Unofficial Department/Program Chair Resource Guide

By Dr. Ed Kain (2005)

Revised and updated by Dr. Tim O'Neill and Ms. Kelly Lessard (Summer 2014)

This guide is not intended to replace information in the Faculty Handbook, Student Handbook, or Catalog. Those publications are your official sources for policy information. Nor is this guide an attempt to be comprehensive but focuses on some of the key tasks that all department and program chairs are obliged to tackle. We have sought to offer links whenever possible to descriptions, procedures, and forms to facilitate the chair's activities. Please report corrupted or outdated links to Ms. Lessard (lessard@southwestern.edu).

N.B.: The newly revised position of Dean of the Faculty is a work in process and it is not clear at the time of this revision what the DOF's exact duties are. It is advisable that matters dealing with faculty development and curriculum development be shared with the DOF unless you are told otherwise.

Contents

Area Associate Deans and Department Chairs List (Committees)

The new committees and their members will be linked as soon as the committees are populated and the Provost website is updated

Your Role as Department/Program Chair

As Department or Program Chair, you are charged with providing leadership, vision, and coherence in relation to the department faculty, department staff, department programs, and students who major or otherwise take courses in the department. As stated in the Faculty Handbook, "the chair is both the administrative officer of the department and the focus of leadership within the department." But what does that entail?

The Faculty Handbook describes the duties of the Department Chair. In doing so, it breaks the duties down into several categories, including: general administration and supervision of departmental matters (course scheduling, budgeting, advising, developing library collections, collecting syllabi, approving transfer credits); annual reports (developing annual statements of departmental direction, activity and growth, identifying needs and problems though annual assessments of the major, reporting on teaching, research, and service for departmental members, setting and assessing goals, and developing an action plan for the upcoming year); providing departmental leadership (departmental planning, conducting regular departmental meetings, encouraging and actively conducting scholarly and professional activity, personnel changes, selection of new faculty members, and mentoring new faculty members).

Talk to any current department chair and you'll discover that chairing your department has several non-written aspects. One department chair provided the list in Appendix 1. As you'll note, many duties are discipline-specific.

General Administration and Supervision of Department Matters

(Faculty Handbook, http://www.southwestern.edu/live/files/2705-201314-faculty-handbook)

Departmental Leadership

(Faculty Handbook, http://www.southwestern.edu/live/files/2705-201314-faculty-handbook))

Department/Program Chairs Calendar

As a department/program chair you will find that throughout the year you have a continuous and steady stream of responsibilities and duties. This calendar is designed to help you anticipate some of the many requests that will be coming your way as department or program chair. In addition, there will be many additional department/program responsibilities, which vary from department to department and program to program.

PART I: Responsibilities for the Academic Year

SOURCE	TIMING	TASK
Office of Records (aka "registrar")	Summer	Normally someone in the Office of Records (recently Nadia) will email you a list of students who have registered for courses in your major who do not meet the courses' pre-reqs. Since many departments have the "with the consent of the instructor" proviso, it is best to check with the appropriate instructor to see if there is such consent before asking Nadia to withdraw the student from the course.
Departmental Colleagues	August	Help new faculty get settled in (some of this may happen earlier–it depends on the timing of your hires). This will include: 1) making certain their office situation is appropriate and adequate, including things as mundane as the arrival and installation of nameplates, 2) helping them learn how to purchase supplies, etc. in the bookstore (the use of their Pirate cards, etc.), 3) familiarizing them with copying procedures–both photocopying and the use of the risograph for large copying jobs, 4) seeing if they have any lingering logistical issues that weren't cleared up at the orientation for new faculty, and 5) continuing conversations about the department and University curricula and how their courses fit within both of these.
Office of Records (aka "Registrar")	August	Initiate request from your colleagues for their Spring course offerings. *Be mindful that any colleague teaching a Paideia seminar will have a funded replacement*. Make sure that you begin early to recruit the replacement. Prepare a final spring schedule. This is due to the Office of the Records by mid-September. Please note: Dates on Office of Records information are tentative dates.
Departmental Colleagues	August	Given that tenure materials are normally due in August (the first day of fall classes), you may want to check in with any colleagues who are up for tenure to see if they have questions about their personal statements, etc. Encourage them to meet with the Dean of the Faculty during the summer to discuss the process and expectations for tenure from the administrative perspective.
Office of the Dean of Faculty /Provost	First Faculty Meeting	Normally, you are expected to Introduce the new faculty members in your department, including visiting, part-time, and tenure-track. You may also be expected to do this at your area's first meeting.
Office of Records (aka	Orientation Week	1) Any faculty with assigned advisees who are on sabbatical or leave need to have advising folders for their students distributed to other

SOURCE	TIMING	TASK
"Registrar")		faculty in the department. Lists should be maintained, and communication generated (e-mail is fine) notifying the students of who will advise them that semester. 2) Expect to work on assessing the appropriate credit or level for students presenting transfer courses or AP credit.
Department Colleagues and Students	Orientation Week	Organize department interest sessions for new students. Many departments organize other interest sessions just before Fall and Spring pre-registration in order to help majors and other students learn more about the classes being offered than WebAdviser and the catalog offer.
Departmental Colleagues & Office of the Dean/Provost	First week of classes	Remind your colleagues that you need a copy of each course syllabus for your files. This is a Southern Association (SACS) requirement.
Office of Records (aka "Registrar") & Students	First week of classes	You'll be asked to sign forms for any students doing independent studies, independent research, internships, and honors theses. You will need to be prepared to sign drop/add cards for students who are unable to find or reach their instructor–this will be especially important in the case of part-time faculty. Substitution cards may also be presented by students.
Departmental Colleagues	First week of classes	Check in (particularly with new faculty) and see if there are any questions/issues about settling into the semester–remind all faculty to post office hours.
Departmental Colleagues	First week of classes	Finalize a schedule for department meetings.
Departmental Colleagues & Office of the Dean of Faculty/Provost	First week of the semester	Begin collecting information (reading folders, course evaluations, and talking with colleagues) related to your meetings with the Faculty Status Committee about any colleagues who are being reviewed for tenure or promotion to full professor. (2014 dates–tenure year and promotion materials are due on August 25. 2nd and 4th year review materials are due December 19.)
Department Colleagues & Students	As early as possible	Orient and train department student workers, if any – make certain they get a copy of a regular work schedule to all department members.

SOURCE	TIMING	TASK
Admission	Shortly after returning for Fall Semester	Request for representatives for: November Overnight (“Pirate Preview”)– Monday, November 17 February Overnight – Monday, February 6 Top Scholar Weekend – Sunday/Monday, March 1-2 Admitted Student Day – Saturday, March 28 Junior Visit Day – Saturday, April 11 SPROG: April 25, May 16, and June 8
Departmental Colleagues & Office of the Dean of Faculty/Provost	September	This seems to vary considerably by year, but often the request for academic equipment will be due in September. You will not hear the results of this process until April.
Office of Records (aka “Registrar”)	September	As noted above, Spring, 2015 course schedule modifications are due by mid-September.
Departmental Colleagues & Office of the Dean of Faculty/Provost	September	If you are doing a tenure-track search in your department regular meetings will commence almost as soon as the semester begins. Early meetings will help you plan your calendar accordingly. That will obviously vary by department. Indeed for many this process will have started earlier. In Political Science and Sociology, for example, the annual meetings are in August. Thus, the advertising will likely happen earlier, and the work on that phase will commence in the previous spring semester.
Departmental Colleagues	September	Requests for sabbatical leaves for the following year are due on October 20, 2014. If you as chair are applying for a sabbatical, you must consult with the Provost in order to identify a member of your department or program to serve as the evaluator of your proposal. A letter examining the department impact from the chair is needed, so you will need to meet with any faculty who plan to apply for sabbaticals, and develop a statement about said impact. You will also need to start planning any faculty replacement, if any, that may result from the sabbatical.

SOURCE	TIMING	TASK
Office of Records (aka "Registrar")	Mid-September	Department/Program Chairs will be asked to review the schedule on the Web in order to detect inaccuracies. Make sure that your colleagues have checked that their courses are accurately listed.
Departmental Colleagues	October	Catalog changes are due in December. Begin discussing with your colleagues what if any changes your department or program will submit.
Departmental Colleagues & Office of the Dean of Faculty/Provost	October	Proposals are due (as noted above) on October 20 (for 2014). This includes the chair's statement of departmental impact.
Departmental Colleagues & Office of the Dean of Faculty/Provost	October	London Semester faculty applications are due in mid-to late October. If you have any faculty in your department who are applying, you will need to write a departmental impact statement. These applications are NOT for the next year, but the year after that. Thus, you will not need to begin dealing with staffing issues right away. You should talk about the impact upon the department at a department meeting.
Departmental Colleagues & Office of the Dean of Faculty/Provost	Mid-October	Junior sabbatical applications are now done on a rotation process. Since this may require a departmental impact statement from the chair, you'll want to meet with anyone who is applying. Note that such leaves require a successful second year review, are applied for during the third year and are granted in a tenure track member's fourth year.
Departmental Colleagues & Office of the Dean of Faculty/Provost	October	Applications for the London Semester are due in mid-to-late-October (notification will be sent out in advance). This includes the department impact statement made by the chair.
Office of Records (aka "Registrar")	October	Pre-registration for Spring 2015 will be in late October. This will yield pre-registration figures for courses in your department/program. You may need to make adjustments if courses do not fill or if there is extreme demand for courses, which cannot be met with current staffing. If you have faculty who are advising for the first time, they will find your guidance useful.

SOURCE	TIMING	TASK
University Relations	December	Fall Graduate's Recognition is held in December. The entire campus community is invited.
Office of Records (aka "Registrar")	December	In early December, Susie Bullock, Olin Administrative Assistant (ext. 1937), will send you a memo requesting the names of any students who will be receiving department honors during the Honors Convocation. This will be due almost immediately when you get back in January. You will need to purchase whatever gift, plaque, etc. is given to the honoree(s).
Office of Records (aka "Registrar")	December	During the early part of the month worksheets for course offerings for the next academic year will be distributed. (The due date for Summer & Fall 2015 courses is early February). *This will be also be the time when Catalog changes are due.*
Office of Records (aka "registrar")	Winter	Normally someone in the Office of Records (recently Nadia) will email you a list of students who have registered for courses in your major who do not meet the courses' pre-reqs. Since many departments have the "with the consent of the instructor" proviso, it is best to check with the appropriate instructor to see if there is such consent before asking Nadia to withdraw the student from the course.
Office of Records (aka "Registrar") & Students	January	Be available for advising of new students, transfers, readmits, etc.
Departmental Colleagues	January	Help new faculty get settled in. This will include: 1) making certain their office situation is appropriate and adequate, including things as mundane as the arrival and installation of nameplates, 2) helping them learn how to purchase supplies, etc. in the bookstore (the use of their Pirate cards, etc.), 3) familiarizing them with copying procedures–both photocopying and the use of the risograph for large copying jobs, 4) seeing if they have any lingering logistical issues that weren't cleared up at the orientation for new faculty, and 5) continuing conversations about the department and University curricula and how their courses fit within both of these.

