

# Guide for Department Chairs

Knox College  
Galesburg, Illinois  
2006

Also available on the web:  
<http://deptorg.knox.edu/facdev/ChairsGuide.html>

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## PREFACE

This guide was developed on the model of the *Survival Success Guide for Knox Faculty*; that is, a peer-to-peer guide, but here specifically for the role of chair. Four faculty members (all current or former department chairs) met throughout the year to talk through the content of the guide. Text was drafted by the editor and then revised through consultation with the other three members of the group and with Larry Breitborde, Dean of the College. This work was undertaken within the framework of the Faculty Development Program at Knox, and was facilitated by a grant from the Associated Colleges of the Midwest FaCE project (Faculty Career Enhancement).

We intend this guide as a resource, not as a prescriptive document. The more we talked through the material in the guide, the more conscious we became of how challenging the role of chair is. Even as we strove to record the "best practices" of successful department chairs, we also realized that it would be unrealistic for any one person to carry out all the possible tasks of a chair all of the time. Just taking care of the multitude of small, necessary duties, along with the occasional search, takes a significant amount of time. Some of the most important tasks of chairs, such as mentoring untenured faculty or undertaking a periodic curriculum review, are not "hardwired" into the schedule the way other tasks are, so it can be difficult to put them at the top of one's list. Delegating some of the routine department tasks is one important way of coping with the workload (see section on "Delegating"), but even this will not eliminate the need to prioritize tasks, and to keep on the list some of the "big picture" items that can make the job of chair particularly satisfying.

A note for program chairs: We were thinking primarily of department, rather than program, chairs when writing this guide, so you will find that some sections, or some language within sections, will not be applicable to you.

We expect the Guide will be updated and revised in a couple of years, so please send in any suggestions you might have for revisions or additions. And are there issues here that you think would benefit from wider discussion? Consider dropping a note to the e-mail list of all chairs: **dept-chairs@knox.edu**.

### **The Chairs Guide Working Group**

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**Regarding fair use by other institutions:** We encourage others to use this material, adapting it to their own institutional situations. You may make use of whatever material you like. We just ask that you give appropriate acknowledgment to: *Guide for Department Chairs* (Galesburg, Illinois: Knox College, 2006), that you inform us of your plan to use the material (pgold@knox.edu), and that you send a copy of your final product to: Professor Penny Gold, Coordinator, Faculty Development Program, Knox College, Galesburg, IL 61401.

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Many people contributed information and advice along the way: Stephen Bailey, Larry Breitborde, Deb DeCrane, Melody Diehl, Steve Farris, Ron Frakes, Kevin Hastings, Beverly Holmes, Bobby Jo Maurer, Vicky Romano, Lisa Steinbach, Vicki Trant, Jackie Uhlmann. Thanks to all of you for providing text, vetting prose, and/or for responding to many, many questions. A conversation with Lynette Lombard and Tony Gant about shared appointments was especially helpful. Special thanks go to Sandy Jones, who gave invaluable help during the summer to do final editing and formatting, and to see to the production of the *Guide*. We also found help in the Carleton College *Department Chairs' Handbook*, especially for the section on searches.

This *Guide* is unusual in being written entirely by faculty, even while being produced institutionally. Our Dean, Larry Breitborde, gave us much support and wise counsel along the way; he also read every word of the final draft, providing many helpful emendations. But he saw only one section in writing before the full draft was completed. Larry's support of the project and his confidence in our ability to get it right without his direct participation are much appreciated. As was the case for the earlier endeavor of the ~~*Survival*~~ *Success Guide for Knox Faculty*, this gives Knox faculty the enviable resource of a guide written by peers for peers that also carries the authority of the Dean, who has vetted the content. Thanks, Larry!

# THE GENERAL PICTURE

## ROLE OF DEPARTMENT CHAIRS

A department chair is charged with looking at the big picture: looking at the department as a whole and at the department's relationship to the college. But the chair is also charged with stewarding the day-to-day operation of the department, and it is easy to drown in the minutiae of paper-pushing, to lose sight of the larger issues that should be of concern. There is much to balance as chair: the small tasks with the large vision, and also the job of chair with the continuing jobs of teacher and scholar. It has been a daunting task to list in this publication all the things a department chair does—the list is long! All the more reason to keep the big issues alive. Approving course substitutions, turning in the year's schedule, signing up new majors, and all the other small tasks of the chair need to be done, but the real satisfaction of the job comes from things like shepherding a young colleague through the probationary years, conducting a successful search, or re-thinking the department's curriculum.

One's role in the department changes when one takes on the chair; even though our departments are small, the power of chairs is limited, and faculty tend to rotate through the position. Here are some of the roles generally expected of a department chair:

### **The big picture person**

It's important for the chair to keep in mind the big picture—of the well-being of the department as a whole, of the department's place in the college, and of the needs of students. Of course it's good for all faculty to have such a perspective, but it's very important for the chair to consistently weigh the needs and desires of individual faculty with the larger good, and to model this for the rest of the department. Some of the issues for which the big picture may need to be invoked:

- most fundamental of all: establishing a collegial environment, one in which much of the above will take care of itself because each person feels valued, that they have a stake in the endeavor, that they are part of a team, that they have ownership in the program.
- taking time for the department to consider what its goals are, and if those goals are being met (an ongoing concern, with some formal stocktaking perhaps every five or ten years)
- helping people get along with each other (sometimes personality issues within a department are a major challenge)
- sharing the load of service tasks within the department
- finding ways to balance the wide variety of factors that go into what courses are taught when and by whom (see the section on "Course Scheduling" for a more detailed treatment of this issue):
  - course offerings for majors with general education courses for non-majors
  - sharing departmental contributions to the First-Year Preceptorial
  - faculty teaching from their strengths while also meeting the needs of the program

- faculty teaching in the time slots they prefer while also sharing the burden of teaching in unpopular time slots
- sharing the teaching of both introductory courses and upper-level courses across the department

Another way of saying this: the chair has an important role in helping faculty in the department be realistic about how much of what they do can be chosen entirely individually and how much should be done in consultation with others, and with attention to the needs of others. How much latitude is available can also depend on the nature of one's department, particularly with regard to curriculum. Some departments have standard introductory courses, but most everything above that is flexible. A new person coming into such a department will have a wider choice of courses to develop than someone coming into a department where the curriculum is highly sequential, and one person's course depends heavily on another's. But even in this latter sort of department, it will help the morale of a new person (and others too!) if the obligations of the required courses can be balanced with the occasional plum, the chance for a faculty member to teach something especially close to their heart.

#### **Guide/mentor for new faculty**

Another section of this guide goes into detail on the variety of specific things a chair should do to help a new faculty person. Over and above these details, and the obvious role of being the first resource for the vast array of questions any new person has, the most important thing you can do for the new person is to make them feel welcome as an integral member of the department and to convey to them that you want very much for them to succeed. We also suggest you keep this welcoming attitude in mind when setting up the course schedule for a person's first year, something that will be done before they arrive on campus. Help insure their success by giving them, as much as possible, courses they'll feel comfortable with. Perhaps there's a popular introductory course that can be offered twice in the year, to cut back on new preparations. If there's something they need to teach that will be a huge stretch for them, see if it can be held off until the second year. Consider giving them first choice of the time slot for their courses.

#### **Liaison between the department and the Dean**

This is a key function of the chair. You are the person the Dean will turn to with regard to any issues facing your department, and you are the person who will go to the Dean with concerns initiated by the department. You are the representative of the department, a spokesperson, an advocate for the department. You are also the person who will be relating back to the department the perspective and concerns of the Dean. There may be institutions where the department chair plays the role of a "manager," implementing policy made from above, but this is not the case at Knox. What happens when there is a conflict between what the department collectively agrees are its needs and what is presented by the Dean as the college's needs? The chair serves as the intermediary, conveying the department's perspective to the Dean, and the Dean's perspective to the department. If an issue is particularly contentious, the Dean may meet with the whole department. Examples of some of the issues that routinely call for the chair to consult with the Dean (for more details, see sections on these issues):

- definition of positions in the department (when change is being considered)
- searches (various aspects, from approval of the search through to candidate choice)
- significant curriculum change (e.g., changes in major requirements; rethinking introductory courses)
- some course logistics (e.g., over- or under-enrollment, course times, caps)
- departmental contribution to FP and interdisciplinary programs

### **Gate keeper and first-in-line resource person—the face of the department**

There's a lot of unscheduled traffic that comes to the chair—from students, staff, and faculty—so one needs to be more accessible as a chair than one may have been previously. This means that chairs have less access to one of the perks of faculty life—a flexible schedule and the ability to do much of one's work away from the office. It's important to be in the office, with the door open, more than you may be used to, with certain times of the term especially important (e.g., during pre-enrollment periods, the first week of any term, the first half of spring term when students are declaring majors). Prompt answering of e-mail will also be appreciated by all the people turning to you for questions. Much of this communication stems from the chair's role as point person for communication to and from the Registrar's Office, other departments, and the area councils.

### **Role model**

Colleagues will look to you as a model, and they will see what you're doing—in all kinds of ways. They'll see you at the office, and also at any departmental social functions.

### **STRATEGIES for surviving these multiple demands**

Delegate! Departmental cultures vary on how much is done by the chair and how much is delegated to others. We recommend that departments make a conscious effort to divide up tasks. Even though this will mean more work for some faculty in departments where the chair currently does it all, the pay-off will come later, when that person in turn can rely on the help of others. See the section of this guide on "Delegating" for suggestions about which tasks are most appropriate for delegating.

Seek Counsel! When faced with a difficult issue, don't hesitate to seek counsel. You have three natural resources:

- another person in your department who has previously been chair,
- other chairs (for counsel from current chairs, you can send a message to dept-chairs@knox.edu),
- the Dean (who can draw on past experience as a Chair as well as current experience as Dean).

Advice is also available in print and on the web. Even though mostly oriented toward large university settings, it can still be helpful. Some places to begin:

Don Chu, *The Department Chair Primer: Leading and Managing Academic Departments* (Anker Publishing, 2006)

I. W. D. Hecht et al., *The Department Chair as Academic Leader* (American Council on Education/Oryx Press, 1999)

the website of the American Council on Education: <http://www.acenet.edu> (under "Programs and Services" select "Department Chair Services")

*The Department Advisor* (a quarterly publication from Higher Education Executive Publications)

other selected articles are available from the Coordinator of the Knox Faculty Development Program or from the ACM office.

#### Get help with the big picture – a departmental review

Consider the benefits to the department—and to you as chair—of doing a departmental review, which involves working up a departmental self-study and bringing in an outside consultant to review the study and talk with people on campus. Both these elements—the self-study and the outside consultant—can be very helpful for getting a larger perspective on the department. Such a review helps the department identify its strengths as well as challenges it may be facing (in the curriculum, staffing, facilities, alumni success, etc.), and can help set an agenda for change.

## DEPARTMENTAL CULTURES AND CHAIR STYLES

Although it's not the sort of thing you see ethnographies about, each department at Knox has its own culture, which—like culture in general—is reproduced over the generations, often without self-conscious effort. Each of these cultures tends to proceed on the principle that the way things are done are the way things should be done. It's often only in conversation with someone from another department that one realizes a certain practice is not actually a rule, or even a norm. As a new chair, there may be aspects of the departmental culture that you would like to change, which may well be a good thing. But that doesn't mean it will be easy! On the other hand, maintaining a healthy departmental culture doesn't happen automatically; it requires cultivation. Yes, this is a paradox: culture tends to reproduce itself (and so is resistant to change) and it also needs conscious nurturing in order to sustain positive qualities.

Here are some of the factors that contribute to department culture:

- the size of the department;
- the proportion of tenured to untenured faculty;
- how many long-timers there are;
- what expectations people have about time commitments (e.g., time spent in one's office, attendance at departmentally sponsored events, departmental socializing off campus);
- incorporation of student input into departmental decisions;
- a tradition of hierarchy or egalitarianism;
- how much is delegated and how much done by the chair;
- reliance on common (or autonomous) decision-making.

An added element of complexity occurs when there are disciplinary divisions within one department, for example: Political Science & International Relations, English Literature & Creative Writing, Anthropology & Sociology, Studio Art & Art History, the several languages within Modern Languages. These departments include faculty who may have significantly different sorts of training, and there is often more than one major. This makes for a complicated departmental identity in general, and can also come into play for specific things, such as how advisees are assigned, curricular concerns, position and hiring decisions. The more you're aware of potential difficulties because of different purposes, training, different priorities, the more likely you are to be able to head them off, or bring them into the open for discussion.

If you would like to change some traditional practices in the department, it's likely to be easier if you acknowledge the issue openly, invite discussion, and see where it takes you. Some things are readily changed, and some are remarkably persistent, and one can't necessarily predict which is which.

As department chair, your own habits and inclinations will have a significant impact on the life of the department. Consider whether you fit in smoothly with old patterns, or

whether your style will necessitate some accommodation. Some of the factors that contribute to the style of a department chair:

- Do you prefer to have control over all aspects of the department, or do you tend to be laissez-faire?
- Do you prefer face-to-face interaction, or to do most things by e-mail?
- Do you prefer a hierarchical structure or an egalitarian one?
- Are you approachable for professional problems? for personal problems?
- Are you comfortable with number stuff (e.g., budgets, enrollment information)?

Here are some of the qualities of department culture we would hope for in all departments:

collegial	functional
supportive	open-minded
communicative	cooperative (everyone willing to chip in)

# THE BIGGEST RESPONSIBILITIES

## SEARCHES

*(See Appendix for a variety of documents helpful in searches.)*

### **Why searches are so important**

It would be difficult to exaggerate the importance of searches to the department and the college, most especially searches for tenure-track faculty. Given how small our departments are, one person constitutes a sizable percentage of a department's identity and activity—in some departments as much as 33%! Each person in the department affects the success of the program, and a new person will invariably bring change to the department. It's really important that you learn enough about the candidates to anticipate what those changes might be, and that the department is enthusiastic about the contributions (including changes) that this person will bring. A search is about shaping the department, not just adding a person. Even if a department wanted to replicate exactly a person who's just retired or left for another job, this is never possible. Each search provides the opportunity for a department to think again about mission and identity, about new perspectives or approaches that might be brought in, as well as any common characteristics you would like to preserve. Because departments are so small, searches may be few and far between. All the more reason to see each search as an opportunity to diversify the department. Diversity in terms of gender, race, class, ethnicity, and region of country are important, as well as the obvious characteristics of field, methodology, intellectual perspective, or type of graduate training. Indeed, the college is sometimes able to make "opportunity hires" outside of a normal search process. See the appendix on "Increasing Faculty Diversity--Opportunity Hires" for guidelines.

Searches are a great deal of work, but the stakes are high, so it's worth it! A search can even be fun: the intellectual stimulation of talking with people newly immersed in their fields and the camaraderie of working closely with colleagues on an important task. The prospect of a new colleague—something that may not happen very often—can also be exciting in itself.

### **Requesting approval to conduct a search**

The comments that follow all have to do with tenure-line positions. For advice about hiring sabbatical replacements and adjuncts, see the relevant sections in "The Day-to-Day Tasks."

There are three circumstances that can result in a request for a tenure-line hire:

- a tenured faculty member is about to retire
- a tenure-track or tenured faculty member has left the college (either from their own desire or from a non-renewal of contract)
- a perceived curricular need for an additional tenure-line in the department

When a tenure line is vacated, do not assume it will be filled without justification from your department. The department must submit a formal justification and proposal to the Dean and to the Chair of FASCom. The procedure is detailed in the section of the Faculty Handbook on Faculty Personnel Policies (III. A. 1-2); this section is reproduced in the Appendix of this Guide.

What makes for a strong proposal? It will be similar for each of the above circumstances, but you can expect the bar to be higher in the case of addition of a new line. On the other hand, no matter how obvious it may seem to you that an existing tenure-line needs to be filled again, a case has to be made that will be convincing to others. Each opening can be an opportunity to think about college-level priorities, while the department is understandably thinking of departmental priorities. To make a strong case to the college, you will need to include:

- Reasons why this position is needed within the department.
- Ways in which this position can help with needs beyond the department, if this is the case (e.g., interdisciplinary programs; certain parts of the graduation requirements such as diversity or experiential learning; other curricular or program contributions).
- Where the line exists, but you are requesting a change in sub-field, you'll want to explain why the shift of emphasis. Perhaps there are internal reasons, or perhaps there's a new development in your field that you want to include. Whatever it is, explain.
- Enrollment figures: Enrollment figures since 1997 can be found on the Registrar's web site, from the link to Encyclopedia Knoxensis. These figures give enrollment demand as well as final numbers in the courses, so it's easy to see where courses have been over-subscribed. A careful analysis of enrollment trends over time in the department and/or for the special field being requested, is an important part of the proposal. If you're seeking an entirely new tenure-line position, you'll need clear evidence of departmental over-enrollments extending back for a period of time.
- Major/minor numbers: This information is available in Encyclopedia Knoxensis back to 2001.
- If the above numbers do not support your case for a new position, you'll need an even stronger rationale for why the position is needed.

The proposal should come out of discussions within the department, and a draft (most likely written by you) should be circulated through the department for comments. The Dean and/or the Chair of FASCom are also willing to look at drafts, making suggestions that may enhance the likelihood the proposal will be approved.

### **Role of retiring faculty member in search for his or her successor**

The search process should be carried out by the continuing members of the department, from the meeting where the definition of the position is discussed through to reading files and formal interviewing. Of course the retiring person may also be an important resource, and the department should respect their expertise (and their feelings), consulting with them as appropriate.

### **Planning out the search**

Emphasize the importance of confidentiality regarding all information in the files and all departmental discussions about candidates. Go over search procedures with the

department so that everyone is on the same page about how things will proceed. How will the files be managed and divided up (if at all)? Who would the department like to request as the outside committee member, and what will that person's role be in the search? Who will be able to go to the convention for interviewing? If convention interviewing is not possible, who will be in on phone interviews? Will it be a conference phone call, individual, or both? What will the on-campus interview schedule be like? What will be the role of students in the search? (See below for more detail on each of these steps.)

### **Crafting the job ad**

The department's first task, once the position has been approved, is to write the job ad. The discussion that went into the request for the position may be all you need for drafting the ad, though it is also common to decide at this point on more specific preferences to include in the ad. This varies by department and by need. Sometimes a department is looking for very specific interests while in other circumstances a very open-ended description would be best.

One key element to take into account is how large the supply of candidates is in a given field. If the supply is very large—where an open-ended ad might generate several hundred applications—the department would probably be best off to define the job in such a way as to limit the number of applications. But sometimes the supply is small, and the ad has to be crafted more broadly. A middle ground, commonly used, is to make the primary field broad, and then list a number of preferred secondary interests. Or you can say that specialties are open, but with a special interest in [name particular field(s)]. If leaving the description open ended, it can help to say that the strongest candidates will be those who complement the strengths of the current faculty. See sample ads in the Appendix for examples of such language, and also for the Knox boilerplate language concerning encouragement of applications from women and other underrepresented groups.

Check ads in your professional journal to get a sense of commonly used language and categories. Some disciplines have further requirements for the information that must be included. The ad should be placed in the major job placement publication for your field, often now on the web as well as (or instead of) a print publication. National advertising, published in time for a reasonable lead time for applications, is central for insuring a wide pool of applicants; it is also necessary for complying with affirmative action procedures. In addition to such national, public advertisement, it can be helpful, in addition, to use personal contacts or more targeted communication to stimulate further applications. Anyone in the department can drop a line to friends in major universities, asking them to mention the job to graduate students. Flyers can be sent to major universities, or to departments that produce a large number of minority candidates. An announcement can be placed on e-mail lists that are specialized by sub-field. The wording of the ad must be approved by the Director of Personnel, and the placement of the ad must be approved by the Dean. Keep a record of all placed ads.

The Dean's office will arrange for the ad to be listed in the employment opportunities section of the Knox website.

### **Outside member of the committee**

All tenure-track search committees include a faculty member from outside the department. The department gives a few names to the Dean, who makes the request. It's most helpful to have someone who is connected to the discipline in some way, and someone whose judgment you will respect. You can also look to balance out the search committee on one or another factor. If all search committee members are tenured, it would be helpful to have someone more junior. If all are female, then someone male. You want someone who, when it comes time for the campus visit, will play a positive role in recruiting the candidates. It would be best to avoid someone who has a particular stake in the outcome of the search (e.g., someone who might be much more interested in one subfield than another).

The role of the outside member can vary. At a minimum: they should be involved in reading the short stack of files (ca. 10-15) from which the final three candidates will be chosen for on-campus visits. (If the person would like to read more files than this, and be included in the discussion that results in the shorter list of 10-15, that is OK, but should not be required.) The outside member does not go to the convention for interviewing, but should be involved in all aspects of the campus visit. When it comes time to decide on which candidate gets the offer, most departments give the outside member a vote (although decisions are as often decided on the basis of consensus rather than a formal vote). Be sure to talk with both department members and the outside member early in the search process, so that there is agreement about this person's role in the search.

### **Internal candidates**

It happens quite often that a person at Knox on a visiting appointment applies for a tenure-track appointment in the department. This is necessarily an awkward situation, even when you have a very high regard for the person in the temporary position and hope that they rise to the top in the competition for the tenure-track position. Here are some suggestions for dealing in a professional way with this circumstance—both preserving the integrity of the search and taking into consideration the feelings of your colleague who is applying for the job.

Talk with the person in the temporary position as soon as the ad for the job has been approved. It's important that they hear about the position from you, rather than from the job boards in your field. If you think they're an appropriate candidate for the job, encourage them to apply. If they're in the right field for the position, but you have doubts about how competitive they'll be in the search, you might temper the warmth of your encouragement, but it's best not to shut any doors; it would be outright illegal to suggest they not apply. Talk about what will happen as the search progresses; explain that they will be treated in the same way as external candidates, with the same interview events should they make the final cuts.

It sometimes happens that an internal candidate is not strong enough to make it into the pool of candidates to be interviewed. It can be tempting to include them in the interview pool as a "courtesy," but this would be a mistake. If the search committee agrees that this person does not measure up to others in the pool, better to break the news sooner than to string them along through the rest of the search.

Explain that it is the custom at Knox to ask internal candidates not to go to the talks of other candidates; that while such talks are understandably interesting from the perspective of the internal candidate, it is not fair to the other candidates and can be uncomfortable for the department also. Suggest that they look in the *Survival/Success Guide* at the section on "Surviving a Year as Visiting Professor," which includes accounts of what it's like to be an internal candidate: <http://deptorg.knox.edu/facdev/guide/surviving.html>. Mention that you know it will be difficult for them to see the search progressing (something everyone else in the department will be involved in, but not them), and that it will be especially difficult for them if the job ends up going to someone else, but that you hope going forward with a professional attitude on both sides will help. Make sure you give them a chance to ask any questions they may have about how this all will work.

