space renovations. If you do not see a particular budget listed after logging in and believe you should have access to it, or if you want access to a particular budget for an additional person in your area, please notify Jon Jump.

- Once logged in, you will be at the “Your Budget List” page that lists all the budgets to which you have access. There are two ways to access your budgets. You can click the department/budget title (Budget column) to **view and modify** this year’s budget request, or you can **save and print** your budget in Excel using the Download link (Read-Only Print Version column).
- Looking at the **view and modify** budget, you will see a form that displays the budget actuals for the past two completed years along with the budget and actuals of the current year. If you make any changes, the difference will show up in the last column ($ Change).
- If your department or program has equipment or facilities needs for next year, download the capital request template (at the bottom of the budget request page), fill it out in Excel, save it to your computer, and then upload in the form. **This can only be done once. If you have more than one capital request please send them separately to Jon Jump via e-mail.**
- Please provide a rationale for any increases in the "budget comments" section at the bottom of the form. If adjustments to individual line items do not increase the overall department budget request (e.g. you simply move $500 from one line item to another) you do not need to provide an explanation.

- **Important:** You can save the budget as a draft (from the bottom of the budget request page) which will allow you to revisit and modify the budget again or you can finalize the budget and click ‘Save’. After submitting the final budget request, you will be able to see it as Read Only.
- To get the **save and print** budget, from the My Budgets screen, click Download across from the particular budget’s name. You will first be asked whether you want to save the file, or open the file (which you can later save). When attempting to open the file, you will receive a warning from Excel about the file being in a different format and if you should open the file, click ‘Yes’.
- If you wish to print the spreadsheet, set the printer settings to Landscape and change “No Scaling” to “Fit all Columns on One Page”.

There is also a short instructional video on the home page of the budget request site that provides these basic instructions.

STUDENT AND DEPARTMENT ACADEMIC INFORMATION

Reviewing Majors and Minors in Academic Planning

In Academic Planning, there are three different roles given to advisors: ***academic; major; and minor***. All three 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. This 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.

View access to a student's record in Academic Planning is provided to the major and minor 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 major and minor 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 three different roles for advisors, most students will have multiple people assigned to them with an advisor role. Many students will have three people assigned; a student whose academic advisor is also his major or minor department chair may have fewer; a student with multiple majors and/or minors may have more. However, it is always the academic advisor who functions as the primary advisor.

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

Live Excel files containing departmental data

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

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

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

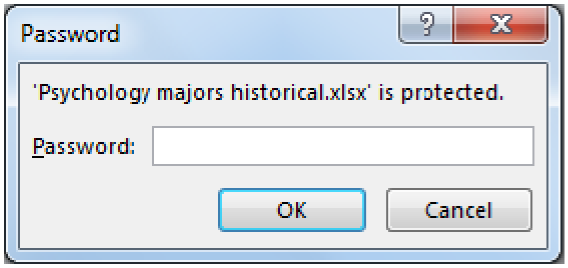
<u>What these files do</u>

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

<u>General procedure for using a Live Excel</u>

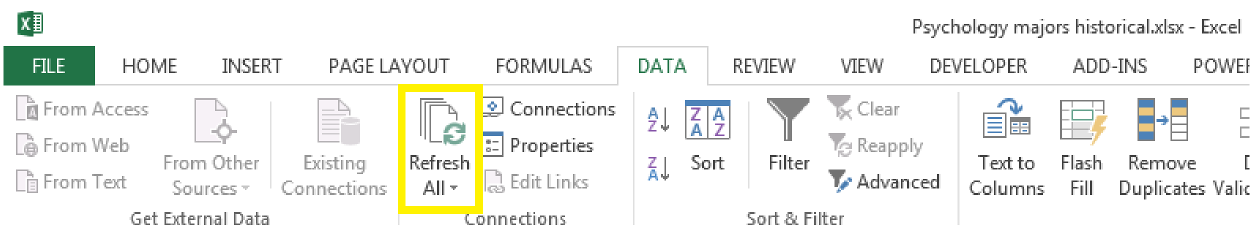
1. Launch the file by double-clicking the icon.