SOURCE	TIMING	TASK
Departmental Colleagues	January	If you are doing tenure-track searches, the flurry of activity will intensify. The bulk of activity related to campus visits and final decisions falls during the Spring semester. Some departments seek to do this during the Fall semester so that they can be competitive with quality candidates before the R1 universities get their recruitment of new faculty going.
Departmental Colleagues	Early January	Faculty Status review for Second-year and Fourth-year tenure-track faculty begins in early February. Thus, you'll need to start evaluating materials for colleagues in your department who are being reviewed. Professional files for second and fourth year reviews are due December 19.
Office of Records (aka "Registrar")	Early January	You will have received a memo requesting updates and changes in Catalog copy in December. You will need to get this ready for the due date in February.
Departmental Colleagues & Office of the Dean/Provost	January	Faculty brief annual reports (including your own) are due in January. New colleagues may need some guidance on this process.
Students	First week of Classes	You'll be asked to sign forms for any students doing independent studies, independent research, internships, and honors theses. As with the Fall semester, you'll need to be available to sign drop/add and substitution cards.
Departmental Colleagues	First week of Classes	Remind your colleagues that you need a copy of each course syllabus for your files.
Office of Records (aka "Registrar")	First week of February	Summer and Fall courses schedules due.
Office of Records (aka "Registrar")	Mid-February	Catalog Changes are due in February. You may be invited to the Curriculum Committee to discuss proposed changes.

SOURCE	TIMING	TASK
Office of Records (aka "Registrar")	Mid-February	Department Chairs will be asked to review the schedule on the Web in order to detect inaccuracies. Make sure your colleagues double check the listings for their courses as well.
Office of the President	Mid-February	Department Chairs need to submit a letter of recommendation for any faculty in the department who are up for tenure to the President. This letter must reflect the views of both the chair and all tenured members of the department.
University Relations	Third week of February	Family weekend
University Relations	February	Honors Convocation. This is always held on Family weekend.
	Late February	You will need to develop your departmental timetable for part-time hiring.
Departmental Colleagues & Office of the Dean/Provost	January	Faculty data sheets/brief annual reports (including your own) are due in January. New colleagues may need some guidance on this process.
Office of Records (aka "Registrar")	After web-registration	As in the Fall, you may need to make adjustments based upon course pre-enrollments. Web-registration is in late March/early April for the Summer and Fall semesters. As with the Fall, you will need to provide guidance for new academic advisors in your department.
Departmental Colleagues & Office of the Dean/Provost	Early April	Department annual report with salary recommendations is due. Again, recent practice is to delay these reports until later in the semester. (N.B.: This may change since BARs are now due in early January and there is a desire among the deans to get salary recommendations done earlier. Expect this date to be updated.)
Business Office	Early in April	Reminder of the deadlines for budget items in the fiscal year will be sent out.
Provost	Second Tuesday in April	Research and Creative Works Symposium. Classes are suspended for this date. You should contact Christine Vasquez (vasquezc) early in the semester if you plan to use this date for your Capstone presentations.

SOURCE	TIMING	TASK
Financial Aid	End of Semester	Work Study information request, including request for updated information on the jobs in your department/program if you have department work study students.
	Early May	Watch with pride as your graduating seniors walk across the stage at Commencement.
Business Office	May	See links below for the current final dates for purchase requisitions, petty cash vouchers, reimbursement requests, and delivery of goods and services deadlines.
	July	Concentrate planning curriculum and issues, which that are important in the upcoming academic year. (Ex: if you are doing a seven-year department review, this may be a time to start lining up potential external reviewers, etc.

This is not an official guide. Dates and requests often change.

PART II: Responsibilities for the Academic Year (with no assigned timeframe)

SOURCE	TIMING	TASK
Department Colleagues	Annually	Appoint a department colleague to oversee the department's website and Facebook. This is an especially good service opportunity for new department members because being Webmaster may count as a committee assignment.
Department Colleagues	Regularly	Mentoring of colleagues – this is particularly important in the case of new faculty.
Department Colleagues	Regularly	Department planning – This includes thinking about curriculum structure and reform, departmental assessment, honors in the department, senior oral exams (if applicable), the capstone requirement, introductory courses, FYS, Paideia courses, and internships. It is wise to schedule at least monthly meetings and to set specific dates for them at the beginning of the academic year.
Department Colleagues	Periodic	Oversee (better delegate to a colleague) departmental lecture series..

SOURCE	TIMING	TASK
Departmental Colleagues & Office of the Dean/Provost	Periodic	Regular department reviews every seven years. Meetings with Associate Provost in year before 7-year review to set up assessment.
Departmental Colleagues, Office of Records (aka "Registrar") & Students	Regularly	Develop your own timetable for honors theses – thinking about questions like" "When and how does the department invite students?", "What is the timetable for thesis defenses so that appropriate designations can be made on the graduation program?", etc.
Students	Regularly	Sign the time sheet for any student worker(s) in the department, if any.
Students	Regularly	Sign "substitution cards." It is advisable for the department to set policies about what courses or departmental requirements can be met through substituting alternative courses or experiences. This will help you be consistent in dealing with the steady stream of transfer and regular students who will approach you with substitution cards. Policies will also help to prevent disagreements within the department over whether you are being too lenient or harsh in your decisions. However, all members of your department need to acknowledge that the chair must exercise discretion in ambiguous situations.
University Relations	Periodic	University events will notify you of events to which faculty are invited. Included with this material is a full calendar from University Events. You might also find it useful to add the Master Calendar to these materials, when it arrives.
Financial Aid	Monthly	If relevant, review statement of your work-study budget and how much remains. This is generated by Financial Aid, but sent via the Payroll office.
Business Office	Monthly	Review your budget. Please note that the Business Office typically has a month lag between expenditures and their posting on WebAdviser. The Business Office is trying to improve their software so that postings on the WebAdviser will be timelier. Until then, keep a separate track of your spending, especially beginning in the middle of the Spring semester, so that you aren't surprised by late

SOURCE	TIMING	TASK
		postings of spending you may have forgotten about.
Departmental Colleagues, Office of the Dean/Provost & Students	Regularly	Daily Budget Activities
Office of Records (aka "Registrar")	Regularly	You have access to the unofficial transcripts of all your majors and minors on WebAdviser. Periodic review of them may help the department plan who gets into what semester's capstone, who to invite for honors, and other activities.
Students & Departmental Colleagues	Regularly	Keep records on alums from the department
Students & the outside world	Regularly	Answer calls about internships-from students, from internship sites, from Career Services
Students & Office of Records (aka "Registrar")	Regularly	Pre-approving transfer forms for summer classes – this is particularly heavy in April and May
Students	Regularly	As with all faculty, you'll be asked to write letters of recommendation for graduate school, employment, etc. Because you are chair, however, you will likely have a larger number of these requests.
Office of the Dean/Provost	Twice a Semester	Department/Programs Chairs Meeting, TBD.
The Outside World	Sporadically	Respond to unsolicited job applications.
The Outside World	Regularly	Flyers, letters, etc. will arrive in the mail with materials about graduate programs. These need to be organized and made available to majors and minors in the department/program.

PART III: Special Responsibilities for Chairs in the Fine Arts

Courtesy of Dr. Thomas Howe

Manage staff:

- Fine arts chairs all manage some staff and are the budget officers.
- Annual evaluation
- Communicate with department and staff to maintain reasonable workloads and priorities.
- Train with regard to university procurement procedures and managing student workers.

Scheduling:

- Exhibition spaces, assignment of duties to faculty and staff for events, presence at department events as part of faculty mentoring and evaluation.

Equipment:

- Manage acquisition, maintenance, updating and replacement

This is not an official guide. Dates and request often change.

(Last Updated: 9/15/2014 10:00 AM)

Special Deadline Dates for the Faculty

Sabbatical and Travel Activities

Requests for sabbatical leaves and leaves of absence during 2015-2016..... October 20, 2014

Submission of sabbatical leave reports for those taken 2013-2014: ………….November 2, 2015

Competitive Faculty Development (CFD) and Faculty-Student Projects (FSP)

Reports on 2013-2014 activities .... October 8, 2015

Call for Proposals for 2015-2016 funds .... December 2014

Proposals due … .... February 2015

Notification for awards .... March 2015

Final Expense Reimbursement Requests for 2014-2015 .... April 28, 2015

Professional Files

Tenure-Year and Promotion Reviews .... August 2014

Second-, and Fourth-Year Reviews .... December 2014

Brief Annual Reports and Updated Vita... January, 2015

Definitions of Roles: Area Associate Deans, Department Chairs, Program Chairs

Faculty Handbook

http://www.southwestern.edu/live/files/2705-201314-faculty-handbook

Room Reservations

Southwestern students, faculty, and staff wishing to reserve University facilities for university events may go to**http://splus.southwestern.edu/SP/xpress/XpressWho.asp** to **request** a facility. (Please note that spaces can be reserved only for university events not personal events.)

Guidelines for using Scheduler Plus

http://www.southwestern.edu/offices/events/procedures.php

Scheduler Plus

http://www.southwestern.edu/calendar/

Facility Coordinators

http://www.southwestern.edu/offices/events/coordinators.php

Building Policies

http://www.southwestern.edu/offices/events/buildings.php

Classrooms and Learning Spaces

https://sites.google.com/site/sulearningspaces/

Changes or Cancellations

http://www.southwestern.edu/offices/events/changes.php

University Calendars

University Calendar Scheduling Guidelines

http://www.southwestern.edu/offices/events/guidelines.php

Daily Activities Calendar

http://splus.southwestern.edu/SP/SAVii/SAViiCalendar.asp

Academic Calendar

http://www.southwestern.edu/academics/calendar.php

Athletics Schedules

http://www.southwestern.edu/athletics/

Daily Activities Calendar

http://splus.southwestern.edu/SP/SAVii/SAViiCalendar.asp

Fine Arts Calendar

http://www.southwestern.edu/sarofim/calendar/

Southwestern University Official Event Calendar

http://www.southwestern.edu/calendar/sucalendar/main.php

The Curriculum: From Scheduling to Envisioning

University Catalog (Memo)

TO: ACADEMIC DEPARTMENT/PROGRAM CHAIRPERSONS

FROM: Center for Academic Success and Records

DATE: November 7, 2013

SUBJECT: 2014-2015 UNIVERSITY CATALOG

It is time to begin the process of updating the Catalog for the next academic year. Copy from the current Catalog pertaining to your department/program is attached. Please return proposed changes to Nadia Mahannah no later than December 11, 2013, according to the instructions given below.

IMPORTANT: Use the attached Catalog pages to indicate changes, by marking the copy appropriately. It is very important that we are able to identify all changes made to the copy so that the changes may be presented to the Catalog Review Committee, the Academic Affairs Council, and the Faculty. Thus, two methods of submitting changes are acceptable:

1. Make changes to the Word document copy, by enabling the "TRACK CHANGES" function in Microsoft Word (found on the "Review" tab of your toolbar). Please do not delete/retype entire sections unless you are using Track Changes. We must be able to easily identify all changes that are made to the copy. Save the edited copy, using a new file name, and send to the Records Office. (Preferred method)
2. Handwritten changes on the attached copy may be submitted to the Records Office.

In order to settle course numbering questions prior to course schedule requests for Fall 2014, we request submission of text for all changes to the academic sections of the Catalog by Thursday, December 11, 2013. Understandably, late faculty hires will result in late submission of a few new courses, and some divisional [now “area”] meetings may force brief delays.

Please be mindful of the following recommendations from the Catalog Review Committee:

1. The introductory information for each department/program has been formatted to create consistency of information throughout the catalog. The goals and learning outcomes for students who may be taking courses in the department have been created using the information provided by departments/programs for the assessment grid. In an effort to continue this format, please submit only changes in accuracy for this introductory information. Goals should be consistent with those in the department/program assessment plan.
2. Course descriptions should not exceed 100 words and should provide a clear explanation of the goals and objectives for the course. Reduce self-promotional departmental verbiage. This can move to the department/program website. Eliminate conversational style in course descriptions (e.g. “and then we will embark upon an investigation of...”).
3. Please check each course description, and provide the following information as applicable: pre-requisites, co-requisites, cross-listings, and “tags”. If a course is cross-listed with several departments, please list EACH one. Think of it from the perspective of the student viewing only one department’s section of the catalog – the student should be able to look at one course and see all of the cross listings, and not have to jump from department to department to find the information.

