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Preface

Beginning one's first term as a department chair can be a daunting experience, even for faculty members who have served the College in numerous other ways. We navigate a mysterious terrain of rules and practices, some unwritten, some written (but who knows where?). We are the primary contact point for requests and problems from students, parents, faculty, campus offices, and administrators. To deal with these challenges, we all rely on advice from previous chairs, chairs from other departments, and our Deans.

In the summer of 2017, Dean Jennifer Cavenaugh convened a small group of chairs to create the handbook that we wished we had as new and veteran chairs. We were lucky to have a model to start from, the Cornell College Chairs' Handbook, which was based on an earlier handbook from Knox College. We are indebted to the authors of these resources, which we have borrowed from heavily.

Special thanks to Carol Lauer who culled information from various college documents that helped us get started, and to Janette Smith who gathered additional materials, consulted with us on content, and prepared the website. We are also grateful for feedback and information from Karla Knight, Matt Hawks, David Zajchowski, and Toni Holbrook.

We welcome any feedback on this handbook and suggestions for future revisions. Please direct comments to the Office of the Dean of the College of Liberal Arts.

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Committee on the Rollins College Handbook for Department Chairs
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1. The General Picture

1.1 Role of Department Chairs

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: 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. That is 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 day-to- day 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.

The big picture person.

It's important for the chair to keep in mind the big picture: the well-being of the department as a whole and of the needs of students. Of course, it's good for all faculty to have such a perspective, but it's essential for the chair to weigh the needs and desires of individual faculty with the needs of the students, the department, and the College. Keeping the big picture in mind will help when a chair works with the department:

- to consider what department goals are, and if those goals are being met;
- to help people get along with each other (sometimes personality issues within a department are a major challenge);
- to share the load of service tasks within the department;
- to find 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), including
    - balancing course offerings for majors with RCC/rFLA/Honors courses and courses for interdisciplinary majors and minors, and for Holt students,
    - balancing faculty's ability to teach from their strengths with the needs of the program,
    - balancing faculty's ability to teach in the matrix times they prefer while also sharing the burden of teaching in unpopular matrix times, or
    - balancing 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, how much should be done in consultation with others, and how much should be done 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 almost 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 chance for a faculty member to teach something especially close to their heart.

Guide/mentor for new faculty.

Another section of this guide provides detail on the variety of specific things a chair should do to help a new faculty member. Over and above these details, and the obvious role of being the first resource for the vast array of questions any new faculty member 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 new faculty member's first year, something that will be done before they arrive on campus. Help ensure their success by giving them, as much as possible, courses with which they'll feel comfortable.

Liaising between the department and the Dean.

The role of liaison 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 and 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. Some of the issues that routinely call for the chair to consult with the Dean’s office are:

- staffing and searches (various aspects, from approval of the search through to candidate choice);
- significant curriculum change;
- some course logistics (e.g., over- or under-enrollment, caps);
- departmental contribution to CLA and Holt general education, Holt programs and interdisciplinary programs;
- faculty evaluations (annual, mid-course, promotion and tenure and post tenure review);
- departmental budget and resources;
- student and parental complaints; and
- personnel issues.

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 might have been previously. This means that chairs have less access to one of the perks of faculty life – a relatively flexible schedule and the ability to do some 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 semester especially important, particularly add/drop weeks, registration, and the last week of classes. Your signature will be needed on many forms! Prompt answering of e-mail will also be appreciated by all the people turning to you with questions. Much of this communication stems from the chair's role as point person for communication to and from the Registrar's Office, Admissions, and Academic Affairs.

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 tasks that 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, and/or
- the Dean and Associate Deans

Get help with the big picture: a departmental review.

Each department is required to conduct an external review once every ten years. The Dean's Office maintains a site that shows the schedule of reviews and provides information on how to prepare a departmental self-study. There are many benefits to the department--and to you as chair--of doing a departmental self-study, which 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/ae success, etc.), and can help set an agenda for change.

Department External Review.

1.2 Length of Term and Transition to a New Chair

The official appointment term for a chair is one year, but most departments plan on keeping a chair in place for at least three years. In small departments, it is not uncommon to take on a second "term" of three years. A term of three years gives any particular chair the chance to settle in, but also allows department members 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 your department colleagues and the Dean.

Chairing a department is a demanding and difficult job, sometimes 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 to facilitate the transition to, and for, 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. 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 handbook 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.

A chair's term usually starts June 1st which can be challenging as certain things such as assessment (Demonstration of Learning/DoL) reports and staff evaluations are due during the summer. Chairs who are stepping down need to make sure that the new chair is aware of these summer deadlines and should offer to help if needed.