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



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

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

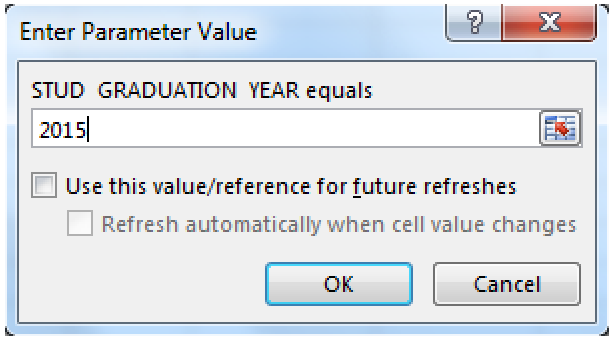


5. Enter the search parameter(s) requested by the resulting prompt(s). The prompt(s) differ according to which file you are using. See next page for details.

<u>Majors historical</u>

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

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

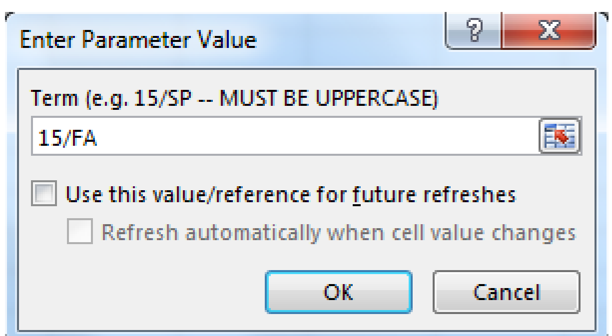


<u>NOTE:</u> This query returns FERPA-protected information from the students' academic records, so access to this file should be granted only within the boundaries of the "legitimate educational interest" clause. Access should be strictly limited to those who have been trained in handling FERPA-protected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

<u>Majors current</u>

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

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



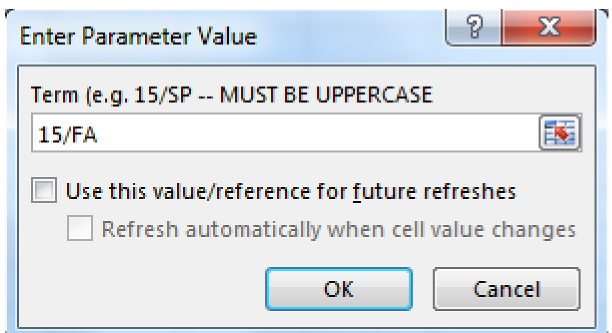
One additional use: After preregistration, you can use this report to obtain a list of your majors that are expected to be enrolled at the College in the next semester. Rather than entering the current semester in the prompt window, simply enter the next semester. Again, this trick works *only* after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

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

Course enrollments

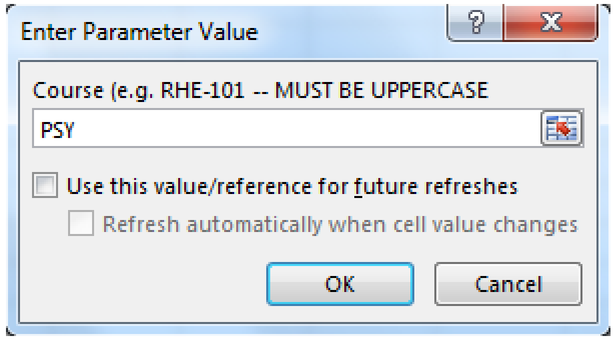
What it returns: Number of students enrolled in any course(s) you designate, in any semester you designate, along with a variety of other information on the course (instructor, location, time, cap, wait list). When you open this file for the first time, it will already be populated with information on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

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



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

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



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

Department/Program codes for course listings

Accounting	ACC	Gender Studies	GEN
Art	ART	German	GER
Asian Studies	ASI	Global Health	GHL
Biology	IO	Greek	GRK
Biochemistry	BCH	Hispanic Studies	HSP
Black Studies	BLS	History	HIS
Business	BUS	Humanities	HUM
Chemistry	CHE	Latin	LAT
Classics	CLA	Mathematics	MAT
Computer Science	CSC	Modern Languages	MLL
Division 1	DV1	Multicultural American Studies	MAS
Division 3	DV3	Music	MUS
Economics	ECO	Neuroscience	NSC
Education Studies	EDU	Philosophy	PHI
Electronic Music	EMU	Physics	PHY
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