An edited copy will be sent to you, including your changes and any other editorial changes made by the Records Office. This will be the last window of opportunity for you to modify Catalog copy. The copy will then be formally reviewed by CRC & AAC. After AAC has approved the academic sections, the only substantive changes permitted will be faculty names and related faculty information. Please note that the Provost’s Office will handle faculty listings at a later date. “Blue Line” modifications will not be allowed on academic sections.

Please return all academic changes to Nadia Mahannah, Assistant Director of Records – mahannan@southwestern.edu.

Thank you in advance for your assistance with this very important process.

Class Schedule Requests (Memo)

To: SU Department/Program Chairs
From: Kim Murphy (Morter)
Re: Summer-Fall 2014 Class Schedule Requests - Due 2/14/14.
Enclosed, please find a spreadsheet for your Fall 2014 and Summer 2014 course schedule requests.

PLEASE NOTE THAT THERE ARE A COUPLE OF NEW COLUMNS:

1. Please indicate which tags your courses should receive (Div, IP, SJ, etc.). Please also indicate courses which are still under review for approval for the various tags.

2. If your courses are part of a Paideia cluster, please include that cluster designation on the worksheet
3. Use the Comments field for anything pertaining to pending Catalog approval, evening exams, required field trips, new course numbers, and the like.

You might also wish to consult the Web Advisor displays from last summer and fall, though some course numbers have changed since then.

Please return your schedule requests by Friday, Feb. 14. We need to have them by then to make sure you have an opportunity to review the schedule prior to the start of registration. Please send copies to me (morterk@southwestern.edu) and to Suzanne Deal at deals@southwestern.edu.

I URGE YOU TO CONSULT THE CLASSROOM INFO PAGE once your classrooms have been assigned. This page contains photos for every room in every building; if you can't go visit your assigned rooms in person, PLEASE LOOK AT THE PHOTOS. We can no longer entertain room change requests in the first few days of class, so we are counting on you and your departmental colleagues to verify the appropriateness of your room assignments prior to the start of the semester. Here is the link: https://sites.google.com/site/sulearningspaces/

As I've alluded to a number of times this semester, I will be making some judgment calls on room assignments and class times/days as needed for Fall. I appreciate your patience as we work through this process.

Provide a realistic maximum class size. That will help us optimize room assignment. **Any reductions in caps should be discussed with the Provost before you submit your materials.** These numbers will drive the number of seats available to students during web registration and the "section full" messages on the web.

The class meeting time grid is the same as for Fall 2013. I am aware that the link and grid are titled "Fall 2012;" we are about to reconstruct our entire web page and I cannot edit this part at this time. Please consult the grid here: http://www.southwestern.edu/academics/registrar/docs/GRDLFA12.pdf

Courses which are to be cross-listed should be submitted and clearly marked by the primary department. These must be consistent with the Catalog, except for topics courses. If prerequisites or distribution requirement info are listed in the Catalog, you need not repeat them here.

HERE ARE SOME NOTES:

(1) The meeting time grid will be enforced.

(2) NEW: FYS/AES will be split this fall between the traditional 10:00-11:15 TTH time and 8:30-9:45 TTH. This will allow greater flexibility for students and for rooms. Please still strive to the extent possible to offer afternoon TTH courses.

(3) Note that classes conflicting with the MWF 12:30-1:20 time, and those ending in the 5:00-7:30 range slot should have other sections available or else not be required courses.

(4) Classes meeting for 2.5 hours on a single day should be matched to the extent possible – T with TH and M with W or F, in order to make efficient use of our already tight classroom space. Disparities could result in some sections not receiving their requested meeting times.

(5) Evenings have protected time until 7:30 PM. If some lab overlap is required, there should be other alternative sections which do not intrude into this time, which is heavily used for meetings, athletics, and fine arts.

(6) If multiple lab times are associated with a single lecture, and students select just one, then each lecture-lab combination should be reflected in a single section, so that registration in that section clearly defines which times the student is in class. We can use zero-hour labs for which the student registers separately. We would be happy to discuss your needs.

(7) Please discuss your plans with your faculty. Let them know that all course schedule submissions and changes must come through the chairs.

(8) Unless open for enrollment without signature with a particular instructor, we don't list internships and independent studies at this time. We add them from the signed add card.

(9) With part-time and visiting faculty, please try to limit the use of topics courses to the extent possible. It is critical that topics course titles and descriptions are available to students by pre-registration so these classes are fully utilized.

(10) In general, class sizes for visiting and part-time faculty should be no lower than 24 - since these individuals do not have any other SU responsibilities. If special circumstances make this impossible, you should visit with the Provost before you submit your schedule materials.

(11) Note that classes with small enrollments may be considered for cancellation in consultation with the Provost.

May and June Term will each last 16 days. 2014 dates are May 14-June 5 and June 9 – June 30, respectively. Remember we use sections numbers starting with 50, 60, and 70 for May Term, June Term, and Summer III.

We will make web versions available for your review, then for the faculty, before announcing it to the students. If your faculty cannot live with the room we assign, they need to ask you to investigate and arrange a different time, but do so before the registration process begins.

Recruiting, Retaining, and Mentoring New Faculty

(Please note that the Dean of Faculty should be involved in this process but her roles were not specified when this guide was written. Assume that she should be included at each step until told otherwise.)

Recruitment of New Faculty

Tenure-track positions.   Once it has been determined that your department has an opening for a new tenure-track faculty member , you should work to establish a search committee. In most cases, the department chair also chairs this committee. As stated in the Faculty Handbook, the search committee includes the Department Chair, other tenured, tenure-track, and regularly part-time department members, a faculty member outside the department, and one of two students. The committee composition is determined by the department chair, but must be approved by the Provost.

Next you must develop a description of the position. Human Resources and the Provost' s Office can be helpful with this. Examples from previous announcements are found below.   In developing your description, you want to think about things such as, the courses the person will teach, the area of scholarly expertise, the expectation of collaborative work with students· (if required in your department), the timeline for the search, any statements you will want to see from the candidate, whether or not you want the names of references or whether you want to see actual letters of reference . You will also want to be sure that you are not unnecessarily limiting or restricting the applicant pool in unintended ways because of your language or expectations. You then need to develop the description into an ad for the position and then send it to the Provost and Associate Vice President for approval. You should also decide where you would like the ad to be placed. The University automatically places these ads in The Chronicle, Hispanic Outlook, and Black Issues in Higher Education. Once the ad is approved, the Associate Vice President for Academic Affairs will take the ad to the Office of Human Resources so it may be placed in a timely manner. At the same time, as you turn in your ad, you need to work with the Associate Vice President of Academic Affairs to develop and turn in a signed Request to Fill. (Without this form, the process cannot move forward).

In addition to placing the ad, Department Chairs often find it helpful to send letters regarding the position to colleagues at other institutions . In some disciplines, a subset of the committee is able to interview prospective candidates informally at professional meetings . In other disciplines, that is not the tradition.

At the same time that you search is approved, the administrative support for your search will be assigned to one of the faculty administrative assistants. Applications and supporting materials for tenure track positions will appear in a special URL on “Interfolio,” an on-line and customizable faculty search tool. Your search administrative assistant will assist you with the search from start to finish. Meet with her/him to talk about the search organization,timeline and Interfolio tools.

Non-tenure track searches ordinarily do not follow this procedure unless you get an exemption from the Provost/Associate VP. Search Committee members have access to all candidate application materials on-line.

According to the Faculty Handbook, “The search chair must appoint a faculty member on the search committee to serve as the ‘diversity advocate’ for the search process. This individual will be responsible for ensuring that the development of a diverse applicant pool is a high priority in the search process.”

At this point, the search proceeds a little differently depending on academic discipline. In some departments, the department chair (and members of the department) screen the candidates and reduce the list to approximately 30. Departmental members then rank the top ten candidates, and these candidates are brought forward to the smaller search committee. In other departments, the entire committee does this initial screening.

Once a smaller subset of 10 candidates is determined, the committee may interview these candidate. This is done, either by a "formal" phone interview or at a professional conference by a subset of the search committee. After this stage, the list of 2 or 3 finalists along with a brief description of them, especially in relation to diversity, is given to the Provost for approval. Once approved, invitations to visit campus are issued by the Search Chair. It is obviously important to schedule these visits so that there is no overlap between candidates.

Itineraries of the candidates’ campus visits are set up by one of the Search Administrative Assistants, upon consultation with the Search Committee Chair. A sample itinerary is available in this notebook. During their on-campus interview, candidates usually meet with the Provost, the President, the Dean of the Faculty, the appropriate area Associate Deans, Associate Dean for Faculty Development & Institutional Assessment, the Librarian, the Search Chair, members of the Search Committee, and majors and minors in the department. The majors and minors meet with the candidate in the absence of faculty members on the Search Committee, and report their findings back to the Search Committee Chair. One of the roles of the student members on the Search Committee is to recruit students to come to the presentation and to meet with the candidates. The candidate is asked to give a formal presentation in a public forum. This can take the form of teaching a class or of a presentation of their scholarly activity. The candidates typically enjoy a dinner out with members of the Search Committee.

Budgets for the candidate's visits are administered by the Provost's Office. Before starting the search, you should find out the exact amount in the budget. Actually, early in the process, all chairs who are conducting searches, will gather for a meeting with the Associate Vice President for Academic Affairs, and will review these policies and learn the amount available for the search budgets. Your search budget must cover all expenses related to the search, including advertising, travel, expenses while on campus, etc.

After the on-campus interviews, the Search Chair must gather all of the reports from those who participated in the search. The search committee then meets to consider the qualifications and performance of the candidates and to rank the acceptable candidates. The committee sends their written recommendations and supporting documents to the Provost and perhaps the Dean of the

Faculty. From these, and from conversations with the Search Committee Chair, the Provost · makes a recommendation to the President. The decision to appoint is ultimately left to the President. This is why it is important to be very thorough in your written recommendation. It is also important to write about what you did, as a committee, to attract and recruit a diverse applicant pool.

Once approved and after consulting with the Provost, you, as the Department Chair make the offer. Don't be surprised if the candidate requests a week or two in order to make a decision. This is quite common. Don't hesitate to contact the Provost if the candidate has some conditions prior to acceptance. Once the offer is verbally accepted, you need to contact Ms Julie Cowley, AVP Academic Affairs, to complete a PAR (Personnel Action Request) Form. This form activates the production of a letter of appointment. At this time, a CV for the candidate and all official transcripts need to be submitted to the Provost's Office. In the event that the offer is not accepted, the Department Chair should consult with the Provost about whether to make an offer to the candidate who was ranked second, or whether or not to redo the search the following year.

The Provost Office has put together the following helpful search information. Please note that the financial section does not apply for this year's searches (2014/2015) for full-time visitors.

Helpful Search Information 2013-2014

Please refer to the *2013-2014 Faculty Handbook* (Section IV.) for detailed information about the faculty hiring process. Three important notes:

(1) As stated in the *Faculty Handbook*, Jim must approve the composition of search committees before the first committee meeting. You may send this information to Jim by e-mail (with a cc to Julie).

(2) As stated in the *Faculty Handbook* and in our continuing efforts toward achieving diversity, Jim must also approve the list of candidate finalists <u>before</u> invitations to visit campus are made. You should send this list by e-mail to Jim with a brief description of each candidate and why they are "stand-outs" in the eyes of the committee.