1.3 Department Cultures and Chair Styles

Each department at Rollins 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 is the way they 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. Some of the factors that contribute to department culture include:

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

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.

1.4 Timeline: A Chair's Year

This calendar provides an overview of the tasks that most chairs will handle in the course of a year. Specific dates will be handed out at the first Department Chairs' Meeting of the academic year.

Please keep in mind the following recommended submission dates for changes effective in the 2019-20 academic year:

- *New Course Subcommittee will review new course proposals on a rolling basis until the end ofthe fall semester.*
- *Changes to major/minor map should be submitted by Jan 30.*
  Proposals submitted and approved after the above dates will be effective in the following academic year.
- *Faculty who submit course proposals after the fall semester may still offer a topics course in the following academic year. Please remember that a course may be taught twice as a topics course before approval by the New Course Subcommittee for addition to the catalogue.*

August

- Welcome new faculty and arrange with department administrative assistants for office keys, office supplies, etc.
- The week before classes: Advising for transfer students.
- Add/drop: be available for signing forms and assisting with registration issues. This cannot be emphasized enough – you need to be in the office and available five days per week at this time.
- Attend Convocation and encourage colleagues to do so.
- Requests for Visitor searches based on an unexpected faculty departure over the summer are due to the Dean of CLA.
- Review syllabi of new faculty
- Set up and publish the chair's office hours.

September

- Submit Demonstration of Learning (DoL) Plan for the year.
- Late September: Changes to spring course schedule are due.
- Department budget increase requests for the next academic year are due to the Dean of CLA.
- Position requests due to the Dean of CLA.

October

- October 1: CEC submits letter to candidate, dean, and FEC chair for tenure and promotion to associate cases.
- October 15: CEC submits letter to candidate, dean, and FEC chair for promotion to full cases
- R-Compass Fair
- Late October/ early November: Academic Advising for pre-registration.

November

- November 1: CEC submits letter to candidate, dean, and FEC chair for promotions to full cases. This might be a good time to schedule classroom observations of untenured faculty.

December

- December 1: Candidate Evaluation Committee for annual reviews for tenure-track faculty formed.
- December 1: Remind faculty under review for tenure that materials are due to CEC by January 1.

January

- January 1: Tenure-track materials are due to CEC
- Advise transfer students
- Review CIE's of new faculty and adjuncts and meet with faculty about emergent issues.
- First week of classes; be available for signing forms and registration issues.
- Firm up commitments to RCC/rFLA/Honors for next year before deciding departmental offerings.
- Collect and review syllabi for first year faculty
- First revision of next year's fall and spring course schedules due.
- Submit RCC, Honors, and rFLA course information to the Associate Dean of Academics
- January 30: submit changes to major/minor maps to the Office of the Registrar

February

- February 15: CEC submits letter to candidate, dean, and FEC Chair for Midcourse Evaluation.
- February 15: Annual Evaluation letters for tenure-track faculty are due to the Dean of CLA.
- Final revisions to next year's schedule are due to the Registrar's Office.
- Review the online Catalog for necessary updates/changes. Request Curriculum Committee approval where necessary and send final changes to The Registrar's Office.

March

- Designate winners for departmental awards, and work with the department's administrative assistant to submit award recipients using the form provided by the Dean's office.
- External reviewers' visit departments under review.
- Facilitate department meeting for assessment – DoL results.

April

- April 15: Department vote on next year's chair due to the Dean of CLA office.
- Review course descriptions for students who plan to study abroad during the fall semester; approve outside courses that will be counted as major and minor substitutions.
- Communicate with Mae Fitchett about the status of graduating seniors.

May

- Attend Commencement and encourage colleagues to attend
- May 15: faculty eligible for reviews (mid-course, tenure, promotion) – notify the Dean of CLA of their intentions to review

- Attend Tenure and Promotion candidate information session – for the purpose of clarification on the evaluation process.
- Conduct staff evaluations using Reviewsnap. These are due by the end of June, but if you have 10-month employees, they need to be submitted earlier.
- May 25: End of the fiscal year budget – all purchases must be made and purchases must be received by this deadline.

June

- June 1: Notify dean, candidate, and FEC of any CEC make-up decisions for any midcourse, tenure, or promotion cases for the next academic year.
- June 15: Submit Demonstration of Learning (DoL) report for the year.
- First-year student registration.