Another complication of this type of search is that students in the department may have strong opinions about the internal candidate. Encourage students to give you comments on all candidates for the position as they come to campus. Keep conversations with students about the candidates professional, holding back on casual conversation, which can be tempting on the subject of the candidate they know best. If the internal candidate doesn't get the job, and students are upset, explain that it was "a difficult decision." Be open, but without telling them everything. You don't want to say something that would in any way damage the reputation of the internal (or other) candidates.

### **Managing the files as they come in**

One of the main responsibilities of the faculty secretary in your building is to assist with the massive paper flow of searches. Talk to her about how you would like files handled for the search. If she has done searches before and you haven't, she may have some useful suggestions. You can rely on the secretary to make a file for each candidate and to file material as it comes in. See the Appendix for a sample form that can be inserted into the front of each file, on which she can keep track of what material has arrived. As the cut off date approaches, you can look through the files to see if any promising candidates have gaps in their files. If so, you can send off an e-mail requesting the missing items so that their files are complete by the time the search committee is going to deliberate. The secretary should also send out an acknowledgment for each application received. See sample letter in the Appendix.

### **File-reading**

If the number of applications is very large, there are ways to divide up the work so that not all search committee members have to read every file (even while they are welcome to do so):

- the chair can make a first pass through all the files, setting aside files of people clearly inappropriate for the job, and putting the rest into two piles: "top candidates" (being very generous in this distinction) and "others in the running."
- the whole stack can be divided amongst all search committee members, who perform a similar sort.

Even if such a preliminary sort is done, it should be made clear that all committee members are welcome to read all of the files.

Committee members should take notes on each candidate as they read, and should make an assessment of each candidate as they proceed. The committee should agree on a common rating system at the outset, so that rankings can easily be compared. For example:

- 4 = definitely want to interview
- 3 = a possible interview candidate
- 2 = some good qualities, but probably not interview
- 1 = definitely do not want to interview

### **Narrowing the list for preliminary interviews (at a convention or by phone)**

Perhaps one of the most challenging tasks in the search is to narrow the list to those applicants (perhaps 10 or 12) who will receive a preliminary interview, either at the appropriate annual convention or over the phone. Convention interviews are usually preferred, but if the timing of the search doesn't allow for these, phone interviews should be done. It's probably best to have no more than three people from Knox on the line. (Ask Telecommunications for help in setting up a conference call. You can do such a call either with a borrowed conference phone—all the Knox people in one room—or by linking up everyone at their separate extensions.) Be sure to inform the candidate that it will be a conference call. Once on the line, have each person introduce themselves, and then repeat one's name before asking a question or making a comment.

When arranging these preliminary interviews, you'll want to call up each candidate to arrange the time for the interview. For convention interviewing, follow this up with an e-mail message that confirms the day and time for the interview and that specifies how the candidate will be informed of the specific place for the interview. (See Appendix for a sample message.)

### **Convention interviewing**

Talk with the Dean about how many people he will approve for travel to the convention. It's can be very helpful to have two or three people from the search committee go, since the variety (or confluence) of opinion can increase the confidence with which the committee makes its choices. It's also potentially a great time for the people who go—a chance to talk with departmental colleagues more intensively and for longer stretches than one gets on campus.

Convention interviews are an enormous help in sorting out candidates. Among the ten who all looked terrific on paper, some, invariably, will not shine in person. The goal is to end up with three candidates who will be invited to campus for a full day of interviewing,

and to have some back-ups if none of the top candidates work out. It's best to limit convention interviews to ten or twelve candidates over two days. This is intense and interesting work, but also exhausting.

Some scheduling considerations:

- Leave a little time between each interview so that you can jot down notes about the interview, compare opinions, read up on the next person, and stretch a bit.
- Try to leave 90 minutes for lunch to allow yourself a decent break. Lunch places near the convention hall are also likely to be crowded.
- Thirty minutes is usually long enough for each interview. This gives you sufficient time to get a good sense of the candidate, and if the interview happens to bomb, it's short enough to make it through to the end. If you schedule interviews 45 minutes apart, this gives you some leeway if one or another interview goes a little longer than 30 minutes.
- Schedule in time after the final interview for search committee members to compare notes and come to a ranking of the candidates. Much better to do this when candidates are fresh in your mind.
- Leave the last five minutes for the candidate to ask questions.

About questions to ask: It's a good idea to have some questions that are asked of all candidates, as this gives easy points of comparison. Begin with a question that will be relatively easy for the candidate to answer, probably something about their dissertation (or the equivalent in non-Ph.D. fields). Be sure to ask about both research and teaching. Some candidates will assume that research is unimportant at a small liberal arts college, and it's important for them to know that we are very much interested in this part of their professional life. Some sample questions:

#### Research

How would you describe the contribution of your research to the field?  
 What directions might your future research take?  
 In what ways might your research inform your teaching?

#### Teaching

What courses do you most look forward to teaching?  
 How might/do you structure an introductory survey course in our field?  
 What assignments have you found most productive?  
 What is a mistake you've made in teaching that you've learned from?

#### The Field

What's been happening in [your field] in the last 10 or 20 years of special interest to you?  
 What scholar's work do you most admire?

#### Other

What do you do for fun?

The actual decision about which three people to invite to campus is made after the convention, consulting with the full search committee. These names are then submitted to the Dean, who has to approve all visits. Sometimes only two candidates are approved. Sometimes the presence of an internal candidate means that there may be four campus interviews rather than three (but not necessarily). Sometimes arrangements will be made all at once for a series of three visits. Sometimes candidates will be interviewed one at a time, with the next candidate asked only if the first is not offered the job. These are all decisions to be talked through with the Dean.

### **Setting up the Campus Visit**

For guidance in setting up the campus visit, see these documents in the Appendix:

- Sample Schedule for Campus Visit
- Campus Visit Checklist
- PR for candidate talk

### **Coaching students about their role during the campus visit**

Campus visits always include a meeting with students familiar with the department, often over lunch. Find several students who you think would make a good impression on the candidate, and ask them to help in the search by attending the lunches and the candidate talks. (You can do this through an open call to majors for volunteers, direct solicitation of individuals, or some combination of the two.) Explain to the students that they have (as do the faculty) a dual role in interacting with the candidate: We are evaluating the candidate, but we are also "selling Knox" to the candidate; assessing and recruiting are both going on at once. Interviewees are strong candidates who may well have other options, so if the person looks good for Knox, we want to let them know about what a good place Knox has been for us—and might be for them. Of course we should also be honest about weaknesses where it is relevant—and perhaps even important—to mention them. But the general tone should be upbeat.

Emphasize to students that it is important to see all the candidates, if at all possible, so that a comparative assessment can be done. It may be harder to get to all the talks than to all the lunches, but the more they can go to, the more helpful it is.

You might suggest questions students can use to get the conversation started. For example:

- What would you be most interested in teaching?
- What was your own undergraduate experience like?
- What is your approach to teaching?
- Have you directed any independent student work?
- Are there any areas of your research in which students might also participate?

Alert them that the candidate might well ask them what they think about the department, and what they think about student life at Knox.

### **Getting feedback from students**

It's best to ask for student comments immediately after each candidate's visit (while impressions are fresh), and then to ask for a summary/comparative comment when all candidate visits are concluded. Tell them that while you will see their names on the e-mail responses, their comments will not go beyond the search committee. Explain that while they are not on the search committee, their consultative role is much appreciated, and their comments are taken into account.

If the candidate has taught a class, ask for comments from those students, some of whom may also have gone to a candidate talk.

### **Some guidelines for discussions with the candidate**

Topics that are off limits: Discussions with the candidate while on campus should be wide-ranging; this is your chance to learn as much as possible about the candidate. But there are certainly topics that are off-limits—illegal, actually. Even if you're really curious to know the person's marital status and whether a spouse/partner may be an issue in whether or not they would accept an offer from Knox, *any such personal questions are illegal*. We may not ask about marital status, sexual orientation, whether the candidate has children or is planning on having children, religious affiliation, or physical handicap. (See below for appropriate questions in these areas once an offer has been made.) If the candidate him/herself brings up such information, you can continue the conversation, but do not use this as an opening to probe further. If the candidate asks about possible employment for a spouse/partner, talk about the college's willingness to help when it can, supplying an example or two, but explain that discussions about this are best held just after an offer is made. The point of this is that our goal is to identify the best candidate for the job on the basis of their professional capabilities and their own personal qualities (e.g., congeniality, curiosity, intelligence, etc.), not on the basis of our preconceptions of what might complicate the hiring process and/or the likelihood of a person's ultimate happiness at Knox.

Describing the job, discussing courses to be taught: When talking with candidates during the campus visit, two tasks are sometimes at odds with each other: assessing the strengths of the candidate and selling the strengths of Knox and of your department. The stronger the candidate, the more one is tempted to focus on the latter, and it is indeed a very important part of the visit. But it is also important to be realistic. Think carefully ahead of time—and discuss with colleagues—what the teaching responsibilities of the new person are likely to be. This can range from very fixed to very flexible. To what extent will the candidate be teaching directly in their field of specialization and to what extent outside it? How much opportunity will there be for them to develop courses that would be entirely new to the Knox curriculum? Do not promise more flexibility than you are certain will be forthcoming, as it can be very discouraging to a new faculty member to experience more constraint in teaching than they were led to believe would be the case.

Exit interview: It is important for the chair to have a conversation with the candidate towards the end of the visit. It's often convenient to do this on the drive to the airport, but if someone else is doing that task, time should be set aside before the candidate leaves for

an exit interview. Give the candidate a chance to ask any final questions they may have. Tell the candidate what you project to be the timetable for the search, and when to expect a phone call or letter from you. Be sure you have current contact information so that you can reach them easily in the next few weeks (e-mail address, cell phone), and ask if there's anything that affects their timetable. It's natural for us to be curious about details of other interviews, but there's no need to ask about specifics. What is relevant is the timetable. Ask the candidate to let you know if they receive any other offer; it is sometimes possible to give information in advance of a final decision (e.g., an offer has been made to someone else and you're waiting for an answer, or where the person stands on your short list).

### **Making the decision**

As each candidate leaves campus, ask students to send you their opinions. With the search committee, and other faculty who were at the talks and whose opinion you would value, you can wait until all candidates have been here, although it's likely you'll have casual conversations as the interviews proceed. Ask the Dean and President for their opinions, based on their interviews.

In the best of circumstances, the search committee will find itself with a broad consensus, and the choice is easy. If there are strong differences of opinion, the decision may need to be voted on.

Sometimes it happens that no candidate is considered appropriate for the position, or the offer(s) made to acceptable candidates are declined. The options in this event are:

- ask the Dean for approval to bring in one or more additional candidates;
- hire no one and plan to search again the following year;
- make an offer to someone in the pool for a one-year, temporary position rather than a tenure-track position.

When the search committee has decided on the top choice, call the Dean to convey the information. The Dean will either accept the search committee's choice or make queries. The Dean is the one who calls the candidate with the offer.

When talking with the Dean, be sure to mention if the candidate is not (or may not be) a U.S. citizen, as extra work needs to be done by the college in such a case (visas and other matters, in which the college has a good deal of experience).

### **The offer and its aftermath**

Do not expect an immediate answer from a candidate to an offer. Of course it's great when they accept during the Dean's phone call, but candidates will often need time to think over the offer. They may have mixed feelings about the job, or they may be waiting to find out what happens with other potential employers. The Dean will extend a reasonable amount of time for the candidate to consider the offer, usually one or two weeks, depending on circumstances. Follow up the Dean's call with one of your own, a day or so later, to see if the candidate has any questions and to convey the enthusiasm of the department for this appointment. At this point, if issues about a candidate's personal

situation come up—such as circumstances with a spouse or children—it is now fine to talk about it. You might want to initiate the possibility of such a conversation by asking: "Is there any way I can be of help as you make your decision? Are there any factors in the decision that I could give you information about?" If the candidate's partner/spouse is concerned about employment possibilities, ask for further information, including a cv, and then talk with the Dean about any way the college might be able to help out.

Between the interviews and the acceptance of an offer, you may get queries from other candidates, asking where they stand in the search. It is fine to be open with them about where you are in the search process, emphasizing (to any candidate who might still be a possibility if #1 says no) that the search isn't over until an offer is accepted, and that you would like to know if they get another offer and are still interested in Knox. In the case of an internal candidate who made it to the final on-campus interview stage, is still a potentially viable candidate, but who did not get the initial offer, here we recommend as a matter of courtesy that you initiate a conversation about the status of the search, rather than waiting for them to ask.

Do not consider the search completed until the offer has been accepted in writing. After a verbal acceptance over the phone, the President will send out a contract letter. The candidate's written response to that letter seals the search.

It is important to send out rejection letters in a timely way, once the position has been offered and accepted. Send a personal letter to candidates who were interviewed, and a stock letter to all others. It is appropriate to further personalize the letters to people who were interviewed on campus. Even when rejected, candidates appreciate consideration, and will think well of Knox if treated with such. (See Appendix for sample letters.)

Files from tenure-track searches need to be saved for three years, after which they can be discarded; files from searches for a temporary appointment do not need to be saved. You might want to pull files of a few particularly strong candidates; you never know when you might need to hire someone in a hurry, and such files can add to your information bank.

## NEW FACULTY ORIENTATION

Sometime in early August, the Dean of the College's office prepares a list of all new faculty and sends it to the various offices (e.g., mailroom, computer center, telecommunications, payroll) in need of this information. Once this is done, you can gather information to send to the new faculty person:

### **Before the arrival of your new colleague, send him/her the following information:**

- box number (from mailroom)
- office room number (from Associate Dean of the College)
- office phone number (from Telecommunications, x7171)
- e-mail address and initial password (request account by calling x7700)
- contact information for you during the summer
- mailing address: Knox College, 2 E. South St., Galesburg, IL 61401
- for information on Galesburg: <http://www.galesburg.org/>
- list of landlords with multiple apartments; one list available at the Chamber of Commerce (see below for address and phone) and other information available from the office of the Dean of the College

### **And gather information and/or materials:**

- ask your new colleague about their office computer needs (PC or Mac, any special programs or equipment) and let the Computer Center know (x7355)
- a department copy card (Business Office, x7343)
- map of campus (can get from the Admission Office, x7100)
- Chamber of Commerce newcomers packet (includes a map of Galesburg, which you can mark up with a few landmarks), 471 E. Main St., 2nd floor, 343-1194
- other material from the Chamber (look over their display) and from the Convention and Visitors Bureau, 2163 E. Main St., 343-2485
- college directory (Telecommunications, x7171, SMC E007)
- college catalog (Public Relations, x7337, SMC E113)

### **Things new faculty will need to do/have shortly after arrival:**

- meet with the Director of Personnel (x7200); many things follow from this.
- pick up office & building key (from Administrative Service Center, 368 S. Prairie St.). Check at least 24 hours in advance of new faculty arrival to see that office and building keys are ready, x7255. (The keys are ordered earlier in the summer by the Dean's office.)
- photo ID (call ahead to Dining Services for an appointment, x7243)
- phone authorization codes, business & personal (from Telecommunications, SMC E007, x7171); stop by the office to get brochure on the phone system.
- department account number (with explanation about charging on campus)

- Remind them that the Survival/Success Guide includes much useful information, including a restaurant guide. New faculty receive a print copy in late August. The URL to the online version will have been sent to them earlier in the summer: <http://deptorg.knox.edu/facdev/guide/>
- If the new person arrives anytime during the summer, consider bringing them to one or more of the summer potlucks.

**Other information new faculty will need:**

**CHARGING:**

**Phone:** Professional calls may be charged with the department phone code; personal calls should be charged to one's personal account via the personal code. This is done by keying in the appropriate authorization code when making the phone call.

**Office supplies:** A moderate amount of office supplies (paper, pens, paper clips, etc.) may be charged to the department. The best prices on such items are available from Purchasing, which is in a small house at 251 E. Berrien St. Faculty can also charge such items at the bookstore. (Charging books or larger ticket items is off-limits).

**Photocopying:** Photocopying for courses or a moderate amount of copying for other professional activities may be charged to the department using the departmental copy card. For personal use, one's Knox ID card is used. Funding for very large copying expenses (e.g., multiple copies of a book manuscript) should be requested within research funds available from the Dean of the College.

**COMPUTERS:** For help on anything regarding your computer, start by calling the Help Desk, x7700. If they can't help you, they should be able to refer you elsewhere. If that isn't working, call the Director of the Computer Center, x7356; he can either help you or direct you elsewhere.

**STORES IN GALESBURG:** Describe the main shopping districts in Galesburg (downtown, Henderson Street). Consider marking out some things on a local map (grocery stores, coffee shops, the mall, whatever you think they may want to find soon).

**Other things to do to help the new person learn about Knox and your department:**

- Escort new faculty to Pumhandle and to the President's reception.
- Have a social event or two that will introduce the new person to people in your department, as well as to people outside the department who may be of special interest. (Or, if you are unable to organize the event yourself, see that someone else in the department does so. You can use the entertainment line in the department budget for this expense.)
- Check in with some regularity to see how things are going and to give the new person a chance to ask questions. Encourage other members of the department to do the same.

- Figure out the things specific to your area that a new person may need to know, and convey that information. Other recent hires in your area will be a good source of information about what was mysterious to them. New faculty in the sciences, for example, will need help in figuring out how our labs and supply system work. New people in theatre will need an orientation to CFA and its special features.
- Share documents that will help the new person learn about the make-up, concerns, and plans of the department (e.g., any recent curriculum proposals, the departmental assessment plan). Tell them about the department's ambitions and goals, its philosophy, its style—and ask them about their own. Explain the structure of the curriculum and how this new faculty member's courses fit into that structure.
- Give them a copy of the department budget, and explain availability of funding for office supplies, AV, photocopying, etc.
- Discuss expectations one might have for students (and what students expect of us).
- Talk about grading practices, academic standards, the Honor Code.
- Invite the new person to sit in on your courses (and/or those of other members of the department).
- Go together to the first faculty meeting or two so that you can explain some things during the meeting (who's who, etc.). Take some time to de-brief afterwards—this is a good opportunity to give some institutional history that will explain the weird things that happen at faculty meetings.
- Delegate to other members of the department any of the above that you don't have time for, or where you think someone else could do it better.

## CARE OF AND ATTENTION TO UNTENURED FACULTY

As chairs, we are responsible for watching out for all members of the department. The faculty are at the heart of any department. We should do all we can to be in touch with all members of the department, to know what they're working on, what issues they might have with regard to teaching, and to seek ways to help each person contribute to the department and to advance professionally. We should be accessible in times of trouble, and should also be sure to celebrate achievements.

Within this general area of care and concern, untenured faculty have a special place. Once you've completed a search, it's time for the long follow-through, to help your new colleague succeed in the department and in the college generally. This attention to untenured faculty is of enormous importance to the chair's role. But unlike some of the more routine tasks (like course scheduling), there are no timely reminders that come to us. Here are some things to keep in mind with regard to our responsibility towards untenured faculty.

### **In the first year**

The first year is a crucial time of adjustment, and a new colleague will most likely need more of your attention now than at any other time. You'll want to strike a balance between two important goals: protecting a new faculty member from the onslaught of multiple demands and integrating them into the life of the department and the college.

### **Protection**

Certain protections are built in: First-year faculty are not assigned advisees, and they are not assigned to standing committees. But there can be many other demands, demands that come to the faculty member directly, without you knowing about them, such as requests for independent studies, membership on (or even chairing) honors committees, and ad hoc projects or committees. Consider recommending that a first-year faculty member not take on being chair of an honors committee, and that they hold off on independent studies as well. Talk to them about how many ad hoc requests they may receive, and that you recommend caution on how often to say yes--in general, and especially during this first year. Here's a relevant section from the *Survival/Success Guide for Knox Faculty* about the importance of prioritizing commitments:

*Say no.* Not all the time, of course. The college can't function, much less thrive, without each of us contributing in a variety of ways to its sustenance and to the ongoing innovation that makes this an interesting and satisfying place in which to work. But you will be asked to do many more things than you can do. When asked, get in the habit of saying that you need a day to think about it--even if you're pretty sure you want to say yes. And then take that time to figure out if this is something that: a) you have the talent or skill for, b) you have a strong interest in or commitment to, and/or c) will help you connect up with other people in the college you're interested in working with.

What keeps us from saying no? The pressures are somewhat different for untenured and tenured. Untenured faculty may be concerned that one has to please tenured faculty, the college administration, and students at every turn.

Tenured faculty sometimes think the college's welfare demands that we do everything we possibly can. Yes, the health and welfare of the college depend on each one of us contributing beyond our teaching and research to the service of the institution. But the institution will be best served by having faculty who contribute out of commitment and interest in the ways best suited to each. It's not well served by having faculty worked to a frazzle doing tasks beyond us, or whose value we're not sure of. (A less common problem at Knox, but still existent, is people who don't say "yes" enough, which makes life even harder for people who have trouble saying "no.")  
<http://deptorg.knox.edu/facdev/guide/intro.html>]

You might also recommend that new faculty read the 2005 working paper on "Finding Time": <http://deptorg.knox.edu/facdev/FindingTime.html>.

Sometimes a new faculty member is very eager to get involved with all kinds of things on campus, and of course that is a good thing. But you can help them set priorities, and to keep at the top of the list those things most crucial for their successful establishment as a teacher, scholar, and member of the Knox community. One way to help—since you will not necessarily know all that they commit themselves to—is to check in with them mid-year, after the cv updates are due, to see if they are getting overcommitted. Or, if they seem not involved enough, this is a good time to talk about other things they might be doing.

In the case where the faculty member has not yet finished the terminal degree, there is a special urgency to keep the walls of protection high and other commitments light. You don't want to nag, but do check in on their progress. According to Faculty Regulations, a faculty member cannot serve at the rank of instructor for more than two years, which means that the final degree must be completed in time for consideration of renewal of the second one-year contract.\* The Dean will have been in communication with the faculty member about this, but it's good for you to be as well. [This rule was not always enforced in the past, but it is now once again the practice.]

With regard to teaching assignments: Remember the enormity of the task of multiple new preparations in the first years of full-time teaching. Give new (and untenured) faculty first choice on courses and time slots. Ask what classrooms they prefer. Whenever possible, have them teach subjects they're already familiar with. If there's the possibility of them teaching multiple sections or offerings of one course, let them do that so they have fewer preps.

All of these protections for new faculty members mean more work for others in the department. There are perhaps some departments who take the opposite approach—giving a new person the least desirable courses, time slots, and departmental tasks, with perks going to the more senior faculty. But we strongly recommend the model we've put

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\* "A faculty member who has not completed the required final degree is expected to do so prior to the time for consideration of renewal of the second one-year contract. A faculty member shall not serve at the rank of instructor for more than two years, except upon special recommendation of the President," from Faculty Regulations III. A. 3.

forward here: doing all you can to help a new faculty member get off to a good start, even when it means some sacrifice on the part of more experienced faculty. This model is likely to produce gratitude from the new faculty member, which is a more productive basis for a long term relationship than the resentment that is likely to be generated if treated as the lowest person in a departmental hierarchy.