(3) The Search Committee Chair makes the job offer to the appropriate candidate after consulting with Jim who will also visit with Ed. Questions about salary should be directed to Jim.

Search Support

- There are standard University procedures in place for all searches; however, some of these may be slightly adapted to fit the needs of the department. Your search support person will assist you with search arrangements from start to finish.
- If you haven't done so already, please arrange a time for your support person to meet with the entire search committee (or, at the very least, the chair) to talk about the organization and timeline of your search.
- Share a copy of the search committee membership with your support person.

Search Expenses

- Based on historical data, an average search with 3 campus visits should not cost more than approximately **$4500**. Please keep this figure in mind as you plan your search. This estimate includes conference costs for up to 2 faculty members (if applicable), candidate flights, meals during campus visits (Carmelo's or Fonda San Miguel doesn't really fit the budget!), hotel arrangements, and shuttle fees. This budget does NOT include advertising costs.
- Two "expensive" dinners are not really appropriate. Alcohol expenses may be reimbursed. Please be reasonable.
- VERY IMPORTANT: Detailed receipts must be turned in with all reimbursement requests. A detailed receipt includes the credit card receipt as well as the itemized listing of expenses (i.e. food and beverage purchases). The names of applicable persons should be included with the receipts (i.e. those who dined with the candidate). These are IRS requirements.
- Your search support person has the appropriate account number. She will track all expenditures and will also take care of reimbursements. You can check in with her on a regular basis to see how much money has been spent. Please turn in all receipts to your search support person. Check-reimbursements take at least a week depending on when the request is submitted. You should allow twenty-four hours for petty cash reimbursements (up to $100).
- If your candidates meet with students during the lunch or dinner hour, the students should not sign the meal list if they are on a meal plan. When this happens, Sodexho is being double-paid.

Diversity Advocate

- Each committee should designate a person to serve as the Diversity Advocate. This can, but does not have to be, the chair. This person will assist the committee in keeping issues of diversity at the forefront of the search process. Ideally, the individual should be a tenured member of the department. Please forward the name of this person to Jim as soon as the individual is identified.

National Registry of Diverse and Strategic Faculty

- Formerly known as the National Minority Faculty Identification Program and hosted by Southwestern, The Registry may be a resource for potential applicants. To access the database, go to www.theregistry.ttu.edu. Our Username (login) is <Southwestern> and the Password is <Georgetown1>. Click on Search Candidates on the left-hand side of the screen.

Review of Materials and Communications with Candidates

- In the interest of time and money, information packets will be available at hotel check-in, instead of being mailed (or Fed-Exed) to candidates. Candidates will be directed to the SU website for copies of the *Catalog* and the *Faculty Handbook*. Your support person will prepare the information packets.
- Acknowledgement emails (with a customizable message) will automatically be sent through Intefolio to all applicants.
- Rejection letters to those with whom no personal contact is made will be sent by e-mail. Please let your support person know the names of Southwestern University alumni who have submitted applications; a customized letter may be sent in those cases.

- A hard-copy letter from the search chair will be sent to all applicants with whom personal contact is made.
- Search chairs usually call those candidates who visit campus but are not made an offer. They may follow up with a customized rejection letter via US mail. Support staff can help with this process.
- Rejection notices should be sent in a timely fashion

Campus Visits

- Your support person has access to campus visit schedules for previous searches. She should make all appointments and make all changes to all appointments, including those with Jim and Ed. This helps everyone stay on the same page with as few "cooks in the kitchen" as possible.
- As his schedule allows, Ed is planning on meeting with each of the candidates. Your search support person will work with Francie Schroeder/Latoya Jenkins to determine his calendar availability. Your support person may contact Francie/Latoya now to determine windows of time that he is in town.
- Campus tours by the student representative on the committee and Georgetown tours by realtors are available upon request by the search chair. Your support person can coordinate both of these activities. If desired, Austin tours should be arranged by the chair.

Airline Reservations and Airport Shuttle

- Airline arrangements should be made <u>through your search support person</u> with a minimum 7-day advance purchase. A 14-day advance purchase would be even better. Without special permission from Jim, candidates may not be brought to campus with less than a week's notice. Foreign travel is allowed with the expectation that every effort will be made to minimize the cost.
- If you find that the committee is seriously considering a candidate from another country, you should consult with Elma Benavides, Associate Vice President for Human Resources, at the earliest possible date about work visa requirements/expectations. This contact should be made BEFORE an offer to visit campus is extended.
- Candidates may not be brought back to campus for a second visit at the University's expense, and the University will not pay for family members to come to campus.
- Airport Flash may be used to transport candidates to and from the airport. Arrangements may be made by your search support person.

Hotel Accommodations

- Reservations for candidates should be made by your search support person at an area hotel (usually in Georgetown).
- Candidates may stay at the San Gabriel House Bed and Breakfast across the street from campus. Your support person can provide details, including cost and cancellation policy.

Human Resources

- A handout that briefly describes the SU benefits package is available at www.southwestern.edu/hr/, and can be included in information packets. Candidates do not meet with HR staff during their time on campus.
- All offers of employment to faculty and staff are pending a successful background check. Paperwork for the background check is included with the appointment letter that is usually received within 10 working days of notification to the Provost's Office.
- It is strongly recommended that search committees meet with Elma Benavides, Associate Vice President for Human Resources, as early as possible to talk about how to structure a successful search, recruitment legalities, and ways to attract minority candidates.

Non Tenure-track Full-time Faculty Appointments

(Faculty Handbook, http://www.southwestern.edu/live/files/2705-201314-faculty-handbook)

Renewal of Visiting Full-time Faculty Appointments

(Faculty Handbook, http://www.southwestern.edu/live/files/2705-201314-faculty-handbook)

Part-time Faculty Appointments

(Faculty Handbook, http://www.southwestern.edu/live/files/2705-201314-faculty-handbook)

Renewal of Part-time Faculty Appointments

(Faculty Handbook, http://www.southwestern.edu/live/files/2705-201314-faculty-handbook)

Sample job posting for a full-time tenure track Assistant Professor

Southwestern University, Assistant Professor of History

Southwestern University, a liberal arts college in the Austin, Texas metro area, invites applications for a full time tenure-track assistant professorship in Latin American History to begin August 2014. The area of specialization is open, but the department especially encourages candidates whose research and/or teaching specialization includes the history of science, medicine, or the environment. Responsibilities include teaching sections of world history (either broad surveys or thematic courses), both halves of the Latin American survey, other thematic courses on Latin America, and rotating with colleagues in the teaching of historiography and our senior research seminar in a 3/2 course load. The History Department is wide-ranging in its geographical coverage and interests, and its six faculty members participate in several interdisciplinary programs (including Environmental Studies, International Studies, Latin American Studies, and feminist Studies) and we look for similar breadth in our new appointments.

Qualifications include Ph.D. completed by time of appointment. Candidates must demonstrate interest and potential excellence in undergraduate teaching.

Candidates who have a strong commitment to enhancing diversity in academia are also preferred.

Southwestern University is a selective, undergraduate institution committed to a broad-based liberal arts, sciences, and fine arts education. Southwestern currently enrolls approximately 1,500 students and maintains a student to faculty ration of 11 to 1. In addition to a number of other national organizations, Southwestern University is a member of two consortia of liberal arts colleges, the Associated Colleges o the South and the Annapolis Group. Located in Georgetown, Texas, 28 miles north of downtown Austin, Southwestern is affiliated with The United Methodist Church. Southwestern University is committed to fostering a diverse educational environment and encourages applications from members of groups traditionally under-represented in academia. For information concerning the University, visit our Web site at www.southwestern.edu.

To be assured of consideration, a letter of application, CV, a writing sample (chapter or article), and three letters of reference should be submitted by **November 1** to lhttp://apply.interfolio.com/212833. Application materials received after that date may be considered until the position is filled. Email and paper applications will not be accepted.

All offers of employment are contingent on successful completion of the University's Background Check Policy process. Southwestern University is an Equal Opportunity Employer. EOE/M/F

Sample job posting for a full-time visiting Assistant Professor

The Department of Political Science at Southwestern University invites applicants for a full-time visiting Assistant Professor position in political theory/comparative/international politics for the 2014-2015 academic year. The successful applicant must be proficient in European Politics. The position has a 3-3 course load. Candidates interested in a part-time position in European Politics will also be considered. Deadline: Until filled.

We seek applicants excited about working in a student-centered, undergraduate liberal-arts setting, with its focus on engaged teaching and academic research, participation in shared governance, and active involvement in an institution-wide advancement of diversity, sustainability, and social justice.

Southwestern University is a selective, undergraduate private institution committed to a broad-based liberal arts, sciences, and fine arts education. Southwestern currently enrolls approximately 1,500 students and maintains a student to faculty ratio of 11 to 1. In addition to a number of other national organizations, Southwestern University is a member of two consortia of liberal arts colleges, the Associated Colleges of the South and the Annapolis Group. Located in Georgetown, Texas, 28 miles north of downtown Austin, Southwestern is committed to fostering a diverse educational environment and encourages applications from members of groups traditionally under-represented in academia. For information concerning the University, visit our Web site at www.southwestern.edu.

To apply: Applicants should submit a cover letter, curriculum vitae, graduate transcripts, a summary of your recent teaching evaluations (if available), three letters of reference addressing teaching performance and abilities, your teaching philosophy and a short list of courses in which you have a strong interest in teaching to oneillt@southwestern.edu.

Ph.D. completed by August 2013 is preferred, but ABDs will be considered.

All offers of employment are contingent on successful completion of the University's Background Check Policy process. Southwestern University is an Equal Opportunity Employer.

Sample search candidate campus visit itinerary

(Be sure to add the Dean of Faculty)

Itinerary for Richard Conway
Candidate for Assistant Professor position in Latin American History
Southwestern University - Jan. 30-31, 2014

Contact Information:

- Melissa Byrnes - cell (978) 353-9759; office (512) 863-1501; Kelly Lessard - cell (512) 289-0960
- San Gabriel House B&B - (512) 930-0070, 1008 E. University Ave., Georgetown, TX 78626
- Flight Confirmation # GPFKZR

Wednesday, January 29th

12:44 p.m. .... Delta Flight 5762 Depart Newark

2:43 p.m. .... Arrive Detroit

3:20 p.m. .... Delta Flight 3293 depart Detroit

5:40 p.m. .... Arrive Austin

5:55 p.m. .... Flash Transportation's driver will meet you at the Delta curbside check-in. If any problems arise, call FLASH TRANSPORTATION (512) 868-1000

6:45 p.m. .... Expected arrival at San Gabriel House B&B, 1008 E. University Ave., Georgetown, TX 78626. Detailed driving directions provided in their confirmation email. Check-in before 9:00 p.m., or make arrangements with the Innkeepers for late check-in.

7:00 p.m. .... Melissa Byrnes will pick you up from the Bed and Breakfast for dinner with committee members (Melissa Byrnes, Thom McClendon, Shana Bernstein, Steve Davidson, and Jess Hower) El Monumento, Georgetown, TX, Reservation not necessary.

Thursday, January 30th

8:00 a.m. – 8:45 a.m. .... Breakfast at the B&B; Melissa Byrnes will meet you at 8:45 a.m., and then escort you to

9:00 a.m. - 9:45 a.m. .... Meet with Jim Hunt, Provost and Dean of Faculty, and Dirk Early, Associate Dean of the Brown College and Professor of Economics (Cullen, Provost's Office)

10:00 a.m. – 10:30 a.m. .... Meet with President Ed Burger (Cullen Bldg.)