At this point, you may be asking yourself what you agreed to! Remember what we mentioned earlier about focusing on the big picture and not getting bogged down in minutiae. If this list seems daunting, think strategically about who can be called on to support this work. There are other faculty in the department as well as your administrative assistant who will be able to help with some of these tasks. You might also find ways to collaborate with staff across the college. You might also consider blocking some time on your calendar now for those times of the year when you know you'll need more time to focus on some of these tasks. One example the dean shared is blocking meeting time on the calendar to write tenure and promotion letters.

2. The Biggest Responsibilities

2.1 Searches

The search for a new faculty member is an important moment in the life of a department and indeed of the College. It is an opportunity to reflect on the faculty expertise we currently have and on the experience and knowledge we must attract if we are to offer our students the diverse points of view necessary to fulfill our mission to educate students to be responsible leaders and global citizens. If your department is requesting a new position or is currently involved in an approved search, please review this message from President Cornwell.

> We can only discharge our mission with integrity and excellence if our faculty brings to that mission a rich diversity of identities and points of view. In my experience, the only way to really make progress is to value diversity in the search process as one of the top criteria of selection; I am not advocating a mindset of affirmative action, traditionally understood, but something much more proactive and intentional.

Rollins College wants to bring persons to the faculty who are highly educated, broadly interested, and committed to meeting the complex challenges of membership in the faculty at a small liberal arts college. In addition, the College wants to engage individuals whose ideas about teaching and learning are sufficiently flexible and imaginative to contribute to the rFLA curriculum, Honors Program, Holt programs and RCC.

Because departments are so small, searches may be few and far between. This is 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, and intellectual perspective.

Searches are a great deal of work, but the stakes are high, so it's worth it. Remember that your administrative assistant has received extensive training in the search process and will be a great support throughout the search process. The Dean and the Human Resources (HR) staff will also help you through the process.

Requesting approval to conduct a search.

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

- a tenured faculty member is about to retire,
- a tenure-track or tenured faculty member is leaving the college (either from their own desire or from a non-renewal of contract), or
- the department perceives a curricular- or enrollment-driven need for an additional tenure line.

Position requests are submitted one year in advance of the requested search. This requires thoughtful planning and communication about retirements and sabbaticals. 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, through an online form, to the Dean who will then forward the request to the Curriculum Committee (CC) for initial review. In the event of a sudden or unexpected departure of a faculty member, you can request a Visiting Position by submitting the online form. This will be reviewed by the Executive Committee (EC), the Dean and the Provost.

The approval process will now have three distinct steps.

1. The proposals, submitted through the Qualtrics form, go to the CC. The CC will read and respond to all proposals with revision suggestions, however they will not rank the proposals. Department chairs will have time to revise proposals if necessary.
2. (Revised) proposals will then be forwarded to the Executive Committee (EC) for discussion and ranking.
3. The EC will make recommendations to the Dean and Provost, who will consult with the President before determining which positions will be approved for the following year. Departments will be notified of position approvals by late March.

The online form will ask you to connect the requested position to the College mission and to our commitment to diversity and inclusion. It also asks your department to consider how other departments might benefit from this hire. This would be a great opportunity to discuss interdisciplinary programs. There is also space to speak directly to contributions to Holt when applicable.

To help you to spend less time data gathering and more time focused on the justification, the Dean's Office has attempted to pre-populate much of the numerical data. Once you have identified your department on the Qualtrics form (sample in appendices), it should pre-populate with the correct number of:

a. majors and minors;
b. tenured, tenure track, and non-tenure track faculty (excluding adjuncts); and
c. courses taught in rFLA, the Honors Program, and RCC.

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.

What makes for a strong proposal? No matter how obvious it may seem to you that an existing tenure line needs to be filled again, or that your department needs a new line, a case has to be made that will be convincing to others outside of your discipline. Is this position going to covera subfield or set of courses that is considered central to your field and/or recommended by external disciplinary bodies? Are they addressing new areas within the field that are growing in importance or interest?

Each opening can be an opportunity to think about college-level priorities, while the department is understandably thinking of departmental priorities. A strong proposal shows both need within the department, but also a commitment to serve the College – via rFLA, the Honors Program, Holt, RCC, or other interdisciplinary programs.

Requests for visiting faculty or lecturers follow the same process. A visiting line is typically approved only when two full-time faculty are planning to be on a full-year sabbatical or to fill an unexpected vacancy. Visiting faculty are on a 4-4 teaching load unless otherwise negotiated with the Provost.

Once your line has been approved.