New faculty need the most protection in their first year, but do keep untenured faculty on your radar screen in the subsequent years, checking on how much they're doing beyond what seems a reasonable load (e.g., independent studies, honors projects). Of course it is important that each faculty member contribute in these areas, but untenured faculty sometimes take on too much. Help them with a reality check on how much is good to do, and when it becomes counterproductive. If the department is one in which there are many requests for supervision of independent work, it might be wise to set up a system in which independent studies require pre-approval from the chair, so that the responsibility may be shared across all members of the department.

### **Integrating into the life of the department/college**

Even while you're protecting new/untenured faculty from too many demands, you also want to be sure that they feel they are a member of the department and of the college community. You can help them by self-consciously integrating them into the various academic and social arenas of college life.

- Introduce them to people beyond the department, people you see as potentially good resources for this particular person, both as peer and as potential mentors. Think of people with whom they may share intellectual interests, personal interests, family situations, etc.
- Find occasions to talk about teaching. Encourage departmental discussion on courses taught in common. Share syllabi, assignments, exams from these and other courses. If certain courses are taught in a sequence, be sure there's discussion so the new person is fully aware of the extent of coordination needed. Invite them to observe classes taught by others in (or outside of) the department, just asking permission first. Do offer your own classes as one possibility.
- Encourage them to present their current work on campus, whether in a departmental colloquium or some wider campus venue (probably not in the first year, but before long).
- Be aware of events, workshops, and consultations offered by the Faculty Development Program, and recommend any you think might be useful.
- Consider inviting them to sit in on one or two advising sessions, perhaps in September to see a session with a first-year student, and later, to see a session with a major advisee.
- Socialize them into annual campus events (e.g., Admission lunches, Flunk Day picnic, departmentally-sponsored events, events around senior week, etc.). But be careful how you do this. Encourage participation, but don't apply pressure, and do make clear that no one has to attend every one of these events.

- Have an occasional social gathering for the department (or delegate this around the department).
- Remind them that part of your job as chair is to be an available first contact for just about anything—from a burned out light fixture, to a need for an additional filing cabinet, or anything else that needs to get done. You can initiate them into the various offices and procedures for accomplishing all the various tasks. Encourage them to seek out anyone else in the department as well, should you not be readily available.

### **Helping an untenured faculty member develop professionally: Teaching, Research/Creative Work, the Contract/Tenure Review Process**

#### Teaching

If a faculty member expresses concerns about their teaching, encourage them to find someone to talk to about it: you, others in the department, the coordinator of the Faculty Development Program. People at other colleges can also be helpful, and a summer workshop devoted to teaching issues (away from Knox, with people from other colleges) can be transformative. (The Faculty Development Coordinator has information on such workshops.) Visiting other people's classrooms can also be helpful—either to alleviate concerns, to get some fresh ideas, and or to serve as a base for further discussion about pedagogy.

A key role of the department chair in the development of a colleague's teaching is the evaluation of their teaching; this can be one of the hardest and least fun parts of the job. What makes the position of the chair in the evaluation process especially difficult is that we are expected to do both "summative" and "formative" evaluation. "Summative" evaluation is the sort that ends up with a summary judgment as to whether or not one's teaching is strong enough to merit a contract renewal; this is the primary function of the evaluation done by the Faculty Personnel Committee. "Formative" evaluation, on the other hand, has as its sole intent to help a faculty member in their "formation" or development as a teacher; consultation done by peer teaching consultants through the Faculty Development Program is entirely "formative." But department chairs are asked to go back and forth between the two. After class visits, we should be doing formative evaluation with the faculty member, but we also are using the same visits as the base for a summative evaluation for the next letter to the FPC. It is not easy to juggle these two types of evaluation, or the two audiences with whom we are engaging.

Every year, chairs are required to write an evaluation of each member of the department, with sections on teaching, research/creative work, and institutional service. You will be sent a form to fill out, with sections for "teaching effectiveness," "scholarly and creative activities," and "institutional service." In the section on teaching effectiveness, you are asked if you have sat in on classes (and if so, which course and how many classes) and whether or not you have looked at course syllabi, assignments, or other course materials. It's important to do these things! This is your chance to provide the FPC, Dean, and President with a professional assessment of your colleague's teaching, based on data they don't have access to (class visits) and from someone in the same discipline (an important perspective for looking at the course materials). If the annual evaluations have been

carefully done, you will have a strong base on which to build when it comes time for the departmental letters that need to be written at the time of contract and tenure reviews.

Visiting classes is a key component of getting to know a colleague's teaching, but few of us have received any guidance about how to set up a productive class visit. Here are some suggestions for how to make the most of this element of evaluation of teaching:

- **The first year:** Some chairs like to sit in on classes the very first term a person is here; others prefer to wait until later in the year. Do visit sometime in the person's first year.
- **Which course/classes:** Talk to the faculty member at the beginning of the term about visiting the class. Ask them for their preference for which course and which classes to attend. Plan to attend more than one class. It is almost always the case that the instructor will be very nervous on your first visit; going to a series of three classes will enable you to see the instructor (and students) more at ease, and will also give you a sense of how material is developed over time. If you visit only one class, it will be difficult to know how representative that one snapshot is of the person's teaching.
- **Preparing for the visit:** Meet with the instructor a day or two before the visit, having asked them to make copies for you of the syllabus and any other course materials they'd like you to see. Talk with them about the course—how it's been going, if there's anything special you should know going in, if there is anything they would especially like you to look for during your visit. (For example, if the instructor is interested in discussion dynamics, you can offer to make a "map" of the students in the class, noting down how many times each contributes to discussion.)
- **During the visit:** Take notes during the class so that you have a record on which you can base later discussion with the instructor. For example, you can use the right hand side of the page for a kind of running account of what went on in the class, and the left hand side of the page for comments about what occurred. These same notes can be used as a base for what you write about teaching in the annual evaluation for FPC.
- **Following up the visit:** It is really important to talk with the instructor within a day or two of the visit (or the last visit in a series). Think through the feedback you'd like to give, including both things you think went well and those that didn't. Consider writing up a summary of your observation to give to the instructor; it can be difficult to take in a visitor's comments through conversation only. Begin the discussion with the instructor by asking if they have any observations to make. Were these classes pretty typical, or not? How did the instructor feel about how things went? If s/he is not satisfied with one or another aspect, ask about ideas they might have for making changes. When you give your feedback, frame it as your response to the class ("I statements", rather than as judgmental "you" statements. For example:
  - I got very involved in the course of discussion when you had us focus on a key passage in the text (rather than: You did a good job of focusing the discussion). Or,

- I had a difficult time following the lecture in the section about photosynthetic organisms; I couldn't keep up with the pace of information (rather than: You went too fast in the section on photosynthetic organisms).

Where appropriate, consider building the faculty member's confidence by noting what *you* may have learned about teaching by watching them. It helps convey a sense of collegiality in a situation that otherwise feels very top-down.

If the instructor asks for your advice, do offer your thoughts. (Of course you can give unsolicited advice also, but it usually isn't as effective.) And now that you know more about this individual's teaching, you're in an even better position to recommend other faculty they might want to talk to because of similarities in pedagogical styles or interests—or to send them to the Faculty Development Coordinator for recommendations of people, books/articles, and/or a teaching consultation.

Class visits are time consuming! If you have more than one faculty member in the department who needs a visit, you may want to delegate this to another tenured member of the department. (As chair you will need to visit at some point, but not every time.) In fact, it's good to have more than one visitor by the time the faculty member comes up for their second contract review, and perhaps visits by all the tenured members of the department by the time of the tenure review. This gives a strong base for the departmental letter, and also protects the candidate by having multiple perspectives.

#### Research/creative work

Talk early on with a new faculty member about what college expectations are in this area, and encourage them also to talk to the Dean and members of the Faculty Personnel Committee; urge them to attend the fall informational meeting sponsored by the FPC. They should know that the department's take on expectations is important, but that it may be somewhat different from what is considered by the FPC, Dean, and President to be an appropriate level of professional activity. The bar is less clear than the "two books" or "ten refereed articles" before tenure that it might be at a major research university, but there is a bar.

Talk with them about developing a post-Ph.D./M.A. agenda for scholarship/creative work. Where are they going from their thesis? What are their plans for publication/performance/exhibition? Are they thinking of moving into a new area? Are their ways of linking up these developments up with teaching in ways that might enhance both?

Emphasize the importance of the annual cv update: this is a faculty member's opportunity not only to list all that they've been doing, but to explain—concisely—the significance of key items to an audience outside their field (FPC, Dean, President). Refer them to the discussion in the *Survival/Success Guide for Knox Faculty*: [http://deptorg.knox.edu/facdev/guide/cv\\_update.html](http://deptorg.knox.edu/facdev/guide/cv_update.html)

When faculty have recent accomplishments, encourage them to make their achievements known, not only to the department (through you as Chair), but also to the community, through the *Knoxletter*: [knoxletter@knox.edu](mailto:knoxletter@knox.edu).

Encourage them to enhance professional development by networking outside the college. Encourage them to go to at least one conference a year, even if they're not giving a paper.

Encourage them to seek funding from both internal and external sources. Talk to them about applying for faculty development money from the Dean (both for conference travel and for other research costs) when the call comes around in early fall and in early spring, as well as midyear if something comes up. Explain that awards are given out routinely; this is not a highly competitive process. Encourage them to apply for outside grants or fellowships, and pass along information about such that comes across your desk. Let them know about help available from the Advancement office for searching out grant opportunities and for vetting proposals. Make sure they know that a junior leave is coming up, and that a grant can enable them to extend the leave beyond one term. Assure them that the college is very supportive when people get outside grants!

#### The contract/tenure review process

Be conscious of the review schedule for people in your department so that you can plan in advance to have visited classes and to have looked at research/creative materials from the candidate. You will get a letter from the Dean in the fall, apprising you of who is up for review in any given year.

While annual evaluations are written by the chair alone, evaluations for contract and tenure review are submitted by the tenured members of the department. A common practice is for the chair to draft a letter, get comments from the other tenured members of the department, and then revise. Where there is disagreement, this should be stated in the letter. If the disagreement is so deep that one or more people feel they cannot sign the departmental letter, they have the option of writing a separate, dissenting, letter.

The chair is charged with telling the candidate the substance of the departmental letter. How this is done varies by departments, with some telling the candidate only whether or not they were recommended for renewal/tenure, some giving the candidate a copy of the departmental letter, and others doing something in between. (The same is true for the annual evaluations from the chair.) It is difficult to convey bad news, so some of us tend to give less information the more problems there are. But if at all possible, we should keep the candidate's interests in mind. It will be difficult for a candidate to improve if they do not know what the department thinks are their weaknesses (in whatever area). And of course knowing what we perceive as their strengths is also very helpful! The faculty member has access to his/her own file, so they can see what we wrote in any case. Perhaps this is all the more reason to be forthcoming with the information we convey directly to the candidate.

**Final caveat:** One thing that is difficult about being chair is that your relationship with junior colleagues may change when you move from being just another departmental colleague into the chair's position. Perhaps being aware that this may happen can help ease the discomfort.

## SHARED APPOINTMENTS

Having untenured faculty in your department who are in a shared appointment presents some special circumstances. This section of the *Guide* will be useful to those of you who are in the middle of a search in which two of the top candidates would like a shared position, as well as those of you who already have a shared appointment in the department. There are great benefits to the department and to the college in a shared appointment: with one position you get two people, which means a greater breadth of intellectual resources available to students and to the institution generally. Within the department, having two points of view instead of one can broaden conversations. But there are also challenges that come with a shared appointment, mostly from the perspective of the chair. You have two people to take into account rather than just one. Two people to listen to, to help out, to evaluate. So, more work for the chair, but in almost every other way, a great benefit to the college.

For the college's policy on shared appointments (which is in the process of being amended), see the Appendix.

To see the advice offered to faculty in shared appointments in the *Survival/Success Guide for Knox Faculty*, go to [http://deptorg.knox.edu/facdev/guide/shared\\_appointments.html](http://deptorg.knox.edu/facdev/guide/shared_appointments.html).

One of the biggest challenges is to *remember that each person is working only half-time* (or whatever the dividing percentage is in the particular case). Some of the factors governing apportionment of work comes from within the department and some from outside.

### **What you can do as chair, from within the department, to help faculty in shared positions**

- Request two offices. College practice is to give each person in a shared position their own office, if space is available.
- Don't expect each of them to be on campus as much as a full-time person. It may help you to know their schedules, so that you can help people concerned about not being able to find them.
- Advise them to be careful of their time; refer them to the section in the *Survival/Success Guide* for suggestions.
- When divvying up departmental tasks (including the advising of majors), give each person only half as much as you give to a full-time faculty member. But do get both people involved (rather than designating only one of the people as doing departmental service), as both need to contribute as "citizens" within the department and the college. You can insure this happens by rotating larger jobs or dividing up smaller jobs between them.
- Schedule department meetings well in advance, so that a couple who is sharing care of their children can make arrangements for a sitter.
- Whenever possible, accommodate course scheduling that the sharers would like to try out. For example, if they are using the other half of their time for care of

- children, they will need non-overlapping teaching schedules. One or both might want to try teaching their three courses over two terms (e.g., 1-2-0) rather than over three (1-1-1). Assuming this can work with regard to departmental offerings, give it a try.
- Understand that it will take more time for a half-time person to build up a student following, simply because they are teaching fewer courses. Be sure to include a "gateway" course in each person's course schedule from time to time, so that they are introduced to a good number of the students who may eventually become majors.
  - Voting on departmental matters: It is rare that matters within a department are decided by a vote rather than consensus, but know that college policy is that each person in a shared appointment has a vote (in faculty meeting, and in departments, assuming the proposed amendment is enacted; see Appendix).
  - When evaluating faculty in shared appointments, always keep in mind that you are evaluating two individuals in part-time appointments, not one combined entity. Be aware that you will have less data on each person than you would for a full-time person (half the number of teaching evaluations, some proportion less of service and research/creative work). The qualitative standards remain the same, but the quantity of data will, in most areas, be less. And because of the rotation of some aspects of work (e.g. committee assignments, some departmental tasks), there will be flux in the record, with more activity in some years than in others.

**How assignments generated from outside the department are divided up (assuming a 50/50 split in the position)**

- Teaching load is cut in half.
- Advising is cut in half (both incoming students and majors).
- Committee service: Only one person in a shared position will be assigned to a standing committee at any given time. (You should encourage the person not currently on a committee to take their name off the list of eligible faculty for elected committees, and to fill out the Dean's questionnaire about committee assignments with their partner's service in mind.)
- Leaves are not cut in half. Take this into account as you look ahead to when their leaves will occur, as from the department's point of view it means the leave time is double what it would be from an unshared position. Depending on how the leaves are timed, you might be in a relatively strong position to ask for a leave replacement to cover the loss of teaching slots. Plan out, too, how you might best distribute their advisees, though if you and the Associate Dean have been careful to assign them only half the usual number of advisees, this should not be an issue in the way the enhanced leave allowance is.
- Evaluation by the FPC is done on the basis of the individual. For example, it is quite possible for one individual in a shared position to get a merit raise and not the other. Decisions on contract renewal and tenure are also done on the basis of the individual.

**Adding extra courses**

Sometimes it is desirable (from the point of view of the individuals, the department, and the college) for one or another person in the shared position to take on an additional course, either in the department, in FP, or in an interdisciplinary program. Approval of such additions is not automatic, and must go through the Dean of the College; the individual involved must also, of course, be happy to take on the extra teaching. Such courses are paid on a pro-rated basis, based on the person's salary.

**After tenure**

If both people in the shared appointment are tenured, the same arrangements will continue, with the added issue of what will happen when it is the appropriate time to take on chairing the department. This has happened just once so far at Knox, and the two people have shared the position of chair. This has some added complications, but it has worked (with very specific understandings of who is doing what aspects of the chair's job), and is more fair than giving all of the chair's work to just one of the pair.

**Note about the possibility of a shared position coming up during a search**

There are different ways in which you will become aware that two people applying for a position are interested in a job-share. One common approach is that the two individuals will submit two dossiers, but their cover letters will cross-reference the application of the other. They may say they are interested in a job-share only, they may say that they would like to be considered individually as well as in a job-share, or they may not specify. If one or both of the people make it to the interview stage, it is up to you and the search committee to decide if it makes sense for both of the people to be considered, or if you are interested in only one of them. It may be that the qualifications of one person greatly outweigh the other's, or it may be that the field of one is far away from anything that would be helpful to the department. Whatever path you decide on, be frank from the outset: that you're interested in only one person, or in both. What if you interview both, but are interested in making an offer to only one? Well, it would be pretty awkward, but if the one person is who you really want, you should propose the offer to the Dean (who is the one who makes the offer). If he approves the offer, it will be up to the two candidates to figure out for themselves whether they would want to come into a situation like this.

## RELATIONSHIP TO TENURED FACULTY

Tenured faculty need your attention too! Perhaps not in as concentrated a way as untenured faculty, but they will also benefit from encouragement, support, and attentive listening. There are still annual evaluations to fill out on tenured faculty, and the review for promotion to tenure, but even with these, there is a large shift in one's relationship to a faculty person after tenure because the role of evaluation is so diminished, given the job security of tenure.

The vitality of a department depends on the continued energy, productivity, and intellectual edge of all faculty. Stay interested in the teaching and research/creative work of tenured faculty. Offer to look at work in progress. If the department has a colloquium, encourage them to present. Encourage them to apply for grants and to continue to attend conferences. If you see that there may be an issue with their keeping up in the field and/or with technological developments related to the field or to teaching, give encouragement; you might even offer to engage together in some aspect of new developments. Talk with them about their agenda for the future, and do all that you can to facilitate it. Be aware that the life-course continues to have its ups and downs, even after tenure. Midlife crises or significant transitions are normal. Just when one thinks everything is settled, the ground can shift, whether in one's personal life or in professional interests. Be as supportive as you can during these midlife changes. It will be much appreciated! You can also consult with the Dean about any concerns you have; he can play an important supporting role—to you, to the faculty member, or to both.

In whatever stage they are, tenured colleagues are a great resource. They may have been chair before you—ask for their counsel and help. They may be the chair after you—involve them in decisions and tasks so that they not only are helping you but are learning valuable information and skills for the future.

## DEALING WITH COMPLAINTS AND PROBLEMS CONCERNING FACULTY

The range of problems that can occur is wide. Here are some typical scenarios:

### **One or more students come to you to complain about a faculty member.**

The most common sort of complaint students come with is related to a course. It may be a complaint of unfairness in grading, or that a course is seriously disorganized, or that the workload in a course is extraordinary in comparison to other Knox courses, etc. Some things to do:

- Give the students a hearing and listen to the story. Assess the level of seriousness of the problem. For example, is this a relatively circumscribed problem of personality conflict, or is a student's education being seriously compromised? Determine whether or not you need further information.
- Ask if they have already tried to resolve the problem by talking with the professor directly. If not, this is often a good first step to take.
- Present some possible options for action, and ask them what they would consider most helpful. (This doesn't mean you necessarily will follow their preferences, but it's good to know what the students think would be helpful.)
- If they would like you to talk to the professor about the issue, and you think this is appropriate, determine what level of confidentiality they would like you to maintain regarding their conversation with you.
- Counsel the students, when appropriate, to make the best of the situation: to balance whatever strengths the course may have with its problems, and to get out of the course whatever they can. If appropriate, encourage the students to consider this a learning experience in how to work with people one doesn't like.
- Whether or not it's something the students suggest, you may want to visit the class involved. In the case of untenured faculty, chairs are supposed to visit from time to time in any case.
- If you decide to talk to the faculty member about issues raised by students, be sure to present your comments as "student perceptions." (And if you have heard the same complaint from multiple sources, you probably *should* talk to the faculty member.) The faculty member may have a very different perception of the same situation, and you'll want to hear that perception as well. If the faculty member thinks the student perceptions are flawed (e.g., the course really is well-organized), you can open a discussion about what might be changed to bring perceptions in line with reality. Keep in mind the difference in vulnerability between untenured and tenured faculty.
- If the situation is particularly troubling, and you're not sure what to do, seek counsel from others, perhaps another senior colleague in the department and/or the Dean.
- Certain student complaints are dealt with through a different channel. Most notably, sexual harassment is dealt with through the college's Grievance Panel, although some cases are handled directly by the Dean of the College. For your

first step, notify the Dean of the complaint. To find out the name of the Chair of the Grievance Panel, see the listing in the back of the College Directory.

**One faculty member in the department complains about another.**

Review the advice for dealing with complaints from students; some of the same advice will hold in this situation. But the situation is more serious, because the problem will not dissipate at the end of one term; long-term collegiality within the department is at stake. Assess the level of seriousness of the complaint, and take into account factors that may be contributing to conflict and/or misunderstanding (such as gender, seniority, cultural differences, personality differences).

**A faculty member has an illness or personal situation that is interfering with their work.**

The custom at Knox is to go a long way to help someone when their work is being affected by illness or some other personal difficulty. The illness might be of the faculty member themselves, or it might be of a family member—here in Galesburg or at a distance. Consult with the Dean for anything that goes beyond a few days of difficulty. Some possible accommodations include:

- Having one or more colleagues cover classes.
- Dropping a course entirely and absorbing the students elsewhere.
- Hiring an adjunct to teach the course.

## THE DEPARTMENT CURRICULUM

### **The big picture**

Central to the identity of a department is its curriculum: the courses that are offered, for both non-majors and majors, and the structure of the requirements for the major and minor(s) in the department. This is an area where the big picture is very important, and where the big picture is easily lost. Some things to consider:

- What are the goals of the department's curriculum—for majors, minors, non-majors?
- Are these goals well-supported through the current offerings of the department?
- Is the major serving well those students who will not be going to graduate school in your discipline, as well as those who are?
- How up-to-date is your collective knowledge about what is currently considered by graduate schools to be the most important preparation for graduate training?
- How up-to-date is your collective knowledge about the preparation students need for other pathways? For example: AnSo students who are interested in urban planning or science students interested in public health.

The more the department is in the habit of thinking about these issues, the stronger the sense of department identity will be. Talking about the curriculum can help build collegiality, can help newer members of the department feel invested in the mission of the department, and can help you articulate departmental goals and achievements, both internally and externally. Consider including students in some of these discussions; knowing their perspectives can helpfully inform consideration of central curricular issues, and students will certainly appreciate being included.