10:30 a.m. - 11:00 a.m. .... Meet with John McCann, Associate Dean for Faculty Development & Academic Assessment (Cullen, Provost's Office)

11:15 a.m. - 11:45 a.m. .... Meet with Shana Bernstein

12:00 p.m. - 1:00 p.m. .... Lunch with students, led by Lauren Gieseke, student member of the search committee (Roy Shilling Room, Commons) sign in sheet at cashier.

1:00 p.m. – 1:30 p.m. .... Campus Tour with Lauren (drop off at The Cove)

1:45 p.m. - 2:15 p.m. . ... Omar Rivera (The Cove)

2:30 p.m. - 3:00 p.m. .... Meet with Jess Hower (Mood)

3:15 p.m. - 3:45 p.m. .... Meet with Melissa Byrnes (Mood)

4:00 p.m. - 4:45 p.m. .... Prep time (SLC 221).

5:00 p.m. – 6:15 p.m. .... Job talk (Mood 343).

7:00 p.m. .... Dinner with committee members (Melissa Byrnes, Thom McClendon, Steve Davidson, Jess Hower, and Omar Rivera) at The Salty Sow, 1917 Manor road, Austin, TX 78722; 7:00 p.m. reservation .for 6 people is under Byrnes

Friday, January 24th

8:00 a.m. – 8:30 a.m. .... Breakfast at the B&B. Patrick Hajovsky will pick you up at 8:30 and escort you to the Merzbach Room (Mc Combs). Check out of San Gabriel House (bring luggage with you to store in Kelly's office).

8:45 a.m. – 9:20 a.m. .... Meet with Patrick Hajovsky and members of Latin American Studies (Merzbach Room)

9:30 a.m. – 10:00 a.m. .... Meet with President Ed Burger (Cullen Bldg.)

10:15 a.m. - 11:00 a.m. .... Meeting with full committee (Melissa Byrnes, Thom McClendon, Steve Davidson, Jess Hower, Omar Rivera, and Lauren Gieseke) (Mood faculty office)

11:15 a.m. - 12:15 p.m. .... Lunch with Thom McClendon

12:15 p.m. .... Pick up by Flash Transportation outside McCombs on the northwest side (the little drop off circle)

2:43 p.m. .... United Flight 1471 departs Austin for San Francisco

4:41 p.m. .... Arrive San Francisco

Request to Fill a Position Form

http://www.southwestern.edu/hr/documents/Request-to-Fill-2010.pdf

Separation Procedures & Check-out Process Form

Contact Ms. Barbara Jean, Provost Office about this process.

The Top Ten Things New Faculty Would Like to Hear From Colleagues (Memo)

To: Mailing List. This is excellent advice from Mary Deane Sorcinelli, Associate Provost for Faculty Development at the University of Massachusetts on optimizing your first few years as a professor.

Subject: THE TOP TEN THINGS NEW FACULTY WOULD LIKE TO HEAR FROM COLLEAGUES

From: Mary Deane Sorcinelli, University of Massachusetts

When we seasoned faculty look back at the early years of our careers in academia, what advice do we wish we had received as we started out? What issues do new faculty struggle with today and what kind of guidance might we offer them? More than a decade of research has identified three core, consistent and interwoven concerns that affect early career faculty as they navigate their way through the first years. New faculty want

- a more comprehensible tenure system,
- a stronger sense of community, and
- a balanced and integrated life.

Studies also show that senior colleagues and department chairs can play an important role in creating the kind of academic environment that supports the success of early career faculty (Rice, Sorcinelli & Austin, 2000; Sorcinelli, 2000). As an antidote to the triple threat of evaluation, isolation, and overwork, I'd like to offer some advice drawn not only from research on what helps new faculty succeed, but also from my interactions with hundreds of new and early career faculty members, their mentors, and their chairs. The following are the top ten things I believe new faculty members would most like to hear from their chair (or senior colleagues) as they try to figure out how to live an academic life-that is, how to teach well, produce fruitful research, earn tenure, pay attention to a partner and children, lead an examined life, and make plans for the future.

Getting Started

1) Remember: you are great.
We hired you for a reason-you may think that you somehow faked your way in here, but my colleagues and I are pretty smart judges of quality. And, we hired you for success. We make a huge, up front effort to get talented young faculty and the goal is to have you succeed. Newcomers, with new energy and ideas, help us improve our department. You are rising stock, an investment in the future of the department and institution. Despite your greatness, however, you aren't expected to figure out everything about this department and institution on your own. Reach out to all of us in the department. Ask questions. Ask for help.

2) You don't have to be superman or woman tomorrow.

Or even next month. That superstar older professor who is an outstanding teacher, has built a daunting research program, and is president of his professional society did not get there in a year. I'm sure there are one or two new faculty members who may appear to manage it all in their first year, but in my experience, such an expectation is unrealistic. It takes new faculty two or three years to get established; so, pace yourself for the long run. Things will take off more quickly than you think.

You might start by setting goals for your first two or three years and reviewing them with me. You are entitled to your big dreams, but try to sort them into manageable goals -that you can actually accomplish-for yourself. Small successes are likely to motivate you more than struggling to meet an unattainable plan.

Tenure Truisms

3) Figure out what matters.

Every department and college differs in its expectations for research, teaching and service. And every department and college's requirements will be vague or contradictory at least sometimes. Here again, don't try to figure things out on your own. Talk to everyone. Talk to your department chair and to the dean, but remember that what we say may be constrained by pressures bearing on us at the moment. We'll probably be at the helm for some time, but you can't always guarantee the same administrators will be around when you go up for tenure. Talk to recently tenured faculty and talk to that respected, older, straight shooting professor who can give you solid, realistic advice. Talk with members of the personnel committee to find out what they think is necessary for a successful case. Better yet, along the way, try to sit on the department personnel committee so that you can measure the official version of how things happen against what happens in practice. Finally, make an appointment to meet with the department chair at least once a year-to review those manageable goals we talked about earlier as well as your teaching and research, your annual faculty report, and the tenure timetable.

4) Decide what doesn't matter.

Everyone works hard. But you're not going to help your career development if you are working hard on something that does not matter. For example, we all want and need you to be a good department and campus citizen. Here is where advice from older heads can help. Someone might relish your chairing the department space or website committee, but let's talk about how you can make the best investments in terms of citizenship in your early years. For example, it's okay to be a bit mercenary and serve in places that will be of some benefit to you. For example, being on undergraduate or graduate admissions may garner you excellent students with whom to work on projects. Being in charge of the departmental seminar series may help you establish relationships with important colleagues in your field. Invite them to give a departmental seminar. Their input about your work will be valuable, and you will be expanding your network of colleagues beyond our campus. A positive, national reputation does not hurt in influencing local tenure decisions.

5) Teaching matters.
In your doctoral program, external funding, journal papers, and books may have been pretty much all that mattered. But teaching, especially a commitment to undergraduate students, increasingly matters a lot in most departments. We know that early career faculty find great satisfaction in being valued as a teacher and advisor by students. At the same time, they find it challenging to sustain satisfaction in teaching if it is ill-defined, poorly evaluated and undervalued.

We, your senior colleagues, are here to help you figure out where your teaching is going and why you are taking it there. You may get off to a great start but even if you falter you will improve over time. Someone in the teaching and learning center or your dean or your department chair can introduce you to teachers in and outside of our department who are committed to teaching and student learning. They have a range of skills and experiences worth tapping-for making lectures more effective, facilitating discussion, testing and assigning grades, and teaching with technology. And you can also sign up for consultation, seminars, grants and other offerings through the teaching and learning center on most campuses. Put simply, departments can't afford faculty who can't teach their way out of a paper bag. So instead, we subscribe to the "open-bag policy": we regard teaching as worthy, public, and always developing and evolving. We'll be talking about and assessing teaching and student learning all along the way with you.

6) Make a plan.
As you are figuring out 3, 4, and 5, make a plan. Consult with me (your department chair) about the priorities you set. As you pursue your plan, here are a few tips.

- Play to your strengths. This may seem obvious, but it can get lost. Think about what you know, what you are comfortable with, and what you are ready to teach.
- Cultivate a specialty that you enjoy and do well (e.g., large classes, junior year writing) as it will make your teaching more coherent and enjoyable.

Principles of Good Practice: Supporting Early-Career Faculty, Guidance for Deans, Department Chairs, and Other Academic Leaders

http://eric.ed.gov/?id=ED450634

A Few Words on Evaluation of Departmental Faculty (for contract renewal, tenure, and promotion)

Faculty Evaluation Process: A Rough Outline of Procedure,

A Rough Outline of Procedure

A. Faculty members being evaluated prepare professional files with appropriate materials by stated deadlines. Files include:
    a. Latest vita
    b. Personal Statement
    c. Latest annual report*
    d. Supporting materials
B. Faculty members should inform the Provost's Office when files are complete, or when additional materials have been submitted.
   *N.B. The Latest Annual Report is intended for internal Provost's Office use, and may not always be available.
C. Deadlines for professional files: 1st day fall semester classes for promotion and tenure; last day of fall semester classes for 4th and 2nd year. Should additional materials (e.g. offprints) become available after these dates, the faculty member may add them to the professional file. The faculty member must inform the Provost's office immediately that items have been added. The Provost's office will inform relevant parties, e.g. FSC, that items have been added. The FSC and other evaluative parties are not obligated, however, to consider the items submitted after the deadlines.
D. Provost's Office makes copies of A and B above, for perusal by FSC members. The FSC chair will notify FSC members when these materials are ready for pick-up.
E. FSC members read these materials plus the remainder of the professional file.
F. Assigned FSC members read course evaluations of the faculty member being evaluated-the usual is to read the last three semesters for 2nd Year reviews, four semesters for 4th Year reviews, and three for 6th Year reviews (i.e., for each year, all semesters available since the previous review or arrival at SU). For promotion to Professor, normally evaluations over at least the previous two years are read. If teaching effectiveness has been an issue in the past, it may be necessary to read or reread further back. Assigned FSC members should make copies of summary sheets for the entire committee. In some cases, all FSC members will be asked to read the evaluations.
G. FSC Chair schedules individuals to give input at FSC meetings. Normally, the candidate's department chair and [now] "area" associate dean are invited to visit the committee. Additional faculty or administration members may be invited also, as appropriate. Each visitor is asked to comment upon [and evaluate according to the scale in #9 below] teaching effectiveness, professional growth, and contributions to the university community, and to provide an overall recommendation whether to renew, grant tenure, or promote.
H. FSC meets with individuals in 6 above. Usually, a brief meeting of FSC members only precedes the session with visitors.

I. Once input is gathered, a recommendation letter with FSC's findings is drafted by the Secretary of the FSC. Letters are produced for all faculty being evaluated except when a negative recommendation for tenure and/or promotion is made. Letters are produced for all faculty being evaluated except when a negative recommendation for tenure and/or promotion is made.
J. FSC evaluates faculty members on a three point scale (meeting expectation, below expectation, unacceptable) in each of the three areas: teaching effectiveness, professional growth, and contributions to the university community, with the understanding that: _"exceptional" and "unacceptable" ratings are used only in extreme cases the scale correlates to the expectations appropriate to the level of the faculty member being evaluated (e.g. 2nd Year, 4t Year, 6th Year [tenure], Promotion to Professor), as defined in the Faculty Handbook and more fully articulated in the FSC document Comprehensive Reviews : Expectations (current version is "fscexpectfh.doc).
K. FSC meets to discuss and shape letter drafts into final form for signatures by all FSC members and presentation to the Provost's and appropriate deans' offices.
L. FSC meets with the Provost and appropriate deans to discuss the findings for each cohort.
M. The FSC Chair meets with the President to discuss the various cohorts that have been reviewed, usually after each semester's work is completed. Normally the Provost attends this meeting. The FSC Chair provides copies of the letters directly to the President's Office prior to the meeting with the President.
N. The FSC chair may schedule further meetings with the Provost and/or President, after the semester's work is concluded.
O. At the beginning of the academic year, FSC members review and revise as necessary the document Comprehensive Reviews: Expectations, to be distributed to the Faculty by the Faculty Affairs Council. In addition, A Rough Outline of Procedure is presented to FAC at the end of the academic year as a report to that committee.