Once your line has been approved you want to start thinking about the ***logistics of the search***. The first step is to form your search committee. All tenure-track search committees include one faculty member from outside the department. You may ask any tenure-track or tenured faculty to participate in the search and it is a good idea to have at least three faculty colleagues review the materials submitted by the candidates. If the job ad calls for the candidate to contribute to interdisciplinary programs, consider asking an outside member from the program to participate. The role of the outside members can vary so make sure you set clear expectations from the start of the search process.

You will need to submit the following to the Dean and HR for review and approval:

a. a list of members of search committee,
b. selection criteria,
c. advertising copy, and
d. where, and for how long, you want the ad to run.

Once you have received approval, HR will work with your search chair to place the ad and setup the Hiring Manager Dashboard. This is a good time to draft a tentative timeline that includes: when, where, and how long the position will be posted; when preliminary review of applications will take place; when phone interviews will be conducted; and a schedule for on-campus visits that will include meetings with various administrators.

The chair should organize an initial meeting of the search committee and the administrative assistant to explain procedures, review selection criteria, including the roles and expectations of outside faculty (and students). You should invite a representative from HR to attend this meeting to explain the logistics of the Hiring Manager Portal and applicant management system.

The department can determine what role ***students*** will play. With respect to student members, consider nominating five or six sophomores, juniors, and seniors, both men and women, who have been involved in the department in multiple ways and who are likely to make a good impression. (First-year students usually lack the experience necessary to provide a comprehensive view of the department and College.) Ask them to help in the search by attending the lunches and candidate talks. Stress that student participants must be available to attend all events to make the greatest impact on the search.

It may seem early to make a plan for on-campus visits but it's important to reserve rooms for candidates to stay at the Alfond Inn (typically for two nights) as the hotel books in advance. You also want to work with Tina Hall, Executive Assistant for the Provost, and Darcella Deschambault, Executive Assistant for the Dean, to schedule meetings with administrators in advance keeping in mind that the Provost and/or Dean play important roles in the search process and will want to meet with each candidate personally. The Dean meets with both tenure track and visiting candidates, the Provost only needs to meet with tenure track candidates.

Chairs are encouraged to begin work on tenure track searches no later than early September to assure that appointments can be made by February or March. Please review this checklist (in the Appendices and the Faculty Handbook) carefully as you begin the process.

After considering the logistics of the search, you will write a ***draft of the job ad***, composed collaboratively by the department and approved by the Dean. The type of ad will vary 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. Check ads in your professional publications to get a sense of commonly used language and categories. Some sample ads are included in the Appendices.

Once the job ad is approved by the Dean's Office, HR will place the ad, after consultation with the department regarding timing and choice of publications. The ad will 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 ensuring 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 to use personal contacts or more targeted communication to stimulate further applications. Anyone in the department can write to friends in major universities, asking them to mention the job to graduate students. An announcement can be placed on e-mail lists that are specialized by sub- field. Human Resources will arrange for the ad to be listed in the employment opportunities section of the Rollins College website.

Initial Screening through the Hiring Manager Portal.

All candidates for faculty positions must apply online through Rollins' employment website at http://www.rollins.edu/careers. The chair, in consultation with the search committee, should decide what materials are to be included as part of the application. Most hiring managers will request a cover letter, curriculum vitae (CV), and contact information for three references. You might also ask applicants to submit a teaching philosophy or evidence of teaching effectiveness. Candidates will also be asked to respond to questions that reflect the mission of the College connected to diversity and civic/community engagement. Samples of questions related to diversity are in the Appendices. The Diversity Council is also available to consult with search committee members; search chairs should contact the Diversity Council Divisional Representation for guidance. The search committee should agree on selection criteria before beginning review of applications. Avoid vague criteria like “fit” as this can indicate implicit bias. Some sample lists of selection criteria are in the Appendices.

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, labeling files of people clearly inappropriate for the job, and labeling the rest into two categories: "strong candidates" (being very generous in this distinction) and "acceptable candidates."
- 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 based on the aforementioned selection criteria agreed on by the department, Dean, and HR as they proceed. The Hiring Manager Portal is designed to focus review on these criteria, so use this system to keep focused on your selection criteria.

Departments that have an internal candidate (e.g., a current visitor or lecturer) will encounter some unique concerns. Some guidance for these searches is included in the Appendices.

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

Once you have carefully reviewed the full applicant pool, you have the challenge of narrowing down the list to those applicants (perhaps 10 or 12) who will receive a preliminary interview. At this point it is essential to have a conversation with the Dean about these candidates. Send the list of the 10-12 applicants you have selected for preliminary interviews and schedule time for a conversation with the Dean. This conversation is intended to ensure that there is a diverse candidate pool in keeping with our mission. The Dean will not ask you to remove any of your selected candidates, however he or she may ask you to consider adding a diverse candidate to your phone interview list if that candidate meets all the agreed upon selection criteria. The search chair will make the final decision on whether to include an extra interview.