If you haven't routinely been discussing the large curricular issues, here are some occasions that can serve as a stimulus to such discussion:

- one or more colleagues will be retiring soon
- one or more new colleagues have recently been hired
- there have been significant new developments in your field, which raise both curricular and staffing issues
- the department is experiencing a significant change in enrollments or in number of majors (either declining or expanding)
- students are expressing considerable interest in areas not currently covered by the department
- strong majors have not been getting into graduate school
- the department hasn't considered the curriculum as a whole for ten years or more.

If it's been over ten years, consider talking about the curriculum in the context of a departmental review, a process that involves writing a self-study and bringing in one or more outside consultants. If you're interested in a review, talk to the Dean. The college's assessment plan calls for periodic review of all departments, and the Dean is happy to get volunteers. The Dean can give you examples of self-study documents from other

departments. Whether or not you do a review, the occasional half-day or day-long departmental retreat off-campus can also be useful as dedicated time for the department to talk together. You are likely to accomplish as much in a one-day meeting as you have all year in sporadic, short, department meetings. A retreat can be especially useful to jump-start a large-scale discussion, or to wrap it up. The Dean's office will fund such retreats; the Coordinator of the Faculty Development Program is also available to help you think out the planning.

### **Individual new courses**

The initiative for a new course can come from a variety of sources:

- a faculty member wants to do something new
- students have expressed interest in a new offering
- the department is looking to connect with college needs (e.g., courses that will fulfill a graduation requirement like diversity or writing-intensive courses; courses that answer a cross-campus need, such as the cooperatively taught statistics course).

Note that if you are at all unsure about the permanency of a new course, you can propose it the first time as a topics course (295 or 395), with a subsequent proposal as a regular offering if you decide to go that route.

Because the initiative most often comes from an individual faculty member, it's possible for the curriculum to develop in an unplanned manner through the addition of a number of individually originated proposals. When talking with a faculty member about a new course, make explicit the need to balance individual interests with departmental needs. In some departments all new courses are discussed by the department as a whole; in other departments, the conversation is more likely to be between the individual proposing the course and the chair. Wherever the conversation occurs, the goal is to balance the importance of having faculty teaching what they want to be teaching with the needs of the department and its students. The more recently you've talked about the "big issues" (first list above), the easier it will be to strike this balance.

All new course proposals need approval by the Curriculum Committee. Revisions in an existing course also need approval if they involve:

- a change in course title
- a change in catalog description
- a substantial change in content/direction

## COURSE SCHEDULING

Well-timed messages from the Registrar's Office will keep you on track with what forms to fill out when in order to get a roster of courses ready for the upcoming year, and then to check on changes term by term. See the Appendix on "A Year in the Life of A Chair" for an overview. Course scheduling is a big and complex job, as it calls on you to balance out the interests and skills of each member of the department, and then to balance faculty preferences with the needs of students (both majors/minors and non-majors). The better relations are within the department, the easier it will be to work out this balance in an amicable way. Here are some of the things to take into account.

### **WHO teaches which courses?**

There are somewhat different issues involved in introductory and more advanced courses.

Introductory courses often have the largest enrollments and the broadest range of students in terms of ability and interest. Some faculty love teaching the intro course in the department, others may find it an intimidating challenge, and others may be sick of it after having taught it for decades. While there may occasionally be a reason to do otherwise, the first principle should be to *share the load*.

Upper-level courses: In some departments, where there is significant overlapping of expertise, the governing principle is that no one individual "owns" a course. If more than one person is interested in a course, it gets passed around. In other departments it is less likely that such sharing would occur, because of specific training of faculty members in certain areas. Here the issue is to insure that an appropriate range of courses are taught at the upper levels, that significant areas of the discipline are represented, and that each faculty member has an appropriate share of both 200- and 300-level courses.

### **WHEN are which courses taught?**

Over the course of the year: The big task of the chair in scheduling is to think about which courses need to be offered in a given year, in which terms, and in how many sections. Which courses have to be available for majors? What about Foundations courses that are open to all? Or 200-level courses that might get a mix of majors and non-majors? Which courses must be offered in a strict sequence? You want to aim for a fairly even spread of different levels of courses throughout the year. Look at the previous year's schedule and enrollment figures (available at the Registrar's web site in the Encyclopedia Knoxensis) to see if there were any problems, or if it might serve as a model. You might want to have a guideline in place for balancing the various needs, which would help make sure everyone is on the same page. Examples of possible guidelines might include: that each term you will have two 100-level courses available for non-majors (which may also be entry courses for majors), two 300-level courses available for majors, that the required methods course will be taught twice a year, with the remainder being 200- or 100-level courses.

There may be considerations beyond your department as well. Are your majors also required to take certain courses in other departments? This often happens in the sciences,

and those departments have long been in the habit of coordinating scheduling to avoid conflicts; other departments may want to keep this in mind as well. Sometimes it's not an issue of a required course, but just something you will be encouraging majors in your department to take. If you haven't thought of this at the time of doing your initial scheduling for the upcoming year, you will have another chance to consider it when the Registrar sends you a draft of the schedule. Check this not only for accuracy within your own departmental listings, but for courses in other departments with which you might want to coordinate.

Another kind of extra-departmental consideration has to do with non-departmental courses taught by someone in your department. First-year Preceptorial is one obvious case; all departments have an obligation to contribute to the staffing of this course, something that needs to be taken into account when you plan your next year's schedule. Teaching FP should be shared around the department. It's a good thing for untenured faculty to get experience in teaching the course, but it is also very important for tenured faculty to take on this responsibility as well. As with many other things, taking turns is a good idea. Another type of extra-departmental teaching is when a faculty member in your department is asked and would like to teach a course in one of the interdisciplinary programs, a course that is not cross-listed, but is in the interdisciplinary program only (e.g., GWST 101 or 280, BKST 101, etc.). These teaching contributions are very important to the college, even while they sometimes create difficulty within a department. The curriculum is built on the strength of the departments, but the college at the same time encourages faculty to have broad interests and to work collaboratively. It is not easy to balance these sometimes conflicting goods. It is easiest to be generous in approving a non-cross-listed course in one of the interdisciplinary programs when it is an only an occasional request, not an annual offering. But even when the request is for regular teaching in the interdisciplinary program, see if there is a way to accommodate the needs of both the program and your department. If the person's teaching "out" presents a serious hardship to the department, consider talking to the Dean about the possibility of an adjunct hire for a course within the department, to cover for the absence.

When setting up time schedules for specific courses, let new faculty know what the practice is in the department for the number of meeting times each week. Sometimes this is flexible, sometimes not. Again, it may help to have some guidelines, e.g., 100-level courses must meet at least three times a week.

Within each term:

Once you've settled on which courses are going to be taught in which term, the big challenge is to decide on time slots for each course. Here are some of the factors to take into account:

- You need to have a spread across the day, including something in the first and last periods of the day.
- As much as possible, schedule in different periods courses that majors might want to take together in one term.
- If you have some courses that can be taught MWF and others TTh, do take advantage of the TTh time slots. Note that 4th period is available only on MWF.

- Faculty tend to have strong preferences about which periods they like to teach, and sometimes have particular needs, often dependent on the age of children and the starting time of their schools. But children grow up, and if you've established a departmental culture where people accommodate each other's needs, taking turns at unpopular tasks (including teaching, say, in 1st period), then this will go easier. When you ask faculty for their preferences on time slots, ask that they give you a range of choices.
- Room preferences: Some faculty have strong preferences about which rooms they teach in. Ask for these preferences (again, giving more than one option) when you ask them for their preferred schedule for the coming year. If there's a very popular room that not everyone can have, make sure all get turns; you may also need to coordinate with other departments in your building.
- Coordination with chairs of interdisciplinary programs for cross-listed courses: Some of your courses may be cross-listed with an interdisciplinary program. Let the chair of that program know as early as possible what you're thinking of with regard to both term and time slot for any such courses, as all the above factors will affect that program as well.

### **HOW MANY STUDENTS can be in a course (setting enrollment caps)?**

Enrollment caps are set at the same time that the schedule is made up for the year. It is useful to have a departmental understanding for the normal cap in 100, 200, 300-level courses. Apply these across the board, unless there is a reasonable case for an exception. Be aware that writing- and speaking-intensive courses are supposed to be capped at 20.

You can also specify the reservation of a certain number of seats in fall-term courses for incoming first-year students. For example, you can request that the overall cap be 25, with 15 spots held for first-years.

### **Complicating factors**

You think you've got everything figured out for the long run, and then one of these things happens:

- A person goes on leave for one or more terms (junior, sabbatical, or parental leave; directing an off-campus program). It's *good* for people to take such leaves, even though it means you'll have some juggling to do, especially if you're not authorized to hire a replacement (which is more likely to happen for a year's leave than for a one- or two-term leave). In addition to the absence of the courses the person would have taught, people are expected not to have advisees while they are on leave, and not to direct independent studies.\* Some faculty carry on with these anyway, but this is to be advised against! It is important for them to make the most of their leave. If they say, "But I'll only be gone for one term, so I don't want to inconvenience others," your reply should be, "All the more reason for you to stop the advising and independent studies—you have so little time for leave that you should use it to the maximum for your project." Check that advisees are

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\* The exception is when a person has a partial leave only, and so is on campus teaching one course rather than two. The chief example is when a father has a one-course parental leave.

reassigned in the latter portion of the term preceding the leave; this can be done by you or by the faculty member going on leave.

- A person has course-released time for a specific college task. Various tasks at the college carry some release time, for example: chairing First-year Preceptorial, the Center for Global Studies, the Faculty Development Program, or the Faculty Personnel Committee. These tasks are very important to the college. Try being proud that someone from your department has been asked to take on one or another of these, at the same time that you scramble to figure out how to make up for the gap in departmental offerings. With these positions, expectations about advising and independent study continue as normal.
- A faculty member would like to team-teach a course. The college has no fixed rules for how teaching load is counted for a team-taught course, but for a two-person team-taught course, the common practice is to give full teaching credit to both people for one course in the first year the course is offered, and then in later years to alternate instructors, offer two sections in one year, or otherwise get back to one-course/one teaching credit. You need to consult with the Dean on any team-teaching arrangement.

## ENROLLMENT MANAGEMENT

At the close of each pre-registration period, each chair receives a printout showing enrollment numbers for the courses being offered the next term. You can also watch the numbers as pre-enrollment is going on, via the "Course Catalog" function on the Registrar's website—a good idea to do if you anticipate there may be problems. (After you log in to the Registrar's site, this is among the choices on the left. The "Class List" function can also be used; it is slower to navigate, but also shows you the names of students pre-enrolled.) If you see problems on the horizon, or know that you almost always have problems that need to be worked out through consultation with the Dean, make an appointment ahead of time for a day soon after pre-enrollment concludes. Once the Registrar gets you the final pre-enrollment numbers, you have only a few days to solve any problems and get the decisions back to the Registrar. For a problem with a particular course, the first person to talk to is the instructor involved; you may also need to talk with the Registrar and/or Dean. Problems are of two kinds: over-enrollment and under-enrollment. Here are the ways these problems are typically dealt with.

### **Over-enrollment**

You may find dealing with over-enrollment harder than you think. As chair, you're in a very different position than you were as an individual faculty member, just deciding on one course. You're the person with overall responsibility for the department—for meeting the needs of majors and of students interested in entry-level courses. You're the person who will need to justify enrollments to the Dean. This is a major instance of the department chair's role as liaison between the department and the Dean.

When a course has enrollment beyond the designated cap, there are several options, more or less feasible depending on the number of students facing close-out:

- Ask the teacher whether s/he would be willing to let in more students. This is only feasible if the number over-enrolled is relatively small. Discourage over-eager faculty from letting too many students in (often a temptation for untenured faculty), as too big a class is often not good for the overall quality of the course from both the student and teacher perspective. Take into account the overall student load of the faculty member concerned.
- Keep the course cap as originally set, and have the Registrar close out all students above the cap. The Registrar will work with you to close out students according to categories that make sense for that course; do consult with the course instructor to get their preferences. Preference may be given to: students closed out of the course the last time it was offered; majors/minors in the department; seniors first, then juniors, etc. (or a different order if there's a reason to give preference, say, to first-years). You can also ask that the Registrar check that prerequisites have been taken, as advisors can override these during pre-enrollment, and some types of prerequisites (like "previous course work in the field") are not noticed by the computer. An instructor cannot hand-pick the students they want to stay in the course, although they can add in students once the new term begins.
- If the demand for the course is close to double the planned for size, it might be possible to open up a second section of the course. Is there another course where

the enrollment is so small that it makes sense to cancel that course and have the instructor do a new section of the overenrolled course? (Of course this only works if the instructor of the low-enrollment course is qualified to teach the other course.) Is someone else in the department willing to take on a course overload for the term (with a subsequent reduction in a following term, on arrangement with the Dean)? Might an adjunct be available to teach the course, and if so, is the Dean able to provide funding? For any of these possibilities, you'll need to consult with the Dean.

- o If the problem is in fall or winter, consider whether you might be able to offer a repeat of the course in the next term.

### **Under-enrollment**

There is no specific number used to determine if a course "makes" or not (unless no one at all enrolls). The Dean monitors pre-enrollment, and anything under five students in a course will be on his screen. If there is very low enrollment, it may be best to cancel the course and have the faculty member do something else. It might be that they can offer a second section of a course that is heavily enrolled, or it may be that some special project for the department or college can be assigned. Any such scenario needs to be discussed with the Dean.

Is there a pattern of a faculty member often getting low enrollments? Time to have a conversation; is there a way to re-conceptualize courses so that they will draw more students?

Is there a pattern of many courses in the department, taught by more than one faculty member, getting low enrollments? See the section on "The Department Curriculum" for some questions that could guide a wider departmental conversation.

## MAJORS AND MINORS

You will get a good deal of traffic from majors seeking your advice or a signature. Being readily accessible is important, both via e-mail and in your office. Here are some of the types of interactions with majors that come with the territory. (See section on "Delegating" for suggestions on which of these tasks might most readily be delegated to others.)

### **Signing up new majors; assigning advisors**

A student declaring a major has to get the signature of the chair of the department; an advisor is also assigned at this time. (Note: Minors are *not* assigned a departmental advisor.) Many prospective majors will come to you a couple of weeks into spring term, just after they get a note saying that they have enough credits that they need to declare a major. When the first student of the season comes by, take a moment to pull up the current record of "Advising Loads," via the faculty sign-in to the Registrar's page. This information allows you to compare advising loads among faculty in the department.\* Print out the list, so you can mark additions as you make them. Your dual goal in assigning advisors is to give students the advisor they would like, at the same time that you keep advising loads roughly equal across the department. Ask the student for a couple of names of faculty they would prefer as advisor, so you have some room for choice. If the student is already being advised by someone in the department, and the student is happy to stay with that person, the task is easy—keep them together, as it will mean no additional advising load for the faculty member. If the student's first choice is overloaded and they have no second choice (or that person is overloaded also), hold onto the form and call the faculty member to see if they might really want this person (which sometimes happens if it's a student they've especially enjoyed working with) or if they would appreciate no additional advisees.

You may also need to get involved in lining up a substitute advisor when a faculty member goes on leave, as faculty on leave are not responsible for advising. Neither the Registrar's Office of the Associate Dean of the College initiates any action for the transfer of advisees when someone goes on or comes back from leave, so action needs to be taken by the faculty member, in consultation with you. (Some faculty who will be on leave for only a term or two and who will be in town may say that they'll continue advising. Discourage them from doing so! Leave time is precious.) As for the initial assignment, try to balance student preference with relative advising loads among the remaining faculty. When the faculty member on leave returns, it is appropriate for former advisees to return, unless they are happier where they landed.

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\* The Advising Load function in CARS seems to count first majors only, so it may undercount an individual's advisees if some of their students declared the major in your department second. The list is updated automatically whenever a new advisee is added. The list displayed is also dependent on what term you have set in "Term Options." For example, if it is currently spring term, but you have Term Options set for the next fall (as you are likely to have during pre-enrollment), the list will not include any seniors due to graduate in June. To get a more reliably accurate account of who has how many advisees, you can ask the Registrar to work up a list for you.

## Substitutions

Many requests will come to you for approval of substitutions of various sorts, that is, for something to count towards a major requirement other than the designated course. These requests often come because of scheduling problems, but may also be to take advantage of a course that is a logical substitution just on its own merit (e.g., a special topics course newly offered). You have a large amount of discretion on this. If you're unsure about what you should allow, talk with others in the department; the previous chair may be of special help. When you agree with the student's request for substitution, send a brief e-mail to the Dean, copying the Registrar and the student. The Dean will generally approve the request immediately, unless you have raised a problem.\*

Some specific categories of substitution requests for requirements in the major or minor:

- One specific Knox course substituting for another, either a course from within or outside the department; this may be an independent study course. (Some departments routinely allow substitution of up to two credits from outside the department.) Needs Dean's approval.
- Honors credits. It is common to allow one or more honors credits to substitute for 300-level courses in the major. How many? Ask what past practice in the department has been, and consider setting a general rule if there isn't one. Needs Dean's approval.
- Advanced Placement credits. The amount of credit towards graduation that a student gets for a score of 3 or higher on an AP exam is set by the college (see the chart in the college catalog), but if a student wants to use one or more of those credits towards major requirements, they need to ask for a substitution. Again, familiarize yourself with past practice in the department as to how many of these credits, if any, may substitute for major requirements. Does not need Dean's approval.
- Transfer credits, and credits from off-campus programs. The Registrar takes care of figuring how transfer credits translate into Knox credits towards the 36 needed for graduation. Your task is to decide which of the courses taken elsewhere might be suitable substitutes for a requirement for the major. You'll need to talk with the student about the course; it is appropriate to ask for a syllabus and/or course assignments to help you decide. Does not need Dean's approval.
- Writing and speaking intensive courses. The oral presentation competency and one of the writing intensive courses for the writing competency are to be fulfilled within the context of the major. The intention behind this was to take into account that different kinds of writing and presentation pertain in different disciplines. Sometimes a student has taken a "W" or "O" course in a discipline that is similar to their major, and they may approach you for support in their petition to the Curriculum Committee to make a substitution. You can support this or not, as you think fit; the responsibility for the petition is the student's.

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\* Authority to approve major substitutions resides with the Curriculum Committee, which usually delegates that authority to the Dean.

### **Social occasions**

Different departments have different customs for socializing with students. It's common to have one gathering a year to which all majors are invited, and perhaps also a reception for seniors during senior week. If your department gathers with majors for other reasons (e.g., a regular colloquium), a special large-group gathering is less important. If you think your department might be able to do something a little more fun, a little less work, a little more productive of faculty-student interaction, or whatever, ask around for what other departments do. (You can send a note to all chairs: dept-chairs@knox.edu.) It's nice to have a gathering at a faculty home, but on-campus venues (e.g., the Wilson House) or off-campus (Cherry Street, one of the coffee houses) are also possible. If the gathering is at a home, give some forethought to the serving of alcohol. In any gathering of majors (except, perhaps, for graduating seniors), there will be some students who are not of legal drinking age. The safest approach is to serve no alcohol at all. If you break the law and serve a minor, there is no protection from the college; indeed, there could be consequences at the college end if you go very far out of line. Even if all the students are of legal age (e.g., a spring-term gathering for seniors), you may want to consider the wisdom of serving alcohol, and, if you do decide to serve, to also be sure that students will be able to return to campus safely (e.g., by the use of designated drivers).

### **Department clubs**

Some departments have lively, active clubs, while in other departments the club has been moribund for years. One needs interested and responsible majors in leadership roles for a club to thrive; it may take some searching on your part to identify and encourage such students. Funding for departmental clubs comes from the Student Senate, with funding petitions (quite elaborate) due in the spring. Why bother? If the club works out well, it helps build a sense of community among the majors (and minors), and provides them with some non-class related activities that are relevant to the discipline. There are all sorts of things that might be done, for example: field trips, outside speakers, tutoring, theme dinners, etc. You can get ideas from other chairs, and from noticing events publicized on flyers or over e-mail.

### **Career, internship, and graduate school information**

Students have access to a wide range of resources on internships, careers, and graduate school through the CCPPD (Center for Career and Pre-Professional Development Office). But the department should also be a resource for majors. With luck, you'll have files or a shelf of materials passed on to you from the previous chair. If you're starting from scratch, or wanting to build up the base, you can find relevant material from the professional organization for your discipline (they may well have a web-page devoted to information for undergraduate majors) and from the CCPPD. You might want to make up a list of the professions that alums in your department have gone into; you can get this information from the Advancement Office. Consider having an annual session for majors early in the fall term, where you (and others in the department) talk about grad school and careers—this will save you time spent on multiple individual conversations.

### **Contact with alums**

It's great for majors to have a chance to listen to and talk with alums who have gone on and done interesting things. You might occasionally make an effort to bring back alums to talk with students. Or, if you know someone interesting is coming back for a visit, set up lunch or a session with students; sometimes Homecoming provides good opportunities for such a gathering.

Some departments do an occasional newsletter, gathering information from alums and then sending out news of the department and its alums. The Advancement Office will be happy to help you with this, not only providing names and addresses, but coordinating the production of the newsletter and its mailing. Ask them for examples if you'd like to tackle something like this.

### **Prizes**

Most departments have prizes designated for majors (or for work done in the department). There are a variety of tasks involved in the awarding of prizes, depending the criteria for the awards. If a prize is based on GPA in the department, you need to gather that information. If it's based on written work, you need to solicit entries and arrange for a judge. If you're not sure of the criteria for one or another award (and some of them are fairly arcane), ask at the Advancement Office. You (or someone you delegate) will also need to attend the annual honors banquet in late spring, where prize-winners are announced.

### **Keeping track of student achievements**

From time to time you will receive queries asking for lists or examples of student achievements in your department. Queries come from various sources: Admission, Public Relations, Registrar (for sidebar copy in the college catalog), Career Services, Alumni Relations, and the Dean's office (the last every spring, for the Dean's annual report to the trustees). In order to have the information on hand for these requests, and also to inspire or encourage students and faculty within the department, it is a good idea to keep a running list of whatever you happen to find out, including information that comes from alums. You also may need to occasionally solicit information (e.g., when the Dean asks you for graduate school admission information in the spring). The Career and Alumni Relations offices also welcome any updates on alums that you can send. You might want to have a Word document into which you type the information as it comes to you, or a file into which you put notes for later organizing.

Information to keep track of:

- honors projects (student name and title of project)
- notable internships (during college or post-grad)
- non-Knox prizes
- graduate and/or professional school admissions (note multiple offers)
- graduate and/or professional school fellowships/assistantships
- 3rd party (e.g., NSF) graduate fellowships
- notable post-grad jobs

## LENGTH OF TERM AND TRANSITION TO A NEW CHAIR

The usual length of term for a chair is four years; it is not uncommon to take on a second term. But you can say no to a second term, and it is only under unusual circumstances that you should have to do a third term. Unless there has been enormous turnover in the department, there should be other people who can learn to do this, and it is good to share the responsibility. It is the Dean who appoints department chairs, in consultation with members of the department. If you know you want someone else in the job at the end of your term—or if you are in the middle of a departmental project that inclines you to stay longer—do initiate a conversation with the Dean.