Guide to Department and Program Chairs meeting with Status

April 7 DRAFT

For each faculty member under a comprehensive review, the Faculty Status Committee (FSC) determines, in their judgment, whether the faculty member has met the expectations of the University in the three areas we regularly evaluate, Teaching Effectiveness, Professional Growth, and Service to the University Community. What is required to meet expectations in each area varies across the different reviews. See the Faculty Handbook for guidance on those expectations. Critical to this assessment are the views of the faculty member's Department and/or Program chair.

This document is designed to serve as a guide to chairs as they review the work of their faculty in preparation of their discussion with the FSC. Please note that all members of the FSC will have reviewed the professional file. Additionally, two FSC members will have reviewed the teaching evaluations.

• For all reviews, a review of the material contained in the faculty member's professional file is essential. Based on this review and other information at the disposal of the chair, she or he should be prepared to discuss whether they believe the faculty member has met the University's expectation in the areas of professional growth and service to the University community.

• A primary mechanism used to assess the quality of teaching of our faculty is the student evaluation of their teaching. Therefore, chairs should be able to discuss their impressions of those evaluations. For 2^{nd} year reviews, chairs should have read carefully all of the evaluations of that faculty member. For subsequent reviews, chairs should, at a minimum, have read the evaluations from the last 2 years. Based on a review of the faculty member's teaching evaluations and other information at the disposal of the chair, she or he should be prepared to discuss whether they believe the faculty member has met the University's expectation in the area of teaching effectiveness.

• For 2^{nd} and 4^{th} year reviews, a written record of the University's assessment of the work of the faculty is provided to the faculty member and their chair. Those letters clearly indicate whether the faculty member has met the expectations of the University in each of the three areas of interest. For the 4^{th}-year and tenure year assessments, chairs should review past letters carefully and, where applicable, be prepared to discuss whether progress has been made in areas of concern. State that these may be obtained directly from the Provost's office.

• During the tenure year review, the Faculty Handbook clearly indicates that chairs will consult with the all tenured members of the department and provide a written recommendation that reflects the views of the chair and the tenured faculty. Although not required during other reviews, chairs are encouraged to always be in consultation with the tenured members of their department when assessing the work of their faculty and to have their thoughts in writing before visiting with FSC.

• For the 2^{nd} and 4^{th} year reviews, chairs are expected to conduct a conference with the faculty member to discuss the evaluation that will be shared with FSC. It is at the discretion of the chair to hold similar conferences during reviews beyond the 4^{th} year.

• All of the proceedings of the FSC are confidential. Chairs and all other participants in the review process will not convey any specifics of their meeting with FSC to the faculty member being reviewed or anyone else other than members of FSC or the appropriate academic. Once a chair has met with FSC, the flow of information will be upward, through a report by FSC outlining their assessment of the faculty member that is made available to the appropriate academic deans. A final step during 2^{nd} and 4^{th} year reviews is a conference with the appropriate academic deans, the department chair, and the faculty member. During that conference, the academic deans will provide the faculty member the University's viewpoint with respect to the faculty member's continuing progress towards tenure. The FSC Report is just one source of information used in the assessment of faculty and the University's view is crafted to protect the confidentiality of the Faculty Status Committee.

Comprehensive Reviews: Expectations (Faculty Status Committee, 8/15/04)

Comprehensive Reviews:
Expectations Faculty Status
Committee
8/25/04

The following guidelines are used by the Faculty Status Committee in evaluating tenure-track faculty who are candidates for contract renewal, tenure, and promotion.The criteria set forth here are intended to indicate the requirements necessary for a faculty member to be "at expectation" relative to rank and years at Southwestern.

Teaching effectiveness. Exemplary teaching effectiveness, as defined in the *Faculty Handbook*, is expected. Excellence in other areas cannot compensate for a deficiency in teaching effectiveness. *(Fac. Handbook: Evaluation of Faculty)*

Professional Growth. Professional Growth includes both a) professional activities and b) scholarly/creative achievements across the disciplines, from paper presentations and publications to concerts and exhibitions. "Faculty are expected to remain current in their fields and to maintain professional growth at a level commensurate with faculty at other national liberal arts colleges with similar resources *(Fac. Handbook: Evaluation of Faculty)."* The amount and quality of professional activity and scholarly/creative achievement for favorable consideration in contract renewal, tenure, and promotion decisions will be determined by the department and the appropriate dean (after *Fac. Handbook).* For purposes of evaluation, scholarly/creative achievements are defined as results of professional activities subject to peer review as is appropriate for each discipline *(Fac. Handbook)*

Contributions to the University Community. Being an active and positive member of a liberal arts community involves "participating in community events to enhance the various programs of college life, such as fine arts events, athletic events, lectures, convocations and other campus gatherings *(Fac. Handbook: Evaluation of Faculty)."* For the purposes of evaluation, however, the Faculty Status Committee restricts its consideration to areas of substantive University service: in addition to standard departmental service, Southwestern values meaningful activity including (but not limited to) chairing an academic unit, constructively participating on major University committees, developing and/or revising academic programs and strategic plans, organizing and planning major events such as lectures, symposia, concerts or other performances by guest artists or other faculty performers, and participating in extramural community service activities.

2nd Year Comprehensive Review (conducted in the Spring Semester)

Teaching Effectiveness. It is expected that the faculty member's teaching program is well-established, with any issues identified during the first year substantially addressed.

Professional Growth. a) The faculty member must demonstrate on-going professional activity. b) The faculty member must develop a plan for a scholarly/creative program that will lead to achievement by the 4th year.

Contributions to the University Community. There must be evidence of the beginning of substantive involvement in departmental service. Prior to the 3rd year, active participation on one University committee or other significant service shall be considered as meeting expectation. It should be noted, however, that no amount of University service will compensate for deficits in teaching effectiveness or professional growth.

4th Year Comprehensive Review (conducted in the Spring Semester)

Teaching Effectiveness. At this point, exemplary teaching effectiveness is a given.

Professional Growth. a) The faculty member must show evidence of continuing professional activity.
b) There is to be evidence of scholarly/creative achievement, and a plan for further achievement.

Contributions to the University Community. There must be evidence of continuing service to the department. Meaningful service to the University Community beyond the department shall have begun by the time of the 4th year review. Active participation on two or three University committees or in other significant service accumulated since the 2nd year review shall be considered as meeting expectation. It should be noted, however, that no amount of University service will compensate for deficits in teaching effectiveness or professional growth.

6th Year Tenure Review (conducted in the Fall Semester)

Teaching Effectiveness. A record of sustain d exemplary teaching effectiveness is expected.

Professional Growth. a) The faculty member must show evidence of continuing professional

activity.
b) He/she must show evidence of scholarly/creative achievement relative to rank and years at Southwestern [cf. *Fac. Handbook]*. Moreover, there must be plan for a scholarly/creative program that will lead to achievement beyond tenure.

Contributions to the University Community. There must be evidence of continuing service to the department. The faculty member must demonstrate meaningful service to the University Community beyond the department. Active participation on two or three University committees or in other significant service accumulated since the 4th year review shall be considered as meeting expectation. It should be noted, however, that no amount of University service will compensate for deficits in teaching effectiveness or professional growth.

Review for Promotion to Full Professor (conducted in the Fall Semester)

It is the expectation that the work of a full professor at Southwestern University be viewed as an exemplar in each of the three areas of faculty performance- Teaching Effectiveness, Professional Growth, and Contributions to the University Community. It is to be understood that standards required for promotion to full professor exceed the minimum standards for the granting of tenure. As such, a trajectory that leads to tenure does not necessarily lead to promotion to full professor. An established history of sustained excellence in teaching is expected. In addition, a consistent record of work of high quality is expected in both Professional Growth and Contributions to the University Community, with excellence in at least one of these areas required. It should be noted, however, that a deficiency in one area cannot be compensated for by attaining excellence in other areas.

Comprehensive Reviews: Role of Department Chairs (as relayed to me by Kendall Richards, Past Chair of the Faculty Status Committee)

See *Faculty Handbook*, pp. 43-48 for specific information about these reviews.

As new faculty members are preparing their professional files, you should mentor them about what to include and how to present what they have done. Give them specific feedback from your reading of the file. (Note: Also be sure the files are turned in on time. For those being reviewed for tenure or promotion (to professor), the files are due the first day of the fall semester. For those being reviewed for 4th -year and 2nd - year reviews, the professional files are due on the last day of the fall semester classes. If the files are turned in late, or if information is added to the files after the deadline, they may or may not be reviewed by the FSC Committee.) ---

With the revision of the evaluation schedule for tenure-track faculty members, first-, third- and fifth- year reviews are now conducted by the department chair. Specific procedures are listed in the *Faculty Handbook.*

The faculty Status Committee evaluates tenure-track faculty who are candidates for contract renewal (2nd and 4th year), tenure (6th year), and promotion. When the department chair visits the Faculty Status Committee, he/she should be ready to address the committee with regard to the faculty member's teaching effectiveness, professional growth, and contributions to the University Community. (The department chair should also bring up the contribution that the faculty member brings to the department.)

The meeting with the department chair will take approximately 30 minutes and is usually scheduled on Tuesday/Thursday during the noon hour. Chairs will be contacted by e-mail and phone.The

Status Committee meets in Olin 302. You will usually receive at least one week's scheduling notice. But,

The general schedule is to look at promotion to full-professor and tenure in the Fall, and to conduct 4th and 2nd year reviews in the Spring. You should anticipate these meetings by reviewing the faculty member's folder (in either the Provost's Office or in the Dean of Fine Arts Office) and review course evaluations. You will be asked to provide highlights and summary rating regarding the three areas of interest. The scale you will be asked to use is: " meeting expectation", "below expectation", and "unacceptable". At the close of the meeting, you will be asked: "Do you recommend them for contract renewal/tenure/promotion?"

As a chair, it is important that you be in touch with national standards. With regard to "achievement", it is important that you help the committee to understand why a particular activity is an achievement in this discipline. You will also want to address the quality and quantity of professional activity within the department. (A good litmus test regarding "achievement": peer review as accepted nationally within a discipline.)

Note: Your meeting with the Faculty Status Committee will be a one-way flow of information. You will be reporting your assessment to the Committee. Feedback will eventually happen through review with the faculty member and the appropriate dean and will be in writing. You will not receive feedback from the Faculty Status Committee on how the faculty member is doing.

Evaluation Procedures

(Faculty Handbook, http://www.southwestern.edu/live/files/2705-201314-faculty-handbook)

Advising New Students

Hello, All,
Speaking of advising . . .

All of you who were assigned new students will be seeing said students tomorrow. In order to assist in that process, here are some tips/bits of information:
1. I have attached two documents to this message pertaining to language placement. One is the full alpha list of all placements, and the other is the placement rubric. Please locate your advisees on the alpha list and verify correct language registration if applicable.

*PLEASE NOTE: Some students registered themselves before placement information was available, often landing in the incorrect class. I moved those students into the correct class, and notified them of that move. Many students didn't see my message and may not understand why they were moved. Please assure students that the placements indicated in the document ARE accurate, and reflect BOTH the placement exam score AND high school language experience.

2. YOU MUST CLEAR YOUR ADVISEES IN WEBADVISOR IN ORDER FOR THEM TO MAKE CHANGES TO THEIR SCHEDULES ONLINE. To do this, click the "advised" box on each student's Registration Eligibility Screen.

3. You may see all of your advisees' transfer and dual-credit work, AP/IB work, and other test scores by viewing the STUDENT TRANSCRIPT screen for each student in WebAdvisor.

4. There are students out there who registered for courses that were either too advanced for new students, too similar to other courses on their schedules (i.e. Chemistry, Biology and Physics), or that had prerequisites that hadn't been met. These students were moved out of the offending course and into another one. Again, these students were notified, but maybe didn't internalize the information. The reason we put some students into courses that appear to be random was mainly to keep them at full-time status until they had a chance to meet with each of you. If they want to change those courses, that's fine!

5. PLEASE, PLEASE PLEASE let me know ASAP if you have students who do not show up for advising.

Thank you for all of your great work with our new students! Please call our office with questions.

Warm regards,
Kim Murphy (Morter)

Add/Drop Procedures

http://www.southwestern.edu/academics/registrar/regadddrop.php

Transfer Course Evaluation Policies at Southwestern University

http://www.southwestern.edu/academics/registrar/transAP.php

Permission to Transfer Courses to Southwestern Record Form

http://www.southwestern.edu/academics/registrar/regadddrop.php

Southwestern University Advanced Placement Examinations

http://www.southwestern.edu/academics/registrar/policy/transpolicy.php

General Instructions for Grade Assignment and Reporting by Faculty (Memo)

(courtesy of Kim Morter)

Hello, All,
Hopefully this message finds you staying warm. It's hard to believe that finals begin next week. Here is a link to the final exam schedule:
http://southwestern.edu/academics/registrar/calendar.php

Submission of Grades should be by **5 PM on Monday, Dec 16th**. We will extend your deadline to 8:00 AM Tuesday (Dec 17) **if** we have an extension request from you before the initial deadline. E-mail to me will work to request the extension.

We will work Monday night to determine which grades are missing and to initiate the follow-up process with instructors - or their department chairs if we cannot reach them at that time. Hopefully, this will allow us to catch folks in time, and student records will be complete when we compute scholastic status and post degrees.

Here are a couple of notes:
1. **Please** remember to enter the last date of a student's attendance or activity when you enter a grade of F.

2. Please make sure you're entering grades for the correct students; those students who withdrew after a certain date may still show up on your rosters.

3. If you see students on your roster who belong to a different professor, please reply immediately so that we can sort that out now, rather than trying to reach you after 5p on the 16th.

4. So that we can reach you if there are issues regarding your grades, please leave your contact information with your department chair.

To enter grades on WebAdvisor:

1. Enter the grades as soon as possible after the end of the class, and definitely by the deadline. From the grading menu option, click on FINAL GRADE and SELECT the SECTION from the list.
2. Use SUBMIT to authorize immediate update of these final grades on official student records.
3. SUBMIT frequently to avoid “timing out” and losing your entered grades. Then use the back button and return to the grade roster to enter more grades. I'd recommend a SUBMIT every 15 minutes.
4. After finishing and submitting, return to the grade roster and make sure all the grades are in.
5. Follow the basic rules of grade entry, including:
    a. Enter a grade for each student listed.
    b. Enter only a grade of AU for students registered as audit-only (as indicated to right of Credit Hours on the printed grade report form – this does not show on the WA grade entry screen).

c. Enter a grade of P only in the event that the student is registered on a P/D/F basis.
d. Know that letter grades of A+ through C- will convert to P for students registered P/D/F.
e. Use grades of I (incomplete due to emergency) or X (temporary inability to assign a grade when work has been completed, or possible honor code violation) only in accordance with their defined rules, and agree to submit the appropriate paper form to Records Office (see www.southwestern.edu/academics/registrar/) by the deadline. Those forms are available as PDF files there. Sending by fax to 512/863-1685 is fine.
f. Know that no grade already entered (existing W grade or one already updated via earlier SUBMIT) may be modified via WebAdvisor. They may be changed (with signature) in the Records Office until the end of the grade collection process, or afterward via the Change of Grade Form (Provost approval required). **NOTE: Changing any previously entered grade in WebAdvisor WILL CAUSE ALL UPDATES TO FAIL.**
g. Ignore the expiration date field (just to the right of the grade column).
h. If your course is crosslisted, expect to see all sections combined in WebAdvisor grading..

Please note that while grades for **spring semester** graduating seniors are due a week early, there is **only a single deadline for all fall grades**. You need not offer early exams to students graduating in December!

Warm regards,
Kim Murphy (Morter)

Budgeting

Accounts Payable Deadlines for 2014 *(see 2015 update when it is available)*

http://www.southwestern.edu/live/news/9338-accounts-payable-deadlines-for-2014/businessoffice/details.php

Southwestern University Two Year Budget Cycle

(http://www.southwestern.edu/fiscalaffairs/stuff/bus/BudgetTimetable.htm)

Assessment

Each department and program is obliged to compile an annual assessment of its program each year. This is usually due in early May. Associate Dean John McCann's office will contact you ahead of time but it might be useful to peruse recent assessment reports from cognate areas that may help your faculty and you compose a useful assessment report. Dr. McCann suggested the assessment reports from these four departments: Sociology, Art History, Music, and Math and Computer Science. You can find these and all the department/program assessment reports at http://www.southwestern.edu/offices/provost/assessment/. This site also provides the deadlines and the forms.

Time to Update Faculty Information (Memo, Jim Hunt, 2014)

Dear Southwestern University Tenured and Tenure-Track Faculty:

I am writing to request that you provide the Provost's Office with an Annual Report regarding your accomplishments this academic year. This information serves to provide an on-going record of faculty accomplishments and is **totally separate** from information you may have in your professional file or that you may have submitted for a tenure or promotion review.

I am asking that you submit your report to the Provost's Office by 5:00 p.m. ,**Friday, May 30** [NOTE THAT REPORTS WILL BE DUE IN JANUARY THIS ACADEMIC YEAR] (electronically to jeanb@southwestern.edu). You should also submit a copy to your department chair and your appropriate academic dean. The report should include the following:

1) An **up-to-date** *curriculum vitae*:

There is nothing more important in each faculty member's professional file than a current *vitae*. Your *vitae* will be used as a reference for the Faculty Awards Committee as they consider proposals.

2) A description of your performance as a faculty member:

In no more than three typed pages, please provide a detailed report of your work since your last Annual Report. Obviously, you will want to focus on the elements of faculty evaluation prescribed in the *Faculty Handbook*: teaching effectiveness, professional growth (activities and achievements), and contributions to the University community (which include professional service extending beyond the limits of the campus). In the section on your teaching, include information on academic advising (including number of advisees), a listing of your course enrollments, examples of outside of engagement with students, participation in Paideia and First-Year Seminar (if applicable), and the inclusion of Paideia Moments in your courses, if you did so. **It is especially important that you highlight activities and accomplishments that may be new to your vitae since your last Annual Report.**

3) A listing of your professional goals for the 2014-2015 academic year:

Briefly list your goals and expectations for the coming academic year. Do you have goals for the improvement of your courses and/or your teaching, including experimenting with new pedagogical strategies and finding ways to include Paideia Moments in your courses? What plans to you have for student engagement outside of the classroom? What goals might you have related do the improvement of academic advising? What professional activities and achievements do you hope to accomplish? What do you plan to contribute in the way of University service, including participation in activities related to student recruitment?

I hope you will find this process to be useful and not an undue burden in your already hectic schedule. It has been my experience that taking a moment to reflect on one's accomplishments and to set goals for the future can be very helpful in facilitating professional growth. I hope you will find your effort in developing this report to be time well spent.

Jim

Schedule of Department/Program Reviews

Note: We no longer do 5 and 10 year reviews. Disregard these columns below.

Department and Program Review Schedule			
Department / Program	**Five-Year Updates (submission dates)**	**Ten-Year Review Cycle**	**New Seven-Year Review Cycle**
American Studies (no longer offered)	April 2002	• Recommended for dissolution by AAC on September 26, 2008 and approved by UC on October 28, 2008 • May 1995 (outside reviewer's visit: October 2005)	N/A
Animal Behavior	February 2011	• Self-study conducted during 03-04; outside reviewer's visit: May 2005 • May 1984	October 1, 2016
Art & Art History	February 2010	• October 2003 (outside reviewer's visit: October 2003) • April 1991 (response to December 1989 outside reviewer's visit)	October 1, 2015
Biology	September 2005	• June 2011 (outside reviewer's visit: March 2010) • Fall 1998 (outside reviewer's visit: November 1998)	October 1, 2018
Chemistry and Biochemistry	September 2005	• November 1, 2011 (outside reviewer's visit: February 2011) • April 1999 (outside reviewer's visit: March 1999) • April 1988	October 1, 2018
Classics	• February 2011 • October 1990	November 2005	October 1, 2016
Communication Studies	April 2001	• February 2010 (outside reviewer's visit: March 2009) • December 1993 (outside reviewer's visit: March 1994)	October 1, 2017
Economics & Business	March 2003	• September 2009 (outside reviewer's visit: March 2009) • March 1994; additional comprehensive document dated January 1997 (outside reviewer's visit: April 1994)	October 1, 2016

Department and Program Review Schedule			
Department / Program	**Five-Year Updates (submission dates)**	**Ten-Year Review Cycle**	**New Seven-Year Review Cycle**
Education	November 2004	• May 2010 (outside reviewer's visit: January 2010) • March 1998 (outside reviewer's visit: March/April 1998) • March 1985	October 1, 2017
English	November 2003	• Spring semester 1997 (outside reviewer's visit: February 1997) • April 1983	October 1, 2014
Environmental Studies	September 2010	• September 2005 (outside reviewer's visit: November 2005) • Program first appeared in the 1999-2000 Catalog	October 1, 2015
Feminist Studies	October 2009	• September 2004 (outside reviewer's visit: November 2004) • September 1992 (not a true review)	October 1, 2014
History	January 2003	• May 2009 (outside reviewer's visit: April 2009) • October 1996 (outside reviewer's visit: April 1997) • May 1987 (don't have document in main file)	October 1, 2016
International Studies	• March 2005	• September 2011 (outside reviewer's visit: March 2011) • Fall 1999 (outside reviewer's visit: November 1999) • Spring 1987 (outsider reviewer's visit: April 1987)	October 1, 2018
Kinesiology	February 2007	• February 2012 (outside reviewer's visit: April 2011) • February 2000 (outside reviewer's visit: March 2000) • Fall 1988 (outside reviewer's visit: November 1988)	October 1, 2019
Latin American Studies		New program started in 2006-07	Originally scheduled for October 1, 2013; delayed to October 1, 2014.