Chairing a department is a demanding and difficult job, sometimes very rewarding, sometimes not. If you find that it is really not something you are up to, talk to the Dean. On the other hand, if you find that you really like the administrative aspects of the job, mention that to the Dean also—there may be other ways that the college can utilize these interests!

When you know that you're in the last year of your term as chair, think about ways you can help the transition to a new chair, especially if the person has not chaired the department before. You might invite the prospective chair to observe or participate in one or another key task, for example planning out the course schedule for the next year (an especially important thing for the incoming chair to be closely familiar with). Talk with them about things that are on the horizon that will need to be dealt with on their watch rather than yours. Maybe go through this *Guide* with them, as a way of prompting discussion of one or another issue especially relevant to your department. Spend some time getting the files in order, so it's easy for the next person to find things.

## THE DAY-TO-DAY TASKS

## DELEGATING

Earlier in this *Guide*, after going through the multiple demands on a department chair, we gave some suggestions for strategies for dealing with such demands. Now we elaborate on the first suggestion: DELEGATE! As we wrote earlier: "Departmental cultures vary on how much is done by the chair and how much is delegated to others. We recommend that departments make a conscious effort to divide up tasks. Even though this will mean more work for some faculty in departments where the chair currently does it all, the pay-off will come later, when that person in turn can rely on the help of others."

Here are some of the tasks or areas that are easiest to delegate to others:

- club advisor
- organizer of social events for majors
- library liaison
- liaison to Educational Studies
- information on internships, careers, and/or graduate school in your discipline
- information about alums
- information about achievements of current students
- departmental prizes
- supervising student worker(s), e.g., department secretary, lab assistants
- updating the letter for prospective students sent out by the Admission office
- updating the departmental webpage (if there is a page additional to the college's official page for the department)
- cultivation and stewardship of donors
- supervision of special departmental funds (e.g. Fellowes fund in the English Department)
- departmental delegate to Area Council
- some of the tasks involved in a faculty search
- arrangements for guest speakers
- visiting classes of untenured faculty (shared among tenured faculty)

When dividing up tasks, play to the experience and strengths of individual faculty members. For example, if a previous chair has a strong relationship with a donor to the department, ask that person to continue stewardship. If one person has strong organizational skills, ask them to take on arrangements for guest speakers.

As chair, you still have the overall responsibility for seeing that all of these things get done, which may mean that you have to remember to remind someone else about what needs to be done. What if delegating a particular task isn't working, even with reminders and some discussion with the person you've asked to take charge? First, keep in perspective what counts as a good enough job, even if it not being done the way you might do it yourself. If that doesn't solve the problem, then rotate the task to someone else, and ask the first person what they might prefer to do instead.

## DEPARTMENT MEETINGS

Easy and ready communication within the department is an important sign of department health. Are people comfortable coming to you for help with individual issues? Are people comfortable talking together about issues common to the department? Are you able to have disagreements but still come to an acceptable resolution on difficult issues? Yes answers are what we hope for, but they don't always come naturally. Do what you can to build a culture that encourages communication within the department.

The most common way for people in a department to talk together is in a department meeting, which is the focus of this section, but there are other ways as well. Some time can be saved by settling straightforward issues through e-mail.

### **Why meet?**

But even with much departmental business taken care of via e-mail and/or individual conversations, and even knowing how busy everyone is, it's good to meet occasionally as a department as well. It helps keep everyone talking with each other, helps keep everyone on the same page in terms of issues in the department, and it helps everyone feel a part of the department.

### **What to discuss?**

It's difficult to predict what the issues may be that need collective discussion; it could be most anything that is not susceptible to a quick yes or no answer. Here are some of the issues that tend to come up:

- curriculum: everything from individual plans for a new course to changes in major requirements. This is an important topic to bring up in the fall, in case you need to get started on proposals, which are due in early February.
- delegation of departmental tasks: If you put these up on a board for all to see, it may be easier to divide up responsibilities equitably.
- events planning (for majors, speakers, information sessions, etc.)
- course scheduling in the spring for the next year: Some aspects can be done by communication with individuals. Many chairs do an initial solicitation to individuals, asking what their preferences are for teaching in the coming year. Then they make up a draft schedule, and have a department meeting so everyone can look it over together and work things out. If you're having trouble getting cooperation (e.g., no one volunteers to teach 1st or 6th period), bringing up the issue in the face-to-face setting of a department meeting may help. Such a meeting will also encourage the sense that these are the *department's* offerings, not just a collection of individual courses.
- enrollment: if you've got a problem with regard to cross-department over- or under-enrollments.
- budget: review of previous year's expenditures; discussion of any unusual expenditures expected/needed in the coming year or two

- admission issues: You might invite counselors from the Admission Office to a meeting in order to talk with the department—to familiarize new people in Admission with the department, or all people in Admission with new faculty and/or new curricular developments in the department.

And of course there are some things that definitely require a meeting:

- searches (drafting the job description, discussing candidates, etc.)
- contract/tenure review (tenured members of the department meet to discuss the record of the person up for review)

### **How often to meet?**

Most departments meet every couple of weeks or so, or at least twice a term. It's convenient to ask people to keep a certain slot open every week (refigured at the beginning of each term), with you letting people know at least a week or more in advance whether or not you'll be meeting. Every once in a while, it's nice to gather in the late afternoon at Cherry St. or another establishment for a more informal meeting.

If your department has a large number of events—not just department meetings, but sponsorship of various colloquia, speakers, etc.—you might you might consider setting up an online calendar for the department (iCal), on which everyone can post department events of various sorts. This might also be helpful for the heavy scheduling that comes during a search.

### **How to help insure that meetings are productive?**

- When you call a meeting, let people know the major items on the agenda and ask if they have anything else to add. Send out the final agenda at least a day before the meeting. Include not only the time the meeting will begin, but the time it will end.
- If you haven't met for a while, send around a note asking people if they have any agenda items (even if you don't).
- During the meeting, be sure everyone is included in the discussion. If someone hasn't said anything on a subject where it would really help to know what everyone thinks, ask each person for their thoughts. The point here is to help people feel included, not to put them on the spot, so take care how you ask.
- Follow the agenda for the meeting, being open to new issues, but being sure to get to any items that need a timely decision.
- Keep your eye on the clock and be sure to end the meeting at or before the designated ending time.

## ROLE OF NON-TENURE TRACK POSITIONS

### **Main types of non-tenure track appointments\***

#### Lecturer

A lecturer is usually hired to teach just one or two courses in a year, and is paid on a course-by-course basis. The salary per course currently starts at about \$3,000, with a percentage raise each year comparable to what is given to other faculty. Some lecturers have a long-term relationship with the college, continuing for many years in this position; others are brought in on a one-time basis. Most lecturers have another job, in addition to the work they do at Knox. Lecturers fulfill an important role at the college, with some departments relying on them heavily, but responsibilities of lecturers are limited to teaching only. They are usually hired in response to enrollment pressure, or because they can provide us with some special expertise not otherwise available. They are not asked to advise, to serve on committees, to supervise independent studies, etc. They do not have a vote in faculty meetings, receive benefits, or march at convocation or commencement.

#### Visiting assistant/associate/full professor

Visiting appointments are made in a number of different circumstances: to replace someone on leave, to fill a gap between a resignation and a search for a tenure-track replacement, to address enrollment issues on a temporary basis. Visiting professors usually teach full-time or close to full time, and are paid on a pro-rated salary basis. They have a broader range of responsibilities than lecturers in the life of the college, including a vote in faculty meetings, though they, too, will usually not be asked to advise or to serve on committees. They are eligible for benefits, for reimbursement of some moving expenses, and for faculty development funding from the Dean (including travel expenses to their discipline's national conference, to participate in their own job search for the following year).

#### Artist/Writer/Scholar-in-Residence

On some occasions, special titles are used for faculty who are at Knox for a term or two, and who have special external accomplishments. For example, "Artist-" and "Writer-in-Residence" have been used for published fiction writers and for artists who have won awards for their work. "Scholar-in-Residence" has been used for major researchers who have spent part of their sabbaticals at Knox to use our library or other area resources. Such appointments are made infrequently as a means of professional recognition, and these visitors usually have limited teaching responsibilities.

#### Continuing non-tenure track appointments

These positions have been created through a combination of opportunity and enrollment need. Most of the positions are part-time (1/2 or 2/3-time); a couple have been expanded to full-time. After an initial trial period (usually as a lecturer), faculty in these positions have multi-year contracts. Their salary is pro-rated against full-time faculty salary, they are in the review system and they are on a promotion ladder, with the schedule modeled

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\* The title of "Instructor" is not included in this list, as it is almost always used in situations where a person would be appointed as an assistant professor, except that they have not yet completed the appropriate terminal degree.

on that for tenure-track appointments. Faculty in these appointments are indistinguishable from other faculty in duties as well as in titles; the main difference is the absence of tenurability and the likelihood of part-time status. For more details, see the Appendix for the college's "Policy on Continuing Non-tenure-track Appointments."

### **Finding a person for the position**

#### Lecturers

A search for someone to fill a lecturer position is usually quite different from the extensive, formal search done for tenure-track positions and even for one-year visiting positions. Often personal contacts and word of mouth are the best resource. Some common sources of candidates: spouses/partners of Knox faculty/staff; emeriti faculty; faculty at Carl Sandburg College. This is also the time to look in your file of unsolicited letters from individuals seeking to teach in the department. Perhaps there's an interesting candidate right in the area. Former students are another possibility, particularly if they are living close by. There is no need for a proposal to FASCom. Begin with a conversation with the Dean. This may be enough, or you may need to do a proposal. It's good to consult with the department, but in this limited case, it is mostly you working with the Dean, presenting him with a possibility and a curriculum vitae.

#### Visiting positions

In most cases, a full, national search is done for a visiting position, though usually starting somewhat later in the year so as not to be in competition with full-time positions. The lateness of the start can also happen because of a late-in-the-year resignation. But a full, national search is not required in the way it is for a tenure-track search, and sometimes a short-cut is possible if you know of an outstanding candidate (sometimes a Knox alum) in the final stage of graduate training who is interested in the job. It can also happen that you remember a very strong candidate from a recent search, and they are still on the market.

#### Continuing non-tenure track appointments

These are almost always done without a search, taking advantage of amply-qualified people who happen to be in the area or with whom we have made contact in some way other than a search.

### **Orienting new faculty in non-tenure track positions**

New faculty in these positions need as much help at the outset as do tenure-track faculty; see the section of this Guide on "New Faculty Orientation." Lecturers may not need to know quite as much as other faculty, but they are also in the least contact with faculty and staff who could help them out; do look over the whole list of orientation items to see what will be helpful to them. If you have a number of new people coming in, enlist help from other members of the department and/or the building secretary.

### **Place in the department**

Visiting professors and faculty on continuing non-tenure track appointments should be included fully in departmental matters and meetings. What about lecturers? This may vary according to the specific situation, but it is a good idea to include them on the

departmental mailing list so that they are informed of everything. Invite them to meetings and events, while also making clear that they do not need to participate in anything beyond the teaching of their classes.

Lecturers and visiting professors are not in the college review system, but you should keep a file on each person, including their teaching evaluations, syllabi, notes about student comments, etc. Take time to talk with them to ask how they're doing, and to give them feedback on what you have observed/heard. Continuing non-tenure track faculty *are* in the review system, so the type of paperwork and discussion are the same for them as for tenure-track faculty.

## SABBATICALS AND LEAVES

Every spring the Dean sends around a list of who is eligible for sabbatical leaves. Look this over to see when people in your department are coming up. Also take into account that untenured faculty can apply for a one-term paid leave after two years of service. Parental leaves also affect staffing in the department. For obvious reasons, these are scheduled on shorter notice than other leaves. Requests for parental leaves go directly from the prospective parent to the Dean; parents sometimes prefer confidentiality during the early months of a pregnancy or adoption process. (Regulations about leaves can be found in the *Faculty Handbook*, section III. I.)

### **Coaching faculty about leaves**

Talk with any faculty members who are eligible for a leave in the next year or two. Encourage them to take the leave as soon as they're eligible (unless there is reason for delay—see below). Encourage them to plan ahead for a project to work on during a leave, and to apply for external grants that will help them accomplish the project and perhaps even extend the period of the leave. (The Dean also supports leave projects, so faculty should apply for internal funding as well.) Encourage them to go away from Knox during the leave if they can. Even though one loses some time in moving away and back, there are many benefits to taking advantage of resources elsewhere and to extending one's professional network.

### **Requesting leave replacements**

Do put in a request with the Dean for leave replacements. Sometimes the request will be approved, sometimes not, so you'll need to make a case. Give enrollment figures to help justify replacement and/or explain the importance of a certain subject coverage that will otherwise be absent.

### **Timing complications**

What happens if more than one person in the department is eligible for leave in the same year? Here are the possibilities (assuming just two people eligible):

- Both go ahead and apply for their leaves. It's likely that not both are taking a full-year's leave, so you may be able to time the leaves in such a way that only one person is gone in any given term. Clumping the leaves may make it more likely for you to get permission to hire a replacement. It is possible, however, that the Dean will not approve both leaves; see considerations taken into account, listed in III. I. 1. of the *Faculty Handbook*.
- In speaking with those eligible for leave, you may work out a plan for one person to take a leave first, and the other person to delay it a year. Consult with the Dean as you are considering any such plan.

If a sabbatical is delayed for reasons of convenience to the college, then the clock will keep ticking for the next leave. That is, if you're eligible for a full-year's leave in the 7th year since your last leave, but you wait until the 8th because it is better for the college, you'll be eligible for the next full-year leave after that one in six years rather than seven. Such arrangements are made in consultation with the Dean, and will be put in writing.

However, if a person delays a leave after first eligibility for their own reasons, the clock to the next sabbatical only starts up once they take the sabbatical due. For example, a faculty member may have a project in mind that requires external funding to be accomplished, but they don't apply for grants in a timely way, or the grant application is turned down, and they decide to wait for another year and try again. That may well be a wise decision for the individual, but it means the count towards the next sabbatical after this one is on pause until the sabbatical now due is taken.

## USE OF SECRETARIES AND OTHER SUPPORT STAFF

The daily life of the chair can be made easier through effective use of whatever support staff might be available. This varies from department to department and building to building. At a minimum, chairs can get help from a building secretary and from a departmental student secretary.

Whenever handing over a particular task, be sure to give clear, detailed instructions:

- If not obvious, explain the context of the job.
- Explain step by step what needs to be done.
- Write down the day or time by which you need the job done.
- Give ample lead time! The occasional rush job is understandable, but not as a common practice.
- Ask if s/he has any questions about the job.

### **The building secretary**

Get to know the secretary in your building. What are her particular strengths? What kind of work does she take particular pleasure in? What previous experience does she have that might be tapped? Sometimes we get used to doing things ourselves, when we could save time by turning them over to someone else, even if it is mainly photocopying.

### **Student secretary**

Each department has a budgetary line that covers a small number of hours of student work for the department. It's not easy to find a good student secretary, but it's worth looking. Ask colleagues for suggestions for students they think would be good. See if you can find a sophomore, so that you have continuity over a few years. You might consider having a new student start in the last months the current student is there, so the older can teach the newer.

Some tips for helping things work out with a student secretary:

- Once you figure out how many hours they can work a week (according to your budget and their available time), set up a specific schedule for when they will come in. Have them be available in those hours even if they don't have a specific task to be doing. Explain to the student that work will sometimes come in spurts rather than a steady stream.
- Ask department members to think of ways to use the secretary.
- Arrange some kind of in-box, where work can be left for the student.
- Tell the student to send a note to all faculty in the department about what their hours will be that term, and ask them also to write a note to all in the department if they can't come in on a certain day. (Tell them the shorthand address for all faculty in the department, e.g. anso-dept@knox.edu.)
- At your end, learn how to use Kronos (the time-tracking system for student workers); see Appendix for a copy of the instruction sheet. Bookmark the Kronos

web page and save your password. Every two weeks, after students have logged in their hours, you need to review what they've put in and then approve it.

### **Tasks to get help with**

Here are some of the tasks you might ask a secretary to do. The list below has the most straightforward tasks at the top and the more complicated (and the most needing of confidentiality) towards the bottom. Except for helping with aspects of a job search that involve confidentiality (i.e., maintaining the files), you could ask either a student secretary or a building secretary to do most of these tasks; it will depend on who is available to you and what their particular skills and talents are.

- photocopying
- pick up and sort mail. It helps to have a set of cubbyholes or mail boxes in the department. In addition to sorting mail by person, the chair's mail can be sorted into "junk" and regular.
- bring mail to mailroom
- check books out of library
- errands around campus, e.g., a trip to Central Stores for office supplies
- organize and keep up the departmental bulletin board
- make up posters or do other publicity for departmental events
- type up notes, e.g., meeting notes, reading notes, lecture notes
- organize data of various sorts
- order desk copies and exam copies
- organize library orders
- help with gathering travel info (though it may be easier to do it yourself)
- help with events—e.g., ordering food, room reservations, chair set ups
- help with searches, especially with organizing the candidate files
- coordinate student secretaries in the building (We don't know of any building secretaries currently doing this, but it might be something to try.)

### **Other possible sources of help**

Postbacs: While not a regular source of help in the department, you may from time to time have the possibility of a postbac to help out. Applications are due early in spring term. If you know of someone who is looking to stay at Knox for a postbac, and you have a project that would be appropriate for them to work on, talk to them about doing the postbac in the department. Possible projects that could help the department might include:

- assess library holdings
- produce a department newsletter for alums
- design or update a departmental website
- produce a brochure on disciplinary internships or careers

Secretaries in the Dean's office: The secretaries in the Dean's office are not available to do secretarial tasks for the department, but they have a wealth of information and advice on how to do things, and can point you in the right direction to get the help that you might need.

## CULTIVATION AND STEWARDSHIP OF DONORS

Welcome to the language of college advancement! "Cultivation of donors" refers to building a relationship with potential donors and educating them about the possibilities of a gift to the college. "Stewardship of donors" refers to maintaining good relations with people who have already made gifts to the college. Why should a department chair be involved in any of this when there's a whole office of the college devoted to Advancement? Because sometimes our connections, or our interaction with someone already in conversation with the Advancement Office, is just what is needed to help initiate or clinch a gift.

Gifts to departments, especially in the form of endowed funds, can be an enormous resource, opening up enhanced opportunities for faculty and students. Gifts might fund faculty research, outside speakers, departmental colloquia, library expenditures beyond the college budget, prizes, scholarships for majors, or even a discretionary fund for a variety of departmental uses. Here are some examples of such funds:

- The Catherine and Charles Robison Lecture Series (Economics Department)
- The Fellowes Fund (English Department)
- The Burkhardt and Donham Funds (History Department)
- The Dale Nelson/Math Talks Program (Mathematics Department)
- The Johnson Fund (Modern Languages Department)
- The Lance Factor Endowed Chair (Philosophy Department)
- The Dunn Fund (Biology Department)
- The Bill Geer Research Fund (all sciences)
- and many other funds that support departmental prizes.

Department chairs have played an important role in these gifts, in either the cultivation or stewardship phase, or both.

### **Cultivation**

Initiative may come either from the Advancement Office or from the department.

Advancement (or the President) may approach you about a potential donor. They might ask you to work with the department to write up a proposal for a donor. They might ask you to meet with the donor. Say yes!

Alternatively, the initiative may come from you or someone else in the department. Do you know of alums from the department who are potential donors? Keep your ears open, and let the Advancement Office know what you hear. If a potential donor has approached you, let the Advancement Office know, and they'll give you advice about what to do next. Keep up your end of communication with alums who might be potential donors. Cultivation can be a very long process, over many years (as in the case of the Factor Chair). It can also happen that even a long series of pleasant contacts will come to

naught—this is a normal part of the process and should not discourage you from trying with another person.

### **Stewardship**

The process doesn't end with the giving of the gift. It is an important matter of courtesy to keep in touch with the donor. At a minimum, you should work with Advancement to author a letter telling the donor how the income from the fund has been used in the last year. Sometimes this letter comes from the chair, sometimes from Advancement; check with Advancement to see what the practice is for a particular fund. Even if Advancement sends out a report, the donor would very much enjoy hearing directly from the department. Copy Advancement on any correspondence to donors. A sample end-of-year letter is included in the Appendix.

Stewardship is more than a matter of courtesy. Many donors, if happy with how their gift is being used, will make another gift. Or they may tell others how pleased they are, encouraging further gifts.

### **Fundraising**

Have an idea about fundraising for the department—for example, an appeal to alums for support of a particular project? Any solicitation of funds must be done in close consultation and cooperation with Advancement, as it is important to insure that faculty and Advancement are not working at cross-purposes. Full detail on "Fundraising at Knox College" will be available on the web in September 2006; you can also request a copy from Advancement, x7233. You'll want to talk with Advancement about issues of timing, audience, and purpose; they can also provide a list of departmental alumni with current contact information. If you've got a good idea, they will help you realize it!

Any checks or gifts from donors must be processed through Advancement to insure proper receipting and credit to the donor.

## RETIREMENT

### **Looking ahead to retirement**

It helps to know a couple of years ahead if a colleague is planning to retire, as the department can begin to think about the proposal for refilling the position, and you can then be sure to get your done proposal in a timely way, for a seamless transition. But asking a colleague about retirement plans can be touchy. You certainly do not want to convey any kind of pressure. In most cases, the information will come to you in the natural course of conversation.

The details of timing of retirement are worked out between the retiree and the Dean of the College, who will consult with the chair as needed. There is no longer any formal program of gradual reduction of load that can be triggered, but there can be ad hoc arrangements. The retiree should also talk with the Director of Personnel for issues regarding benefits after retirement.

See the next section of this *Guide* on "Planning a Retirement Celebration" for help on the campus party, along with some advice on the encomium to be read at the June faculty meeting.

### **Involvement in the department after retirement**

Emeriti faculty can be a great resource for the department. Some retirees look forward to some teaching (on an adjunct basis), and this can be a significant help to the department. (If they continue teaching, the college will find some kind of office space for them.) Sometimes there is other work for the college where they can help out, e.g., college examiner, running science labs. Above and beyond such specific help, emeriti faculty are a source of wisdom and sociability. Include them in the academic and social life of the department as appropriate (e.g., departmental colloquia, dinner with visiting speakers, departmental parties). If you have a problem in the department where the perspective of someone with the long view would help, consider retirees as one of your potential sources for advice.

## PLANNING A RETIREMENT CELEBRATION

The retirement of a colleague is a significant event—in the life of the individual retiring, to be sure, but also in the life of the department. It is the custom at Knox to have a party in honor of retiring faculty, an event to which the whole community is invited. It is an important responsibility of the chair to make this an event that suitably recognizes the contributions of one's colleague to the life of the college. Here's a guide to the fairly complex choreography, which you may have to do only once (or never) in your years as chair.

### **The Collection of Reminiscences**

An important object at the retirement party, an object then given to the retiring faculty member, is a notebook full of recollections about this person from former students and colleagues. There are various ways of soliciting such letters; we recommend you do them all:

- Fall term: Write up a note to be put in the *Knox Magazine* and/or the Gizmogram, soliciting letters that will be gathered in a notebook for the retiree.
- Winter term: From the Advancement Office, get a list of your alumni majors from the years the retiree has taught at Knox. Ask the retiree for names of other former students (not majors) who were significant in their career. Write these students, as well as any former colleagues no longer at Knox, asking them to send in letters. Ask Advancement for help with the mailing (address labels, etc.)

### **Retirement Reception**

The usual arrangement for a reception is to schedule it for 4:00 p.m., in either Ferris Lounge or the Lincoln Room. Schedule far enough in advance that you can be sure key people can come (e.g., current department members, the Dean). Here are the main tasks involved:

- Order a Knox chair (choice of rocking or side chair) from Purchasing. There are currently no separate college funds for this purchase. With luck, you'll be able to pay for this from the department's budget. The other way is to ask for contributions.
- Reserve the room (through Dining Services for Ferris or Lincoln Room)
- Arrange for a microphone to be in the room, as if the room is at all crowded, it is difficult to hear without amplification. You can make this request online at <http://deptorg.knox.edu/av/form4.html>.
- Line up the speakers for the reception. This is perhaps the most important part of the event. You want a range of people who know the retiree well, in a variety of capacities. Do consider the Dean as one of the speakers, as he/she has an important voice to offer from the institution as a whole—the retiree has not just been a member of the department. Make a tentative list and then ask the retiree him/herself how this looks, or for other suggestions on who knows them best. You'll want about 4-5 people, speaking for perhaps 2-5 minutes each.

- Order the food from Dining Services. They have a catering list that will give you an overview of the different items available and their prices. Here's a sample menu:

- cheese and crackers for 50
- 100 stuffed mushroom caps (or other hot appetizer)
- fruit tray for 50
- hummus and pita chips for 50
- 4 gallons punch
- 10 bottles of wine (more would be drunk, but the expense adds up)

This is likely to cost several hundred dollars, another out-of-the-ordinary departmental expense.

- Plan for a gift from the current members of the department. If you've had to dig into your own pockets for the chair, it can be that. It's nice to have some lasting token of the department's farewell, though we know of one department where the gift was a year of monthly mailings from microbreweries across the U.S.
- Consider planning a dinner for after the retirement party, either at a restaurant or at someone's house—for everyone in the department and any other close friends of the retiree's you might want to invite.

### **The encomium to be read at the June faculty meeting**

This is another very important public moment for the retiree, and whatever you write also goes into the permanent record of the faculty. You can look at samples from previous retirements by going to the minutes of the June faculty meeting in previous years; minutes are kept in the office of the Dean of the College. Ask others in the department for input on the letter. Ask the retiree for a full curriculum vitae, so you have a view of his/her whole career.

## BUDGETS & MONEY TRANSACTIONS

### **Managing the departmental budget**

Once you've been appointed chair, the news should go around to various offices on campus, including the Business Office, which will set you up for online access to the departmental account(s). Every department has at least one budget (the basic departmental budget) and may have more (e.g, endowed funds).<sup>\*</sup> Entry into the accounts is via CARS (iTerm), which should reside on your computer's desktop; see Appendix for notes on using CARS. You can also ask the outgoing chair of your department for a short tutorial to get you going in CARS, which may be different from programs you are used to. If after logon, the system tells you that permission is denied to the account, have the secretary to the Dean of the College send a note to the Controller, and it will be taken care of quickly.

Some chairs, at the beginning of the year, make copies of the budget for everyone in the department. This way everyone knows how much there is available. If you have a new person in the department, it's a good time to explain matters related to the budget, for example: buying office supplies through Central Stores (rather than the bookstore) in order to save money, using the departmental phone code for professional calls only, etc. You might also print out the end results of the previous year's budget (just enter the previous year where it's called for in the menu), if you would like others in the department to see how the year finished up.

A miscellany of things to know about the budget:

- It is important that the department stay within its annual budget (or, even better, underspend).
- Underspending does not put the departmental budget at risk for reduction; next year's budget will start up again with the same totals as the previous year (or more, in the rare instance that some increase in annual budget has been approved).
- Departmental funds unspent in one fiscal year do not rollover into the next, but go back into the general fund of the college.
- Check the budget every month or two to see how you're doing.
- It is fine to overspend in one category (e.g., postage) if you are underspending in another category. All lines are flexible in this way *except* student salaries. Money in that line may not be spent on other items. The student salary line has one other restriction: it may not be drawn on during the summer. If you need student help during the summer, put in a request to the Dean.
- A department will from time to time have unusual expenses that cannot be handled in the annual budget (e.g., replacement of maps, additional filing cabinets, a one-time equipment purchase, etc.). For such expenses, put in a

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<sup>\*</sup> You may want to delegate oversight of one or more of the specialized accounts to another member of the department. All it takes is a request to the Dean to have that person added as a signatory to the account, with access to CARS.

- request to the Dean, who has discretionary funds (including an instructional budget) for just such purposes. (If you need some item of office furniture, check out the college's warehouse first, x7293.)
- If there is some regularly purchased item for which the price has made a significant leap, ask the Dean if the line that includes that item can be increased.
  - If you find yourself consistently overspending in a particular category, talk to the Dean about reallocation within the budget, or possibly upping the amount in that category.
  - Once a month you will receive by e-mail an accounting of departmental phone charges by everyone in the department. If someone seems to be spending more than their share, follow up with them to see if these are all professional calls. If the person has legitimate reasons for spending large amounts (e.g., a collaborative effort with someone who lives in Europe), advise them to ask for extra research money from the Dean, and to put the calls on their personal account.
  - If an individual needs an item rather than the department (for example, computer software necessary for their research), the individual should put in a request to the Dean for funds from faculty development.
  - The fiscal year runs from July 1 through June 30. It can sometimes take well into the new fiscal year before the current budgets are up on CARS. If you don't see the current year's budget, contact the Controller, just in case it's a problem at your end (and to nudge them if it's not).
  - Mistakes happen! If you see a line that looks odd (e.g., a large amount spent where you think it unlikely), go into the transactions to see where the money was spent. It is not uncommon for a charge to be debited to the wrong account number. If you have any question at all about this, or have difficulty getting into the deeper levels of CARS, call the Information Coordinator in the Business Office for help (x7343). If needed, the Business Office can trace the transaction back to the original paperwork.

### **Money Transactions**

As chair, you have signatory power for all the accounts associated with the department. When spending money *internally, on campus*, all you have to do is give the appropriate account number and sign (or the e-mail equivalent)—e.g., for charging at the bookstore or Central Stores, or ordering catering from Dining Services.

Whenever money is spent off-campus, there is another step: ***You must get a purchase order (PO) number for all transactions involving an off-campus vendor.*** Examples include things like: taking a visiting speaker out to dinner, ordering from an outside caterer, buying food for a departmental party, etc. You can get a purchase order quickly and easily by sending an e-mail to the purchasing agent (Ray Benson) or to the purchasing coordinator (Sherry Steller). They will need the following information:

- a short description of what is being purchased
- the vendor from whom it is being purchased; include address and phone if you're not sure the vendor is already in our system

- the maximum amount that will be spent (and will then appear as "encumbered" in your departmental budget, until the actual invoice is paid)
- the account number to which the purchase should be charged

You can also do this by submitting a request on paper; forms are available in the Business Office. It's convenient to use the paper form when you have other paper to submit with the request--for example, an order form for a professional directory that you're purchasing for the department.

Purchase orders are required by our auditors, and hence by our Business Office. They aid in accountability, and they also save the college payment of taxes. (As a non-profit institution, the college does not have to pay sales tax.) The tax issue is one of the reasons you should whenever possible get the PO in advance of the purchase, even though it can be done retroactively if necessary.

How it works:

- Presenting the PO in person to the vendor After you request the PO, you'll get the number very quickly by e-mail (if requested by e-mail) and then the paper PO through campus mail. (Check that the account number recorded on the PO is correct.) If you are using the PO for a purchase at Hy-Vee, or for taking a guest to lunch at the Landmark, bring the original of the PO with you (keeping the copy on file) and show it when you go to pay. Ask them to bill the college, referencing this PO number and directing the bill to your attention.\* When the bill comes to you in the mail, write the PO number on it (if it isn't on there already), sign your name, and send it on to the Business Office for payment. The Business Office does not need a paper copy of the PO.
- Ordering over the phone for something to be delivered (e.g., catering from Cornucopia). All you need to do is ask them to bill the college, with the bill coming to your attention. When it arrives, do the same thing: write the PO number on the bill, sign it, and send to the Business Office.
- Getting reimbursed if you didn't get the PO in advance Occasionally you need something immediately and don't have time for a PO, or someone else in the department—not understanding the routine with POs—has purchased something for which they need to be reimbursed. In these cases, submit to the Purchasing Office\* :
  - a PO request (on which you can put the precise dollar amount of purchase)
  - the receipt(s)
  - a check requisition request (form available from the Business Office)

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\* If you have a series of such expenses that are being paid out an account other than the department's, you can have the bill sent directly to the party responsible for that account. This is commonly done, for example, in the case of a search, where expenses are paid from an account overseen by the Dean.

\* Or, for search-related expenses, submit the receipts to the Dean's secretary, who will take care of the paperwork.

- If the reimbursement is for something you have bought yourself, you will need the signature of the Dean to authorize it. That is, you cannot authorize payment to yourself.

#### Some specific cases

*Staples:* If you need supplies not stocked at Central Stores and you can't wait for them to be ordered, or you prefer to look in the store itself for options, ask Purchasing for the college's Staples card, which you can borrow for purchases at the local store, with no prior PO needed. When you return the card, give Purchasing the receipt and the account number to which the purchase should be charged.

*Amazon.com:* The college can purchase directly from Amazon. Send an e-mail to the Purchasing Agent (Ray Benson), with information on the item desired (preferably, a link to the page on Amazon) and the account number to be charged. Again, a prior PO is not needed for such a purchase.

*Student salaries:* In order to set up a student to work for the department, you need to fill out the "Student Pay Authorization" form, available in the Business Office. The student needs to go to the Business Office to fill out the "Personnel-Pay Record/Tax Information" form. (If they've already done this for another campus job, they don't need to do it again; once in their time at Knox is enough.) Students are paid on a bi-weekly basis. Time worked is kept track of on Kronos, a web-based time entry system. To familiarize yourself with how the system works, see Appendix for "Kronos Notes for Managers"

*Honoraria and travel expenses for visitors:* In order to pay a visitor, the college needs a completed W-9 form, available in the Business Office. The form needs to be filled out and signed by the visitor. If you would like to have a check ready for them when they come to campus (often appreciated by the visitor), you'll need to send the W-9 form in advance and have them send it back to you in time that you can submit it to the Business Office at least two weeks in advance of the visit. Submit a check requisition at the same time, giving the address as c/o you, so that you have the check in hand. Or, you can have the visitor fill out the W-9 form during the visit. At this point, you'll probably want to wait until they send you receipts for travel expenses (if they have any), and put in a check requisition for everything at the same time; use the Travel Expense Envelope (available from the Business Office) for submitting the receipts. No PO needed on this.

*Travel arrangements for visitors:* Travel arrangements for official visitors to the college may be made through the Knox Purchasing Agent (Ray Benson). This saves the visitor the trouble of making reservations on their own and of having to wait for reimbursement. From the college's end, it insures that someone is looking out for the best available fares, and should the visit be unexpectedly cancelled, it puts the unused tickets in the college's hands. (The same thing can be done for the visits of search candidates; see the section of the guide on "Searches.") Here's what the Purchasing Agent will need:

- Dates of departure and return
- Preferred airports at both ends
- Preferred time of day to travel (e.g., must arrive in Galesburg by 2:00 p.m.)
- Passenger's full name (as it appears on ID card) and contact information (e-mail and phone)
- Any other passenger preferences (e.g., aisle/window)
- The account number which is to be charged.

Once you've sent in this information, the Purchasing Agent will line up a proposed itinerary, which will be e-mailed to the visitor directly, with a copy to you. As soon as the visitor and you approve the itinerary, it will be purchased. Speedy replies from you and the visitor are important, as fares are always subject to change. Once the ticket is purchased, you don't have to worry about any other paper work.

*Internal transfer of funds:* You may occasionally need to do a transfer of funds from one Knox account to another, authorizing the transfer of funds out of the department into another account. To accomplish this, you fill out the form called "Expenditure (*Actual*) Transfer Request." This form assumes that the expense has already been incurred and that you are transferring funds to cover that expense, but the same form is used even if the transfer is done in advance of events, as it often is (e.g., to support a speaker from another department or a campus organization). It is *very easy* to get confused and to request the transfer to go in the wrong direction! Ask for clarification from the Business Office if you have any question at all. Also, because it is so easy to make a mistake on this, do check your account after such a transaction (either money going out of or coming in to your department) to be sure that it was carried out correctly.

*Travel Advance and Reimbursement for Travel Expenses:* If you are traveling on college business, or on a trip where funding has already been approved for conference or research travel, you can request a travel advance rather than paying out of your own pocket and getting reimbursed later. Fill out the "Request for Travel Advance" form, available from the Business Office. On completion of your travel, you must still complete the "Travel Expense Report" (available as a large envelope—to facilitate inclusion of receipts—from the Business office). And, of course, if you didn't get a travel advance, you need to fill out the expense report to get reimbursement. Keep your receipts when you travel! A receipt is needed for every expense. And, alas, what if you're missing a receipt? There's even a form for this: the "Missing Receipt Form."

*Search expenses:* See the section of this guide on "Searches."

### **Forms to keep on hand**

Rather than going to the Business Office each time you need a form, we suggest you keep multiple copies of these forms on file in your office:

- Request for Purchase Order
- Check Requisition
- Travel Expense Report (large envelope)
- Vehicle Reservation
- W-9 form
- Request for Travel Advance
- Expenditure Transfer Request
- Student Pay Authorization

## PAPER FLOW

There are two kinds of paper that will flow across your desk (or through your computer): the official Knox stuff that needs to get taken care of in a timely fashion and the unsolicited mail that comes generically from the outside to the "Chair of Department X."

### **Official stuff**

Some times of the year are busier for chairs than other. The busiest time is in spring term when the course schedule is set for the following year and various end-of-the-year activities need to be planned. See the Appendix for "A Year in the Life of a Chair," which gives a detailed overview of what needs to be done when.

### **Unsolicited mail**

Chairs get a ton of mail! Anything addressed to the department rather than to an individual will come to you. You can ask the building secretary or the department's student secretary to do an initial sort of your mail, putting into a separate box items that are clearly not time-dependent (book catalogs, program announcements, etc.). Going through this box only once every week or two will save you a bit of time.

Much of the unsolicited mail can be tossed, but some of it will need attention, or at least filing. An example of the latter is unsolicited letters from individuals seeking to teach in the department. Of course we never fill regular positions from such letters, but if the person looks at all interesting, it's good to keep the letter on file in case the department suddenly needs a temporary hire. Other potentially useful stuff includes things like brochures or flyers on graduate programs, internship opportunities, events in the region, etc. Have a system for keeping track of this kind of thing—it might be posted on a departmental bulletin board, or kept in files.

# APPENDICES

## A YEAR IN THE LIFE OF A CHAIR

Some tasks are predictable year in and year out. The Dean of the College sends out a calendar with the specific dates on which major chairs' tasks are due; we have incorporated these here (substituting generic dates, e.g., "third week of the term"), and have sometimes added in a "reminder" date ahead of the due date for those things that take considerable time to complete. We've gathered some suggested tasks into the category of "Issues to Consider as a Department." These are issues that might prompt department meeting, although they could also, of course, be dealt with outside the context of a meeting.

Some of the tasks in the following tables are absolutely essential, others are in the realm of suggestions, setting out in the calendar some of the things we've mentioned in the body of the *Guide*. It's a big challenge to keep the various tasks in mind. You might want to enter key tasks into your calendar or planner at the beginning of the academic year or at the beginning of each term, or you could photocopy these pages and stick the current term's list in some readily visible place. Good luck!

(See following pages for display of the year's tasks.)

## FALL TERM

Course Scheduling & Enrollment Management	Issues to Consider as a Department	Majors/Minors	Searches	Other tasks
<p><u>3rd week of term:</u>  <b>Proposals</b> for new winter term courses must be in to the Dean.</p> <p><u>4th week of term:</u>  <b>Review course schedule</b> for winter and return to Registrar with any necessary changes.</p> <p><u>7th week of term:</u>  Registrar will tell you the <b>pre-enrollment numbers</b> in your department for winter term. Do whatever juggling is needed to balance sections, drop low-enrolled courses, etc., consulting with the Dean as necessary.</p> <p><u>8th week of the term:</u>  <b>Final information</b> to the Registrar.</p>	<p>--<b>Delegate</b> tasks for the upcoming year.</p> <p>--Look at departmental <b>budget(s)</b>.</p> <p>--<b>Sabbatical</b> planning for the following academic year, if not done in previous spring.</p> <p>--<b>Curriculum</b> planning: development of new courses and any other curricular issues (e.g., changes to major requirements). If the new courses are for the current year, note the tight deadline for approval by the Curriculum Committee (e.g., 3rd week of September for new courses for winter term). Courses approved late will not get printed in the course schedule.</p> <p>-- <b>Department meeting for tenured faculty</b> only: if the department has someone who will be up for contract renewal or tenure review this year, the tenured faculty should meet. If classes have not yet been visited, visits should be arranged. Depending on which review is underway, the departmental letter will be due either in late fall or early winter; schedule a discussion among the tenured faculty in a timely way so that you can then draft a letter, with time to send it around to all for revisions.</p>	<p>-- Organize a <b>session on grad school and/or careers</b> in your field for all majors/minors (with all department faculty included). Consider a separate session for seniors on graduate school applications.</p> <p>--If a faculty member in the department is on leave, be sure that their <b>advisees</b> have been <b>reassigned</b>.</p>	<p>--<b>Seeking a new position</b> in the department, but didn't get the request in last spring? Do it as soon as possible this term so that you can start a search (if approved) in a timely way.</p> <p>--If you are approved for a search, put out <b>the ad</b> (if not already done) and set up your filing system and a calendar for the search. (See section on "Searches.")</p>	<p>--Have a <b>new person</b> in the department? Arrange for a social gathering early in the term, if you haven't already done it in the summer.</p> <p>--<b>Admission interface:</b> Set up a meeting with Admission Office staff in order to introduce new people in the department; update on any recent curricular change.</p> <p>--Review the official <b>departmental web page</b> and the departmental letter that goes out to <b>prospectives</b> to check that information is current.</p> <p>--Are you anticipating a <b>retirement</b> in the spring? There's one task that needs to be started far in advance: the solicitation of reminiscences. (See section on "Planning a Retirement Celebration.")</p>

### DECEMBER BREAK

--**Annual evaluations** for all faculty in the department will be due in early January. If you haven't received cv updates by mid-December, remind faculty that you need a copy.  
 --Remind faculty that **library book orders** are due in March; the December break can be a convenient time to work these up. Explain the ordering system in your department to any new faculty, if you haven't already done so.  
 --If doing a search, this is the time to be **reading files** and deciding on the short list of candidates.

### WINTER TERM

Course Scheduling & Enrollment Management	Issues to Consider as a Department	Majors/Minors	Searches	Other tasks
<p><u>3rd week of term:</u>  <b>Proposals</b> for new spring term courses must be sent to Dean.</p> <p><u>4th week of term:</u>  <b>Review course schedule</b> for spring and return to Registrar with any necessary changes.</p> <p><u>6th week of term:</u>            Deadline for <b>all new courses for the next academic year</b>, as well as any changes in majors; proposals to the Dean for Curriculum Committee consideration</p> <p><u>7th week of term:</u>            Registrar will tell you the <b>pre-enrollment numbers</b> in your department for spring term. Do whatever juggling is needed to balance sections, drop low-enrolled courses, etc., consulting with the Dean as necessary.</p> <p><u>8th week of term:</u>  <b>Final information for spring</b> to the Registrar.</p> <p><u>9th week of the term:</u> you will receive planning forms from the Registrar for <b>next year's course schedule</b>.</p>	<p>By middle of term: Discuss <b>course offerings for the upcoming academic year</b>. Since the full schedule will be due at the beginning of the 2nd week of spring term, it is important to start planning now.</p>		<p>--If you have a <b>tenure-track search</b> going, the beginning of the term is busy with interviewing and deliberation.</p> <p>--If you are doing a search for a <b>non-tenure track</b> position, the ad should go out sometime this term.</p>	<p>--<b>Annual evaluations</b> of faculty due in Dean's office, 2nd week of term.</p> <p>--Look at departmental <b>budget(s)</b>.</p> <p>-- Last call to faculty about <b>library book orders</b>, which are due at the end of March.</p> <p>-- A <b>retirement</b> coming up? Check the list of things to do for anything that needs to be done in winter or early spring term.</p>

## SPRING TERM

Course Scheduling & Enrollment Management	Issues to Consider as a Department	Majors/Minors	Searches	Other tasks
<p>--Any <b>new courses</b> in the works that didn't make the February deadline? Get them to the Curriculum Committee as early as possible this term so that they have a chance of being in the next year's course schedule and in the catalog.</p> <p>--Keep in mind <b>how many of your majors will be abroad</b> next year and in what terms, in case this has an impact on when certain required courses are offered. You can get a list of which of your majors are going off-campus and where from the Center for Global Studies, x7323.</p> <p><u>Monday of 2nd week of term:</u> Turn in the <b>course schedule</b> for all terms in the next academic year</p> <p><u>4th week of term:</u> Final deadline for any <b>revisions</b> to course schedule for the next year</p> <p><u>7th week of term:</u> Registrar will tell you the <b>pre-enrollment numbers</b> in your department for fall term. Do whatever juggling is needed to balance sections, drop low-enrolled courses, etc., consulting with the Dean as necessary.</p> <p><u>8th week of term:</u> Final information to the Registrar.</p>	<p>--Discuss <b>sabbaticals</b> coming up 15 months hence. (Sabbatical applications will be due in mid-September.)</p> <p>--Choose <b>prize-winners</b> for any departmental prizes.</p>	<p>--Compile list of <b>student accomplishments</b> for Dean's report; a query will come from the Dean. (See section on "Majors/Minors.")</p> <p>--Plan <b>end of year party</b> for majors and/or graduating seniors.</p>	<p>--Do you anticipate submission of a <b>position request</b>, in order to do a search in the fall? Get the request written and submitted early in the term.</p>	<p>-- Look at departmental <b>budget(s)</b>.</p> <p>-- Set in motion the process for deciding on departmental <b>prizes</b>. (See section on "Majors/Minors.")</p> <p>--Be available for the sophomores who will be coming by to <b>declare a major</b> in your department, as they need your signature and the assignment of an advisor.</p> <p>-- Review and edit <b>catalog copy</b> when it is sent out by the Registrar. Copy is usually sent out in the second week of the term, and is due back to the Registrar in the ninth week.</p> <p>-- Attend the <b>Honor Banquet</b> for awarding of prizes to departmental award-winners.</p>

## SUMMER

<b>Stewardship of donors</b>	<b>New Faculty Arrival</b>	<b>Upcoming Searches</b>
<p>Write <b>notes to donors</b>, letting them know uses to which endowed funds put this past year; cc the Advancement Office. (And check first if the Advancement Office is sending their own letter; ask for a copy.)</p>	<p><b>New faculty member arriving?</b> Read the sections on "New Faculty Orientation" and "Care and Attention to Untenured Faculty" for suggestions on welcoming new faculty and easing their transition to Galesburg, Knox, and full-time teaching.</p> <p>And if a new faculty member was not able to submit all new <b>course proposals</b> before the end of spring term, ask for proposals now; the deadline for new courses for winter term is in the 3rd week of September.</p>	<p>If you have an approved new position, get out the <b>job advertisement</b> (depending on the schedule for such in your field.)</p>

## CONTACT LIST

Sometimes the most helpful thing to know is who to turn to for help. One of the first places to look is the College Directory, towards the back, after all the students and after the listing for the Board of Trustees. There you will find lists of:

- Faculty by department/program
- Standing Committees of the Faculty
- Academic and Administrative Support Staff, by office
- Conduct Councils, Honor Board, Student Senate

If you've forgotten, say, the name of the person in the Business Office you need to consult, look at the Support Staff list under "Business Office"; seeing the list of names there may remind you of the specific person.