Department and Program Review Schedule			
Department / Program	**Five-Year Updates (submission dates)**	**Ten-Year Review Cycle**	**New Seven-Year Review Cycle**
Math & Computer Science	• September 2010 • January 2001	• March 2005 (outside reviewer's visit: March 2005) • April 1994	October 1, 2015
Modern Languages & Literatures	Spanish – September 2010	• Spring 2002 (outside reviewer's visit: May 2002) • Summer 1990 (outside reviewer's visit: October 1990) • March 1984(outside reviewer's visit: May 1984)	Chinese/French/ German – October 1, 2015 Spanish – October 1, 2015
Music	October 2005	• NASM accreditation visit spring 2009; approved by AAC as their ten-year review • Spring 2000 (outside reviewer's visit: March 2000) • Spring 1988 (outside reviewer's visit: April 1988)	October 1, 2019
Philosophy	• September 2011 • December 2001	• Spring 2006 (outside reviewer's visit: April 2006) • March 1996 (outside reviewer's visit: April 1996) • Fall 1982 (outside reviewer's visit: December 1982)	October 1, 2016
Physics	November 2006	• November 2010 (outside reviewer's visit: September 2010) • December 1999 (outside reviewer's visit: January 2000) • Spring 1989 (outside reviewer's visit: April 1989)	October 1, 2017
Political Science	• November 2006	• Spring 2001 (outside reviewer's visit: late spring 2001) • Fall 1989 (outside reviewer's visit: February 1990)	September 15, 2012 October 1, 2019
Psychology	August 2005	• September 2010 (outside reviewer's visit: February 2010) • April 1999 (need outside reviewer's report) • April 1991	October 1, 2017

Department and Program Review Schedule			
Department / Program	**Five-Year Updates (submission dates)**	**Ten-Year Review Cycle**	**New Seven-Year Review Cycle**
Religion	November 2008	• Spring 2003 (outside reviewer's visit: April 2003) • February 1992 (outside reviewer's visit: April 1992)	October 1, 2015 (delayed from 2013 to accommodate Elaine being dept and HD chair, and Laura's sabbatical
Sociology and Anthropology	• September 2009 • March 1998	• January 2003 (outside reviewer's visit: March 2003) • February 1992 (outside reviewer's visit: March 1992)	October 1, 2014
Theatre	• November 2002	• Spring 2007 (outside reviewer came to campus, but did not submit report despite numerous requests) • March 1996 (outside reviewer's visit: April 1996) • May 1985 (outside reviewer's visit: January 1986)	October 1, 2014

Supplemental Guide for Seven-Year Department and Program Reviews

The primary guide for seven-year reviews appears in the *Faculty Handbook* in the section titled "XII. Assessment of Academic Programs at Southwestern University." The *Faculty Handbook* language details the required contents of the review. This supplemental guide describes how to navigate some administrative details of the review. Please contact John McCann (x1233) (mccannj@southwestern.edu) with any questions.

1) A communication from the Provost's Office (John McCann) initiates the review and gives instructions for conducting the review and soliciting an outside consultant.

2) The department/program Chair solicits the names and CVs of three potential outside reviewers.

3) The department/program Chair submits the list of three potential outside reviewers with their CVs to the Provost. The list should be in ranked order with reasons for preferences stated.

4) The Provost approves an outside reviewer and the Chair informs the selected outside reviewer. The Provost reports this information to the Curriculum Committee.

5) The Director of Institutional Research (Trey Buchanan) is an available resource for assisting the department/program with relevant aspects of the report.

6) The department/program Chair requests the appropriate librarian to produce a report of library holdings for the department/program.

7) The department/program conducts a self-study according to the guidelines in the *Faculty Handbook* and produces a report.

8) The completed self-study is submitted to the Associate Dean for Faculty Development and Institutional Research (John McCann). A copy is submitted to the Provost.

9) In advance of the outside reviewer's visit:

   - the relevant faculty administrative assistant and the department/program Chair send the Provost's Office (Barbara Jean) information (CV, relevant dates, name of sponsor – usually the department Chair) to complete the reviewer's contract.
   - the Provost's Office (Barbara Jean) writes a letter specifying the honorarium ($750) and completes the reviewer's contract.
   - the Provost's Office sends the contract and letter to the Fiscal Affairs (Norma Gaines) who sends the package with a tax form to the reviewer, who signs and returns the materials.

10) The department/program chair with the assistance of the relevant faculty administrative assistant completes a detailed schedule for the visit of the outside reviewer, noting the following:

   - The Provost's Office (Barbara Jean) is provided with a copy of the reviewer's schedule.
   - The reviewer travels one day, perhaps with a meeting the evening of arrival, has meetings all the second day and perhaps part of the third, and leaves on the third day.
   - The Provost meets with the outside reviewer as he/she arrives on campus and just before leaving campus. These meetings are arranged with Barbara Jean.
   - Departments and programs should limit off-campus meal costs to no more than $25 per person including tax and tip. Off-campus meals are limited to no more than two per visit, with other meals occurring on campus in the Commons.
   - The Provost's Office (John McCann) approves the schedule for lodging and meal expenses.
   - The reviewer is paid the honorarium upon receipt of the reviewer's report.
   - The reviewer is reimbursed for airfare, lodging and other reasonable expenses upon presentation of itemized receipts.

11) The reviewer's report is sent to John McCann, with a copy to the Provost.

12) The department/program writes a response to the outside reviewer's report. The response is sent to John McCann with a copy to the Provost. A complete seven-year review consists of the department/program self-study, the outside reviewer's report and the department/program

response to the reviewer's report. The review documents are filed in the Provost's Office (John McCann).

Business Office

Mileage Rate for Reimbursement of Personal Vehicle Usage

(http://www.southwestern.edu/businessoffice/)

Student Hourly Time Sheet Form

(http://www.southwestern.edu/businessoffice/studentpayroll.php)

Student Hourly Hire List Form

(http://www.southwestern.edu/businessoffice/studentpayroll.php)

U.S. Department of Justice Immigration and Naturalization Employment Eligibility Verification, Form I-9

http://www.southwestern.edu/businessoffice/studentpayroll.php

Student Payroll Procedure

http://www.southwestern.edu/businessoffice/

Information Required Prior to Students Starting Work

http://www.southwestern.edu/businessoffice/studentpayroll.php

Student Bi-weekly Payroll Timesheet Schedule

http://www.southwestern.edu/businessoffice/studentpayroll.php

Check Requisition Form

http://www.southwestern.edu/businessoffice/payable.php

Purchase Requisition Form

http://www.southwestern.edu/businessoffice/payable.php

Report of Business Expenses

http://www.southwestern.edu/businessoffice/payable.php

Corporate Cardholder Enrollment Form

http://www.southwestern.edu/businessoffice/payable.php

How to Make a Purchase of Goods or Services

http://www.southwestern.edu/businessoffice/policy.php

Purchasing Policies

http://www.southwestern.edu/businessoffice/policy.php

Corporate Card Procedures Manual

http://www.southwestern.edu/businessoffice/corporatecard.php

Departmental Cash Funds Policy

http://www.southwestern.edu/businessoffice/budgetpolicy.php

Advice

Advice from some other Chairs

Dealing with Workload Dr. Rebecca Sheller

- Stay organized- there are so many things you have to do as chair, that if you lose your
- organization things can slip through the cracks.
- Prioritize- develop a sense of which of the many demands and requests you receive are in the best interests of your department.
- Keep calendar- there are so many requests, and many of them were things you never knew about. Having a calendar to plan them would be helpful.
- Get a schedule of deadlines- Things tend to sneak up on you, and this will help you plan a bit in advance.
- The chair needs to be actively pursuing ways to reduce the workload of the chair and of her/his colleagues in the department.
- Don't hold a chair position when you are also the chair of a Council or on a major committee.
- Don't agree to hold the position for longer than 3 years.
- The chair is ultimately responsible for things (including paperwork, final decisions, etc.) but look for a reasonable way to divide up many of the tasks which face each department.
- The first year of being chair was the most difficult. There are a lot of responsibilities, and until you've done the full cycle of one year, you can't usually anticipate them. Related to this I found it very helpful to have an electronic file for all of my chair documents. Many of them can simply be updated from the year before -thus, the first time I went in to FSC to talk about a colleague, it demanded lots of prep time to read her/his folder, course evaluations, etc. The second time (for the same person), I could skim the previous material, and update.
- Set aside a certain time each week to do the tasks you must do as chair.
- Try to anticipate certain things and plan in advance. In particular, think about course scheduling and staffing issues well before you need to have the classes and the staff in place.
- You need to stay on top of the stuff which is constantly coming in. It is so easy to get behind, and if you do, you can never quite catch up.
- Know the names of the people to call if you have problems or questions.

- Involve your fellow department members as much as possible. It will make your job easier and help them to be better chairs when their time comes.

Importance of Communication

- Provide as much information for department faculty as you can.
- The hardest thing to do is to find time to communicate with members of the department. Don't forget to do this. Using e-mail is very useful in this regard.
- Talk to your colleagues. The opportunity for misunderstanding can be high in small institutions like ours. Thus try to have a sense of how your department members feel about issues as they arise.
- Communicate as much as possible with members of your department or program. You need to keep everyone feeling involved and working as a team. This increases everyone's sense of investment in the program/department.
- Every big-time fiasco that I've gotten in as chair ---at least the ones that I've felt bad about- has involved e-mail. The number one bit of advice I'm giving myself for the rest of my stint, and the one bit advice I wish that I'd been given: don't use e-mail. Go face-to-face.

Tips related to Department Meetings

- You need to have a reasonable number of department meetings. They must have an agenda- ask department members to help generate the agenda. (If you have a tenure track search going on this is often taken care of because you already have regular meetings.)
- There are so many daily decisions to be made that you need to figure out which ones you must simply make, and which ones require a department meeting for discussion.

Importance of Knowing your Department and University Colleagues

- Do everything possible to meet as many of the staff, colleagues, etc. on campus. There may be people with whom you talk on the phone for various things -learn a face to associate with that voice. Perhaps make a list and meet people for lunch, coffee, etc. Reach out to other people on campus.
- Get to know the people in your department really well.

Importance on the Role of the Chair and your Relationship with Colleagues.

- If you are moving from regular department faculty member to becoming chair, it is important to make sure you don't stay in the chair role all of the time. Allow yourself to be the colleague and friend you were before. Figure out when and how to wear the hat of department chair.

- Remember that department chair positions are collegial. You will be dealing with peers, fellow faculty members, colleagues- all of whom are professionals. Don't be heavy-handed; you are consensus builders, not "bosses".
- Remember that being department chair is just a service to your colleagues.
- Mentoring new faculty is one of the most important things you do.
- People need constant praise.

Being Pro-active and Dealing with Some of the Strains of the Job

- Have a clearly articulated and comfortable working relationship with the Provost and his staff. What that means will vary from person to person.
- Come up with three top priorities of things you'd like to see accomplished during your time as chair. Try to see these through. There will be a lot of diversions, so remind yourself of these priorities along the way.
- Try not to compare yourself to other department/program chairs and how they do things. Different people have different styles.
- Try, as best you can, not to take it personally. Constantly remind yourself of this.
- Keep in mind the three F's. Flexibility, Facilitation, and Fun. Department chairs need to be flexible and realize that there are numerous solutions to problems. Department chairs also have to realize that the single most important thing they do is facilitate. They have to allow faculty members to reach their full potential as teacher/scholars and they have to develop programs that enable students to do the same. Fun is the most difficult to achieve. Still, you should enjoy the job and the opportunity to provide guidance to a program.
- On most issues, you will inevitably have at least one person who disagrees. That person will usually be annoyed with the chair when things don't go the way that he/she wants them to. Don't take it personally.
- Your temporary faculty will want to be permanent faculty. No matter how clear you are about this, they will be angry with you.
- I never realized that people will go to the chair with secret problems, resentments, opinions, etc. These are usually not voiced in a meeting. People are less forthright than I ever dreamed . . .how do you handle that?

Dr. Kendall Richards, Mathematics and Computer Science:

Each fall, soon after the spring course schedule has been submitted to the Registrar, I find it helpful to create a tentative course assignment list for both the fall and spring semesters of the following academic year (initially without times and rooms). Once we as a department agree to the overall course assignments for the following year, I then begin working through the process of establishing preferred times and rooms for each course prior to the Registrar's due dates.

Whenever possible, try to facilitate the process of finding consensus within the department.

Don't take yourself too seriously.