You can also use the online college directory: <http://www.knox.edu/directory/>

Here are offices/people to turn to for specific issues. We've listed contacts by office first, because it will be very difficult to keep the list of individual names up to date. The following list (which is in alphabetical order, according to our guess of what you might be looking for) is *accurate as of July 2006*.

**ALUMNI INFORMATION** (passing along information from contacts with alums, very helpful to the Advancement Office)

Director of Advancement Services, x7756 (Melissa Arney)

### **BILLING AND OTHER DEPARTMENTAL ACCOUNT QUESTIONS**

Information Coordinator in the Business Office, x7343 (Vicki Trant)

**CARS** (used for departmental budgets)

If you have a problem with accessing an account: Controller, x7315 (Bobby Jo Maurer)

If you have questions about using CARS, or about specific items that you see in the account records: Information Coordinator in the Business Office, x7343 (Vicki Trant)

### **CATERING**

When arranging for food at a campus event, you may use an off-campus caterer, or you may make arrangements on campus with Dining Services.

For an event that includes alcohol and that students will attend (e.g. Catch, art senior shows), provision of alcohol must be arranged through Dining Services, x7781.

### **COPY CARDS**

For new cards: Information Coordinator in the Business Office, x7343 (Vicki Trant)

For lost cards: Dining Services/Campus Card Services, x7785 (Margie Kain)

### **DEPARTMENT CHAIRS**

dept-chairs@knox.edu

**DONORS** (drawing up proposals that might appeal to donors, cultivating donors, stewardship of donors)

Vice President for Advancement, x7784 (Beverly Holmes)

### **E-MAIL LISTS**

All department chairs (and the Dean): dept-chairs@knox.edu

Majors in any department: use the abbreviation for the department used in course scheduling, followed by –major@knox.edu, e.g., anso-major@knox.edu

Minors in any department: same as above, substituting "minor" for "major"

Faculty in any department: same as above, substituting "dept" for "major"

Faculty and staff in a particular building: buildingcode-bldg@knox.edu (e.g. om-bldg@knox.edu; building codes can be found on p. 3 of the Directory)

Advisees for a particular faculty member: username-adv@knox.edu (e.g. sbailey-adv@knox.edu)

### **FACULTY HANDBOOK**

New faculty receive a copy of the Faculty Handbook from the Dean's Office. If you have misplaced your copy, you can get another from the Dean.

### **KEYS**

Director of Campus Safety, x7255 (John Schlaf)

### **Kronos**

Payroll Coordinator, x7201 (Lisa Steinbach)

### **PURCHASING**

For purchase order numbers: Purchasing, x 7852 (Sherry Steller) or x7253 (Ray Benson)

For help with finding major items for purchase: Purchasing, x7852 (Sherry Steller) or x7253 (Ray Benson)

For plane reservations for visitors to Knox (job candidates, guest speakers): Purchasing Agent, x7253 (Ray Benson)

For office supplies: look over available items at 251 E. Berrien St.; ask there for special orders of items not available.

### **REGISTRAR STUFF** (enrollments, student records, course schedules, etc.)

Policy issues; questions about what counts for graduation requirements; information not readily available among resources on the registrar's website (Encyclopedia

Knoxensis): the Registrar, x7203 (Kevin Hastings)

Anything having to do with current course enrollment; room assignments for courses: Office Manager, x7204 (Karen Benedict)

Miscellaneous informational questions: Secretary, x7105 (Donna Browne)

**ROOM RESERVATIONS FOR EVENTS** (To avoid conflicts with other events, check the calendar of events by calling x7489 (Cindy Wickliffe).

For most rooms during class hours (8:00 a.m. – 4:00 p.m.): Registrar's office, x7105

For most rooms after class hours: Secretary for Campus Life, x7489 (Cindy Wickliffe)

For a room in *Seymour Union*: Dining Services, x7243

For *Kresge Recital Hall*: Chair of the Music Dept. (Laura Lane, x7229)

For *Harbach* or *Studio Theatre*: Chair of the Theatre Dept. (Bob Whitlatch, x7329)

**SURPLUS FURNITURE** (for used furniture that might be available in the warehouse)  
Warehouse manager, x7393, (David Smith)

**STUDENT HELP** (for occasional jobs)

Personnel Assistant, x7137 (Becky Canfield). The Personnel Office has a list of students looking for jobs; they can e-mail your request out to this list.

**STUDENT SALARIES (including how to use Kronos), and any other salary question**

Payroll Coordinator, x7201 (Lisa Steinbach)

**VEHICLE RENTAL**

Service Request Coordinator, x7898 (Bonnie Lee). You will also need to fill out a "Motor Vehicle Reservation Form."

**WORK ORDERS**

Service Request Coordinator, x7898 (Bonnie Lee) or online:

<http://deptorg.knox.edu/workorder/>

**For all the big picture stuff, including any difficulties within the department**

The Dean of the College, x7216 (Larry Breitborde)

**For almost anything you can think of that's not obvious from the above list:**

Executive Secretary, Dean of the College, x7217 (Jackie Uhlmann). If Jackie doesn't know the answer herself, she'll know the person to ask.

## SAMPLE LETTER TO DONOR

July 12, 2002

Dear [*donor*],

I am writing to report on the activities supported in the past year by the [*named*] fund. Once again, the fund has been an enormous help in supporting the [*department*] faculty in a variety of activities related to research and professional development.

*[list of activities, purchases, etc. supported by the fund; if reporting on a prize awarded, give a short description of the student and his/her work]*

We all extend our deepest thanks for this continuing support. It has been an enormous help to know that this extra funding for faculty development is available to us each year.

*[Add any departmental news that might be of interest to the donor.]*

With very best regards,

## NOTES ON USING CARS\*

Using CARS is different from most other programs in that the mouse cannot be used to navigate the screen or to execute commands. (However, if you are using the Quickmate version of CARS, available only for PCs, you *can* use the mouse.) The best way to learn how to use CARS is to sit with someone who knows how, and have them take you through the process of getting into your departmental budget. The Information Coordinator in the Business Office (x7343, Vicki Trant) will be happy to come to your office to walk you through a session in CARS; other department chairs (or former chairs) should also be able to help.

Here are some basic tips to help you get started, or to refresh your memory if it's been a while since your last session.

### BASIC RULES

**NAVIGATION** through a screen is done with the arrow keys and Enter, Return or Tab. (Or you can use the mouse in the Quickmate version.)

**EXECUTION** of functions is done through the "NumLock" key or the Enter/Return key.

### TO LOGIN

Click on the CARS icon on your desktop.

Type in your login, which is the same as your e-mail username. Hit the Enter or Return key. At the password prompt, type in your password. If this is your first time on CARS, you will be told what password to use. Once you use this initial password, you will be forced to change it to a password that you set yourself. Select at least 6 characters and/or numbers for your password; do not use the password that you use to login to the Knox College network. Hit Enter or Return, and you'll get to the main faculty menu.

### GETTING TO THE DEPARTMENT BUDGET

Select option [b]: Budget Review Menu.

From the "Budget Review Menu" screen, select option [a] for Budget Review.

If you want the current fiscal year (which is the default setting), press the Numlock key to get into the budget. (E.g., "0607" stands for fiscal year July 2006 through June 2007.) If you want to a previous year's budget, insert the appropriate numbers, e.g. "0506." When you've got the year you want, press the Numlock key.

At the next screen, the cursor is at the place where you will now enter your six-digit account number. Enter the six digits (without spaces) and then hit the Numlock key. This

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\*Thanks to Deb De Crane and Ron Frakes for help with these instructions.

gets you to the screen from which you'll be doing most of your work on the budget. To walk you through this main screen, we'll look at the History Department budget as of August, 2006.

REVIEW BUDGET: Review Change Display Help Scroll Down Scroll Up ...								
Fd	Func	Obj	Subf	Year	Display	Prd:	ALL	
10	1019			0607		Freq:	A	
History Department						Lvl:	I	
Obj	Ast	Description		Act	Enc	Bgt	Exp Unexp	%
6140		U Postage		8	0	150	142	5
6141		U Telephone		6	0	375	369	2
6142		U Printing and Binding		0	0	90	90	0
6158		U Office Supplies		15	0	450	435	3
6160		U Instruct. Supplies		0	0	75	75	0
6184		U Audio/Visual Supplies		35	0	375	340	9
6188		U Food and Entertainment		0	0	75	75	0
6191		U Travel		0	0	75	75	0
6196		U Miscellaneous		160	0	225	65	71
6216		U Copier/PrinterChgs-On		23	0	2,100	2,077	1
Discretionary Totals				247	0	3,990	3,743	6
Budgetary Totals				247	0	4,490	4,243	5

Perform another budget query.

### EXPLANATION OF WHAT'S ON THE SCREEN

At the top of the screen, after the heading REVIEW BUDGET, you'll see a number of commands; you can see more by using the right arrow key to scroll across. As you move from command to command, a brief description of the command will appear at the bottom of the screen. To execute one of these commands, type in the letter that is highlighted: e.g., "H" for Help, "D" for Scroll Down, "T" for Transactions, "E" for Exit. Either a lower-case or upper-case letter will work here. See below for further explanation of useful commands.

#### Line beginning "Fd"

The first two digits designate the type of fund: 10 marks standard departmental budgets, 11 is for federal grants, 12 is for restricted gifts, and 12 is for endowment funds. The next four digits are the "function" (the specific department), and the final four digits are the "object code" (category of expense, such as postage, telephone, etc.).

Just above the budget details:

Obj	The <b>object code</b> , that is, the four-digit number that identifies the category of expenditure.
Ast	<b>Asset classification.</b> unrestricted T temporarily restricted P permanently restr
Act	<b>Actual</b> , that is, an actual expenditure.
Enc	<b>Encumbered</b> , that is, an anticipated expenditure that is in the system via a purchase order, but that has not yet been completed.
Bgt	<b>Budgeted</b> , that is, the amount budgeted for the year.
Unexp	<b>Unexpended</b> , that is, how much you have left in this line.
Exp %	<b>Percent expended</b> , that is, what percentage of the allocation in this line has already been spent

Just under the budget details:

Discretionary totals:	Total amount over which you, as chair, have control.
Budgetary totals:	There may be some departmental funds over which you do not have control, so the "budgetary total" is larger than the "discretionary total." Here, the \$500 difference is the amount that can be spent on student salaries, a line that doesn't ever appear on the screen.

**About minus signs in restricted accounts (that is, endowment or grant accounts that begin with 11, 12, or 13):** Some departments have endowment funds which the chair has the authority to expend (e.g., the Burkhardt Fund for the History Department). Deposits into these accounts from the endowment fund are marked with a minus sign. Yes, this is confusing, but in these accounts, a minus means money added. Expenditures, as in the regular department budget accounts, are shown without a minus.

**EXPLANATION OF MOST FREQUENTLY USED COMMANDS**

Review: The cursor is placed back in the Fund number field so you can change to a different account number.

Help shows help information. For more help than this, call the Business Office.

Scroll Down or Scroll Up moves you from page to page of your budgeted line items. If you do not have additional pages, nothing will happen when you use these commands.

Transactions takes you into the details of what individual expenses contributed to the total you see in the budget line. If you look at a budget line and don't remember spending that much, hit "T" for transactions to take a look at what was spent. After hitting "T," you'll get to a screen that looks identical, except that in the "Act" column, one entry will have brackets around it. Tab up or down until you get the amount for which you want to find the transactions. Hit the Numlock key, answer the question about viewing voided transactions ("Y" for yes and "N" for no), and then you'll get to a screen with the individual transactions. Notice that the bottom of the screen tells you how to get back to the budget review (hit return).

Output refers to printing. To print your budget, hit the "O" key, and the budget should print to the networked printer designated on one of the initial screens in this journey. Call the Computer Center if this doesn't work. **Another way to print** (but *not* available in the Quickmate version of CARS) is to use the printing function of your own computer, rather than the function within CARS. For this, use your mouse to select the screen. Then under "Shell" (at the very top of your computer screen, not the CARS screen), go to "Print." The selected screen will now print to whatever your usual printer is. But note that *only the highlighted screen* will print. To get your whole budget, you may have to "Scroll Down" to the next s (via the "D" key, a function within CARS), and then select that screen for printing.

Exit. Hit "E" and then you'll see at the bottom of your screen "Return to continue." Press the Return key, which will take you back to the first screen of budget review. To exit CARS entirely, you hit "E" again, but this time you have to enter a capital E for it to work (that is, shift-E). ***Do not try to exit by using the X or O in the upper left or right hand corner of the screen.*** Doing this will cause an Orphan session running on the system. To insure proper "housekeeping," please exit in the recommended way.

#### **IF STUCK INSIDE CARS**

Try the CTRL-C (Abort) command. It will often back you out of the screen you're on.

#### **TO GET FURTHER HELP**

If you have any questions, call the Information Coordinator in the Business Office (x7343, Vicki Trant).

## KRONOS NOTES FOR MANAGERS *[from the Business Office]*

Kronos is a web-based time entry system the College uses to record and process time worked by students and hourly staff. It is the supervisor's (a.k.a. managers) responsibility to:

- Make sure students and staff under their supervision are recording their time worked in a timely manner
- Verify and approve the time worked at the end of each pay period
- Notify the Payroll Office when students are no longer working for their department and also notify via 'Payroll Authorization' form when new students are hired

- You must use either **Netscape** @ <http://kronos/wfc/portal> or **Internet Explorer** @<http://kronos/wfc/logon> to access Kronos. If you have a **Mac** you will need to use Netscape @<http://kronos/wfc/portal>.

- Your **username** and **password** are the same as your network (email) username and password (*if accessing Kronos for the first time you may be prompted to download Sun Microsoft and Java applications – you need to accept and authorize these applications*).

- Tutorials are available online using Internet Explorer:
  - Department Manager tutorial address is:  
[http://deptorg.knox.edu/Kronos\\_Training/Dept\\_Manager](http://deptorg.knox.edu/Kronos_Training/Dept_Manager)
  - Department Manager / Scheduling tutorial address:  
[http://deptorg.knox.edu/Kronos\\_Training/Basic\\_Scheduling](http://deptorg.knox.edu/Kronos_Training/Basic_Scheduling)
  - Employee/Student timecard tutorial address:  
[http://deptorg.knox.edu/Kronos\\_Training/Workforce\\_Employee](http://deptorg.knox.edu/Kronos_Training/Workforce_Employee)

### **To Approve or Review timecards –**

- Select '**Pay Period Close**' on the left side of the Kronos screen
- Once in Pay Period Close choose '**All Home and Transferred In**' from the drop down menu for the 'Show'
- Choose either '**Previous Pay Period**' or '**Current Pay Period**' from the drop down menu for the 'Time Period' depending on your task and the date
- You should now be able to view all staff and students whose primary job is in your department and others who have transferred time to your department.
  - *Students who have more than one job will be required to transfer their time worked to each department on their timecard. You may not be able to view timecards for students who have more than one job if they have not yet transferred time worked to your department.*
- At this point, you may select all students and/or staff in your list or choose one at a time to view.
- Once selected, click on the 'Timecard' button in the upper right of the Kronos screen (*you may need to use the horizontal scroll bar for your Kronos window to see the Timecard and other buttons*).

- If you have chosen more than one person to view, there will be a set of arrows to the right of the name which will allow you to go to the next or previous individual.
- Please look over all time recorded, verify hours worked, leave time, and totals in the 'Totals & Schedule' area on the bottom half of the Kronos screen.
- If your student transfers time, please look for your account number in the transfer column to verify time worked for your department. The total hours worked will also be broken down by department in the 'Totals & Schedule' area.
- Once satisfied that all time is correct – at the end of the pay period – you will need to go to 'Approvals' in the white menu bar and choose 'Approve' for **each** timecard. Or – after reviewing all timecards – you may select all individuals from the Pay Period Close view and 'Approve' the whole group.
- Please note that the Payroll Office will not be reviewing individual timecards before processing and fully relies on the department supervisors to make sure all time reported is correct for their department. If you have any questions about Kronos please call the Payroll Office at ext. 7201 or ext. 7343.

#### **Other Important Information –**

- Time must be entered and approved by Noon on the designated due dates. Please refer to the current Biweekly Pay Schedule for dates.
- A **solid red box** in the 'In' or 'Out' punch column indicates a missed punch. Timecards with a missed punch can not be processed.
- A **red outline** around the 'In' or 'Out' time indicates the staff or student has clocked in or out 'outside' of their scheduled work time.
- Some departments are using the schedule option. If you do not use the schedule option and notice the red outline around time worked for your department - just disregard it.
- Once you have approved a timecard the staff and/or student will not be able to make changes or corrections to it. You also can not make changes once you have approved the timecard.
  - You do have the option to 'Remove Approval' on a timecard approved by you. Once you have done so, you (or the student/employee) may make changes. Please remember to 'Approve' the timecard again once all adjustments have been made.
- In the left column under Scheduler is the Schedule Editor. This will allow you to sort your employees into various groups from which you may manage their timecards and or schedules.

- The ideal screen resolution for Kronos is 1152 x 864 pixels. Many find this resolution too small and you are not required to adjust the configuration of your computer. You may need to utilize the horizontal and vertical scroll bars in your Kronos window to view all the menus and options.

**If you have any questions please call ext. 7201 or ext. 7343 for assistance.**

*8/21/2006 ls*

## POLICY ON INCREASING FACULTY DIVERSITY THROUGH OPPORTUNITY HIRES

For many years the College has pursued its commitment to diversity in the work force in two ways: by an assertive affirmative action dimension in searches to fill new or vacated faculty positions, and by pursuing special opportunities, where they have arisen, to make appointments that help further diversify the faculty and the curriculum.

It is still possible for the College to respond to those latter opportunities. If departments are able to identify individuals whose appointment would enrich the curriculum and further diversify the faculty, you should bring them to the attention of the Dean of the College. In doing so, you should consider the following four guidelines:

- a. The appointment must enhance the ethnic diversity of the faculty
- b. The appointment fits within the curriculum and enriches existing programs (majors, concentrations, FP, AP)
- c. The appointment fits into the curriculum in areas where there are strong enrollments.
- d. The candidate is an individual with the credentials and talents commensurate with our collective expectations for effective teaching, productive research/creative work, and institutional service.

Persons appointed in this way can become tenured, although should such positions be vacated there is no assurance that the position will be continued in the same department/program.

These special appointments can occur only in departments which are not already advertising positions for vacated existing or new positions.

The College remains strongly committed to diversifying the work force and the kinds of appointments described here remain an important opportunity to advance a key part of Knox's educational mission.

Vetted with FASCom and distributed to Department Chairs  
Fall Term 1999

Original Policy: February 4, 1994  
Proposed Changes: July 2003

## KNOX COLLEGE POLICY ON SHARED FACULTY APPOINTMENTS

1. **Definition:** A shared faculty appointment is one in which two faculty members share equally one full-time position.

Each person sharing the appointment will assume half of the duties of a full-time position which includes: teaching, academic advising, college service, and the pursuit of scholarly (or appropriate creative) activities. Variations, however, in the distribution of responsibilities are subject to the discretion of the Dean of the College in consultation with the department chair.

2. **Conflict of Interest:** Each person sharing an appointment will be entitled to a full vote in faculty **and departmental** meetings, and either or both may assume administrative functions, but neither may vote on personnel matters that would affect the other's rank or status, and neither may assume responsibility for making decisions regarding conditions of the other's employment. Both people sharing an appointment will not ordinarily serve on the same committee.
3. **Renewal and Tenure:** Renewal and tenure decisions under a shared appointment will normally follow the same timetable as a regular appointment, and each appointee will be expected to have credentials and scholarly attainments that met the College's stated standards for promotion and tenure (see Knox College Faculty Handbook, section III.B). In the case of each appointee, a record of institutional service is expected commensurate with part-time status.
4. Under the normal condition, in which both parties to a shared appointment enter the contract without tenure, both will be considered for renewal and tenure at the same time, ~~and renewal or tenure will be granted to both or neither.~~ **In the case of one party not receiving tenure, the full-time position will be offered to the tenurable party to the shared appointment, who may elect to retain their half-time tenured position.** . [Can they be forced?] [Can this be forced on departments?]

In those cases where the College has initially appointed one person to a full-time position, and then it is agreed to convert that appointment to a shared position, part of that agreement will include developing (with the Dean and the President) an equitable timetable for the joint tenure review.

5. If either person sharing an appointment should cease to share in the job, for whatever reason ~~prior to a tenure decision, the position becomes vacant. If those sharing the appointment are tenured, and one person ceases to fulfill their part of the contract,~~ the other will normally assume the full appointment. [Can they be forced?] [Can this be forced on departments?]
6. **Salaries and Benefits:** Beginning at the time that a shared contract is undertaken, each individual will be paid a proportion of the salary prorated according to teaching duties. Each individual will be entitled to participation in the full range of fringe benefits.

The total health care benefit will not exceed the amount of the College's contribution to a family plan. Other benefits will not exceed in cost the benefits held by one person holding a full-time position.

7. **Leave Policy**: Unless specified otherwise, the leave policy will be administered in terms of shared leaves, i.e., for a one term leave, each person would be entitled to one quarter leave at the usual pay each was receiving, but with the understanding that, with a usual teaching load for each person of one course per term, then each would receive compensation prorated by the usual rules, but according to the usual load. For instance, one term of leave at full pay would become one course reduction with no reduction in pay for each half of the faculty pair. With regard to parental leave, each person would receive one term of leave, i.e., a reduction in load of one course each.

Revision  
June 2000

### CONTINUING NON-TENURE-TRACK APPOINTMENTS

The College recognizes that quality of the educational program is best assured through a teaching staff of full-time tenured and tenure-track faculty. At the same time, special conditions in certain fields of study or other circumstances may result in the College being best served through the creation of a non-tenure-track position. The College will make such appointments sparingly and with great care that they not reduce the number of tenured and tenure-track faculty. Non-tenure-track positions shall be subject to the following:

1. The College will occasionally make non-tenure track appointments above the rank of Lecturer. These appointments must involve no less than half-time and no more than five-sixth-time teaching. In making such appointments, consideration must be given to the enrolment justification for the position, its role in enriching the curriculum, the credentials and professional potential of the candidate; and may include other potential benefits to the College. The continuing non-tenure-track FTE may not exceed 5 percent of the full-time permanent faculty positions of the College.
2. Such appointments are possible only after an initial appointment as a visiting faculty member or lecturer. The Department or program involved will propose the conversion of a Visiting faculty appointment to a non-tenure-track appointment to FASCom, which will make its recommendation to the Dean of the College. The President has final authority to approve the conversion.
3. Continuing non-tenure-track positions created in this way are not considered as part of the Faculty Expansion Initiative of 1994 (100 full-time faculty positions).
4. Faculty holding continuing non-tenure-line positions are eligible for fringe benefits and for professional development support available to full-time faculty (conference travel and research support). They are expected to meet the standards for tenure-line faculty for teaching. Expectations for scholarship and/or creative work and institutional service will be proportional to the FTE scope of the appointment. While at the rank of Assistant Professor, they will be eligible for research leaves (*Faculty Handbook*, III.H.2); once promoted to associate professor, they are eligible to participate in the sabbatical program, with options as indicated on the chart below.
5. For appointments at the rank of Instructor or Assistant Professor, multi-year contracts are issued and subject to review through the regular procedures defined in the *Faculty Handbook* (III.B & C, and Appendix C).
6. The duration of the period of service prior to consideration for promotion to Associate Professor will be specified when the conversion is initially established. That decision will be based on a consideration of the candidate's degree status and experience at Knox and other institutions, and determined by the Dean in consultation with the faculty candidate and the Department. The regular procedures for promotion review will apply.
7. After 8 years in rank as Associate Professor, faculty in continuing non-tenure-track positions are eligible for review for promotion to the rank of Full Professor. The regular procedures for promotion review will apply.

8. For purposes of salary adjustments, faculty in continuing non-tenure-track positions will be included in the annual review for continuing full-time faculty conducted by the President, the Dean, and the Faculty Personnel Committee.
9. If the College should decide to terminate a continuing non-tenure-track position after its incumbent has earned the rank of associate or full professor, at least one-year notice must be provided to the faculty member.
10. The incumbent of a continuing non-tenure-track position may decide to apply for a tenure-track opening at the College without jeopardizing his/her non-tenure-line position. Should the candidate be successful and accept appointment to a tenure-track position, the non-tenure-line position is considered vacant.
11. When such positions are vacated by their incumbents—either through resignation, appointment to a tenure-line position, or non-renewal of contract—the Departments/Programs do not enjoy the presumption of reappointment.

SABBATICAL OPTIONS for continuing non-tenure-track appointments  
[Percentage of salary received for each option]

	Teach 4	Teach 3	Teach 2	Teach 1	Teach 0
Normal Load					
5 courses	100%	83%	75%	66%	50%
4 courses		100%	75%	66%	50%
3 courses			100%	66%	50%

Vetted with Faculty Affairs Subcommittee of Executive Committee  
Winter Term 2000

# DOCUMENTS RELEVANT TO FACULTY SEARCHES

## FACULTY PERSONNEL POLICIES

(from section III of the *Faculty Handbook*)

### III. A. INITIAL APPOINTMENTS

#### III. A. 1. Authority to Appoint

Appointments to the Faculty are made by the President, under authority delegated by the Board of Trustees. Decisions by the President on faculty personnel are made after receiving recommendations from the Dean of the College and the Faculty Personnel Committee. Knox is an equal opportunity employer. (For the College's Policy on Non-Discrimination, see above, Section II. E. 1.)

#### III. A. 2. Hiring Procedures

Since the nineteenth century Knox College has worked to attract some of the best qualified faculty members in the country. The College is especially committed now to recruiting among the most highly qualified those who are women and members of other groups underrepresented in higher education.

The procedure leading up to an appointment normally is as follows:

- a. department consultation with the Faculty Affairs Subcommittee regarding departmental and the College's curricular need;
- b. recommendation by FASCom to the Dean and President regarding the appointment;
- c. authorization of the faculty search by the President;
- d. appointment by the Dean of a search committee, almost always chaired by the department chair, and including one or two faculty from outside the department;
- e. consultation of department chair with Dean regarding appropriate advertisement of opening and solicitation of applicants, including identifying and attracting minority candidates;
- f. screening of applicants and creation of an affirmative action log; screening may include telephone interviews or meetings scheduled at national scholarly conferences;
- g. review, with the Dean, of the top candidates and of all those known to be female or minority candidates;
- h. campus interview of the top one, two, or three applicants, authorized by the Dean; the interview involves department members, students, the Dean of the College, and the President, and, if appropriate, other faculty members and/or representatives of the Faculty Personnel Committee;
- i. consultation between the chair of the search committee and the Dean about the strengths and weaknesses of the candidates' ability to contribute both to the department and the College, followed by a recommendation to the President;
- j. authorization by the President; offer made by the Dean.
- k. report to the Affirmative Action Officer by the search committee chair of steps taken to identify and recruit minorities.

## SAMPLE JOB ADS

FOR A TENURE-TRACK POSITION

**Microbiologist:** Assistant Professor, tenure-track, Ph.D. required. Position will begin in September 2006. The candidate is expected to supervise undergraduate research and to teach introductory biology classes, introduction to research, and microbiology. Preference will be given to candidates who have the background and ability necessary to initiate a course in genomics. Depending upon the successful candidate's background, he/she may also be asked to teach upper-level courses in gene expression, plant physiology, or molecular biology. The candidate will have the opportunity to develop courses in his/her specialty and will be expected to develop a research program accessible to undergraduates as well as maintain his/her own research. Department facilities include a tissue culture laboratory, electron microscope laboratory, an imaging facility, an animal museum, herbarium, greenhouse, aquarium room, and access to a 289-hectare biological field station. Candidates should submit curriculum vitae, statements of teaching philosophy and research interests, and three letters of recommendation to: **Dr. Stuart Allison, Biology Department, Knox College, Galesburg, IL 61401.** We will start reviewing applications on December 15, 2005, and continue until the position is filled. For more information about biology at Knox check website: <http://www.knox.edu/biology.xml>. *In keeping with its 169-year commitment to equal rights, Knox College particularly welcomes applications from women and members of other historically underrepresented groups.*

**Education/Elementary:** The Department of Educational Studies, Knox College, invites applications for a tenure track appointment as assistant professor of an elementary education generalist beginning September 2005. Responsibilities include teaching undergraduate courses, supervising student teachers, advising education majors and participating in the preparation of reports for program accreditation. Elementary certification and a Ph.D. in the appropriate field are desired, ABDs will be considered. Applicants should have an expertise and experience in teaching special needs students and math and/or reading methods and the commitment to contribute to a departmental program that stresses social justice. Three to five years of teaching in a K-8 environment is preferred. Candidates are asked to submit a letter of application, résumé, names of three referees and a sample of current research to: Diana Beck, Chair, Department of Educational Studies, Box 128, Knox College, 2 East South Street, Galesburg, Illinois 61401. Review of applications will begin on January 10 and continue until the position is filled. Knox College is a highly selective independent liberal arts college with 1150 students from 46 states and 50 countries: 14% are students of color, 9% are international. In keeping with our 167-year commitment to equal rights, Knox College particularly welcomes applications from women and members of other under-represented groups. For more information on Knox, visit our Web site at [www.knox.edu](http://www.knox.edu).

**Learning or Cognitive Psychology:** The Department of Psychology at Knox College invites applications for a tenure-track appointment as assistant professor in Learning or Cognitive Psychology beginning September 2006. Applicants should have a Ph.D. or be very near completion of the degree at the time of appointment. A sincere interest in quality undergraduate teaching coupled with a desire to maintain an active research program is essential. The successful candidate will be able to design new upper and lower level courses in learning and cognition, teach introduction to psychology, and supervise student research. An interest in teaching statistics and research methods is also desirable. Any sub-specialty within learning or cognition research which supplements existing departmental expertise is welcome. The psychology department has a human psychophysiological laboratory, excellent small-animal research facilities, and an observational lab for clinical developmental work as well as academically strong students and a collegial atmosphere. The salary for the position is competitive and start-up funds will be available. Founded in 1837, Knox is an independent, residential, co-educational four-year liberal arts college, offering the B.A. degree in 39 majors and 51 minors and enrolling 1200 students from 46 states and 43 countries. The department is strongly committed to collaborative student-faculty research and our students regularly are accepted at top graduate programs in psychology and related fields. Please see our website (<http://deptorg.knox.edu/psychdept/>) for further information. Review of applications will begin after January 1<sup>st</sup> and the search will continue until the position is filled. Send curriculum vitae, no more than three reprints, statement on teaching, and three letters of reference to: Tim Kasser, Department of Psychology, Knox College, Galesburg, IL 61401-4999. In keeping with a 168-year commitment to equal rights, Knox College particularly welcomes applications from women and members of other under-represented groups.

**Anthropology/Sociology:** The Department of Anthropology & Sociology invites applications for a full-time, tenure-track position at the assistant professor level to begin September 2006. Knox is an independent, highly selective liberal arts institution with a diverse student body and a strong commitment to undergraduate teaching. The department offers a joint anthropology-sociology major which emphasizes the complementarities of the two disciplines and which culminates in faculty-tutored student research. Qualifications: PhD or advanced ABD in sociology. Research and teaching interests are open, but the strongest applications will be those that complement the strengths of our existing faculty. In addition, all candidates must demonstrate experience with qualitative research methods. Persons interested in learning more about Knox may consult the College's website at <http://www.knox.edu>. In keeping with the college's 169-year commitment to equal rights, Knox actively encourages women and members of other underrepresented groups to apply. Send cover letter, Curriculum Vitae, evidence of teaching ability (including teaching evaluations and sample syllabi for courses you have

taught or would like to teach), a description of current research and research interests (including a writing sample), and three letters of reference to: Chad Broughton, Department of Anthropology & Sociology, Knox College, Box K-10, 2 East South St., Galesburg, IL 61401-4999. The search committee will begin reviewing applications immediately and will continue until the position is filled. To ensure fullest consideration, applications should arrive by December 21, 2005.

FOR A 2/3 TIME, ONE-YEAR LEAVE REPLACEMENT

**History:** Knox College seeks a one-year leave replacement (2/3-time), in 19th century U.S. history, to teach the first half of the U.S. survey course plus three other courses (the four courses taught over three 10-week terms.) Preference will be given to candidates who can teach a one-term course in Latin American history. Send a letter of application, c.v., graduate transcript, three letters of reference, and brief descriptions of three courses beyond the U.S. survey that you would propose to teach to Professor Penny S. Gold, Chair, Department of History, Knox College, Galesburg, IL 61401. Knox particularly welcomes applications from women and other underrepresented groups. Application deadline: April 20, 1999. Information about Knox College may be found on the web at: [www.knox.edu](http://www.knox.edu).

## LETTER ACKNOWLEDGING RECEIPT OF APPLICATION\*

&lt;date&gt;

<Name>  
<Address>  
<City, State, Zip>

Dear &lt;Addressee&gt;,

Thank you for your application for the position in the <XXX> Department at Knox College.

If you haven't already done so, please be sure all elements that we need for your dossier are sent to us directly: curriculum vitae, three letters of recommendation, graduate school transcripts, and brief descriptions of three courses beyond the U.S. survey that you would propose to teach. With the number of applications received, we are not able to request these on an individual basis from your placement office.

We appreciate your interest in Knox College and wish you the best of luck in your job search. We will notify you of the decisions of the search committee as soon as we are able.

Sincerely,

---

\* Should such a letter be sent by USPS or by e-mail? Practice varies from department to department, and will undoubtedly change over time as electronic communication develops. For now, we suggest that you do all official communication by USPS, reserving e-mail for extra or supplementary communication (e.g., follow-ups to e-mail queries from candidates, finalizing interview arrangements).

## CHECKLIST FOR THE FRONT OF EACH APPLICATION FOLDER

## Applicant Checklist

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

e-mail address: \_\_\_\_\_

phone: \_\_\_\_\_ (home)

\_\_\_\_\_ (work)

Materials received:

\_\_\_ letter from applicant

\_\_\_ vita

\_\_\_ transcript

\_\_\_ recommendations (enter number of recommendations received, if any)

Acknowledgement sent on this date: \_\_\_\_\_ by whom \_\_\_\_\_

## LETTER CONFIRMING A CONVENTION INTERVIEW

Dear [candidate],

We are delighted that you will be able to interview for our position in American history at the upcoming AHA meeting. Your interview is scheduled for [time] on [date].

You can find information about Knox and the department at: [www.knox.edu](http://www.knox.edu). Please don't hesitate to give me a call if you have any further questions. You can reach me most days at my office [phone number] or in the evening at home [phone number].

As I mentioned on the phone, interviews will take place in my room at the Hilton. If you have registered for the conference, I will send a message to you through the electronic messaging system, giving you the specific room number. If this doesn't work, use the hotel phone to call my room ahead of time, or try my cell phone [phone number].

Two other members of the search committee will also be at the convention for the interviews: Professors Konrad Hamilton and Michael Schneider. We very much look forward to meeting you in New York.

Sincerely,

## CAMPUS VISIT CHECKLIST

- Candidate name \_\_\_\_\_
- \_\_\_ appointment with Dean
- \_\_\_ appointment with President
- \_\_\_ reserve room for talk (Cindy Wickliffe, x7489)
- \_\_\_ publicity for talk (majors, faculty, campus-wide)  
(for Knoxletter, e-mail [knoxletter@knox.edu](mailto:knoxletter@knox.edu))
- \_\_\_ put in work order for chair set-up for talk, if needed: <http://deptorg.knox.edu/workorder/>
- \_\_\_ order refreshments for talk, if desired (Food Service Catering, x7781)
- \_\_\_ write introduction for talk
- \_\_\_ motel reservations (see Dean's letter)
- \_\_\_ travel arrangements (give information to Ray Benson)
- \_\_\_ airport pickup \_\_\_\_\_
- \_\_\_ airport return \_\_\_\_\_
- \_\_\_ tour of campus \_\_\_\_\_
- \_\_\_ tour of library \_\_\_\_\_
- \_\_\_ tour of Galesburg \_\_\_\_\_
- \_\_\_ lunch with students
- \_\_\_ make candidate's writing sample and file available to search committee
- \_\_\_ e-mail reminder to students about lunch
- \_\_\_ e-mail reminder to students for feedback
- \_\_\_ leave a copy of candidates' cvs in Dean's and President's office, as well as a copy of the final  
itinerary for each visit
- \_\_\_ arrange time to talk with other faculty the candidate might be interested in meeting (related  
fields; similar personal circumstances)
- arrival/departure information \_\_\_\_\_  
\_\_\_\_\_

**and before the visit:**

Send a college catalog and perhaps a viewbook (glossy Admission brochure) to the candidates,  
and give them our web address: <http://www.knox.edu/>

## CAMPUS VISIT SCHEDULE

Things to consider when putting together the schedule:

- See Dean's letter for various tips (e.g., scheduling appointments with President and Dean, publicity for the talk, etc.)
- Talk to the candidate about the nature of the job talk, describing the likely audience. If you are asking the candidate to teach a class (some departments do, some don't), put the candidate in touch with the faculty member whose class it is, to be sure that they have appropriate guidance.
- Make sure each person in the department has some "alone" time with each candidate. This can be during transporting them from the airport, giving them a tour of the campus or town, etc. (If not an activity like these, schedule an actual "appointment" with that person.) This helps make the conversation much more natural, without the stiff feel of a formal interview.
- You don't have to schedule every minute of the day. Candidates will appreciate a little time on their own, and they should definitely have an hour or more of unscheduled time before their public presentation. Show them a comfortable place to hang out when they're not scheduled (e.g. the library, Gizmo, Common Room, GDH lounge).
- Arrange the schedule so that there is time for a de-briefing with the chair towards the end of the visit. This can be done en route to the airport, but if someone else is driving, the candidate should meet with the chair before that.
- Give a copy of the visit schedule to all members of the search committee and to the Dean and President.
- Emphasize to students who are meeting the candidate for lunch that it's most helpful if they see all the candidates. Ask them to send you comments about soon after each candidate's visit (rather than waiting until the end). You can encourage them to comment on comparative strengths and weaknesses as they go, with summary comments after the last candidate.

## SAMPLE CAMPUS VISIT

*Include specific information wherever relevant—Airline and flight number, name of motel, room numbers for meetings, names of people at each meeting, etc.*

*If the person arrives earlier on Day 1, interview activities can be spread over two days instead of one. If the candidate is in town for two dinners, you can do one with the whole search committee and the other with just one or two people (perhaps someone else who would be interested in the candidate's work), or spread the committee over two nights.*

*If the candidate is going to teach a class, that will need to be added into the schedule.*

### **Day 1**

8:00 p.m.      Arrival at airport; Prof. A will pick up and bring to motel.

### **Day 2**

8:15 a.m.      Breakfast with Prof. B at motel.

9:30            Meeting with Dean

10:30          Meeting with President

11:15          Campus tour (including library) by Prof. C

12:00          Lunch with majors in the Oak Room

1:15            Tour of Galesburg with Prof. D.

4:00            Candidate's talk in Room XX

6:00            Dinner at Chez Willy's with search committee

### **Day 3**

8:00 a.m.      Leave for Peoria airport

## PR FOR THE JOB TALK

Publicity for each candidate's talk should include all or some of the following:

- notice in the *Knoxletter* (send information to [knoxletter@knox.edu](mailto:knoxletter@knox.edu))
- e-mail message to the faculty e-mail list (or faculty/staff list if you think there would be interest)
- e-mail message to majors and minors in your department (e.g., [major-anso@knox.edu](mailto:major-anso@knox.edu) and [minor-anso@knox.edu](mailto:minor-anso@knox.edu))
- a poster for campus distribution, sample below.

\*\*\*\*\*

THE HISTORY DEPARTMENT INVITES YOU TO A PRESENTATION BY A  
CANDIDATE FOR A LEAVE-REPLACEMENT POSITION IN U.S HISTORY

BEVERLY TOMPKINS  
JOHNS HOPKINS UNIVERSITY

"'FORMIDABLE ONLY IN ITS NAME': IMAGINING  
THE COLONIAL CAPE FEAR"

WEDNESDAY, MAY 19  
4:00 P.M.  
FERRIS LOUNGE

REFRESHMENTS WILL BE SERVED.

STANDARD  
REJECTION LETTER-STANDARD

*A rejection letter should go out to all applicants soon after the completion of the search. The letter should still be personalized with the candidate's name; it is easy to do this with a mail-merge document. Some departments consider it a matter of courtesy to let candidates know who did get the job; the sample letter below includes this information. Other departments do not give out that information; any candidate can, of course, find it out for themselves the following year.*

*Be sure to pull from the list all candidates who were interviewed (whether at the convention or on campus) and write a more personalized letter to each of these; a sample follows. It's good for Knox to have all candidates feel good about our search process.*

[date]

[name of applicant]  
[address]  
[address]

Dear [applicant],

We have now filled our vacancy for a one-year replacement position in U.S. history with the appointment of Beverly Tompkins (University of Texas). Her range of strengths in both U.S. and Latin American history most closely fit our current departmental needs.

The search committee appreciates the interest you have shown by your application and we extend to you our best wishes.

Sincerely,

Chair's name  
Chair

SAMPLE REJECTION LETTER CANDIDATE INTERVIEWED ON CAMPUS  
(in this case, someone who did well)

*You may not be comfortable with the wording of this sample letter, but a candidate who was interviewed (either at the convention or on campus) should receive something more than the stock letter that goes out to all the rest of the candidates.*

date

Michael Jones  
address

Dear Michael,

Well, this is a letter and not a phone call, so the news is that we have offered our position to someone else, and the offer has been accepted. The offer went to John Smith, whose Yale dissertation was on the [subject of dissertation].

The decision was a difficult one for us, as we were all very impressed with your work and your teaching interests, and enjoyed your interview visit. In the end, we decided that Smith's range of interests most closely fit our current departmental needs.

We wish you all the best in your job search. Another college or university is going to benefit from our decision!

Sincerely,

THE GOLDEN RULE—FOR JOB SEARCHES  
from *The Chronicle of Higher Education*, August 16, 2002  
(via Carleton College's Chairs' Guide)

During the recruitment process you might ask yourself, "If I were the searchee rather than the searcher, how would I like to be treated?" Here are some things you wouldn't want.

- You wouldn't want weeks (or months!) to go by without some acknowledgement of your existence.
- You wouldn't want to be wondering whether the supporting materials you sent in had been received.
- You wouldn't want to be interviewed at a professional meeting by people who hadn't read your work.
- You wouldn't want to be interviewed in a hotel room with too few seats and people sitting on a bed.
- You wouldn't want either to not be met at the airport, or be met by the newest kid on the block who knows almost as little as you do.
- You wouldn't want to be left on your own to make your way to appointments in buildings even the natives have trouble finding.
- You wouldn't want to give your presentation to a near empty room and be told something about a schedule conflict, or people on leave, or a failure on the part of those who were supposed to put up the posters.
- You wouldn't want to be forced by an embarrassing silence to ask yourself the first question.
- You wouldn't want to be guest of "honor" at a party where almost no one spoke to you and very few showed any sign of ever having spoken to each other.
- You wouldn't want to spend two days without being asked anything about your nonacademic life—your interest, your hobbies, your passions.
- You wouldn't want to wait by the phone for weeks before someone told you that you either got the job or didn't.

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