After this conversation, you or your administrative assistant can begin scheduling phone or convention interviews. You, or your administrative assistant, can reserve a phone for the conference calls through Scheduling and Events Services.

If your department would like to interview candidates at a convention, speak with HR and the Dean's Office. Remember that it is our policy that you may not interview candidates in a hotel guest room.

Scheduling campus visits.

After the preliminary interviews, your search committee, in consultation with the Dean, will invite candidates for a campus interview. Similar to the conversation you had with the Dean when you decided on the candidates for the preliminary interview, the Dean will want to review candidate materials and confer with you prior to inviting candidates to campus.

Candidates in this final screening group should be informed regarding their interview status as soon as decisions are made. Some chairs prefer to make calls to candidates themselves, but Human Resources can assist with notifying candidates of their status through the online hiring manager portal.

Setting up the campus visit.

When a firm decision regarding on-campus interviews has been made, the chair should work closely with their department and administrators to plan the on-campus interview schedule. This is a good time to return to the tentative timeline you developed and make adjustments to reservations and meetings as necessary.

The chair or their administrative assistant will provide on-campus interviewees with the interview schedule and an information packet, including information about the college and community, prior to their arrival on campus. The Diversity Council will provide a set of materials for the candidate, including contact information so the candidate can contact them if they wish. See the Appendices for a sample candidate itinerary.

It's a good idea to have some questions that are asked of all candidates, as this gives easy points of comparison. 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. Take some time to discuss this with the search committee and others who will be involved. Similarly, having a common form or set of questions for students to evaluate teaching demonstrations is often helpful. A sample form is in the Appendices.

Encourage everyone to focus on the selection criteria and to record what positive contributions each candidate would bring to Rollins, as well as weaknesses. After all the visits have occurred, committee members should rank the candidates and note whether each candidate is acceptable or unacceptable. Explain that an "unacceptable" ranking is reserved for potentially serious problems.

At some point during the on-campus interview, it's a good idea for the chair to have an extended conversation with each candidate where you can describe the job and discuss courses to be taught. 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 Rollins 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. Also be sure to leave time to explain rFLA and RCC if you (or someone else the candidate met with) has not already discussed these important commitments. It is also important to discuss tenure criteria/expectations and the review process.

This is also a time to tell the candidate about the importance of being present on campus and interacting with students inside and outside the classroom. They should know that there is a general expectation that faculty are available to students and colleagues on campus, and not showing up only for class times.

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 (perhaps estimating more time than is likely necessary), and when to expect a phone call from the Dean if they are the chosen candidate.

Finally, remember that all expenses relating to the search are covered by HR. Paperwork should be routed through HR for proper processing. Remind your search committee members that itemized receipts are required for reimbursement. There are also spending limits for search committee/candidate meals from Human Resources.

Off Campus Dinners		Off Campus Lunches	
Individual Limit:	$60.00	Individual Limit:	$25.00
Group Limit:	$250.00	Group Limit:	$100.00

The HR guidelines outline that the above limits are inclusive of tax and gratuity. There are no limits with respect to the restaurant venues or number of attendees allowed, however the reimbursement may not exceed the above-noted limits. Further, off campus group dinners should be limited to one per candidate. Should a candidate's visit extend over two or more nights, we ask that the candidate be hosted on-campus for the additional evening(s) or off-campus by no more than a single search committee member. On-campus meals can be hosted more economically and provide an opportunity for candidates to become acquainted with the Rollins campus dining experience. The above limits will be reviewed periodically and updated to reflect inflation. Exceptions to the above will require advance approval by a vice president and be limited to special circumstances.

Some guidelines for discussions with the candidate: Legal Considerations.

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. 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 Rollins, *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 disability. If the candidate brings up such information, you can continue the conversation, but do not use this as an opening to probe further. The point 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., 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 Rollins.

The HR office recommends that search chairs and committee members look at the CUPA guide for interviews, including the appendices, that provides an overview of questions to ask and questions to avoid.

Making the decision.

Shortly after the last candidate's interview, remind each member of the search committee to send you written comments, including a ranking of the candidates, an indication of whether each candidate would be acceptable or unacceptable, and written comments identifying potential strengths and weaknesses of each candidate. These comments become part of the institutional record regarding the search and may be consulted if any questions arise following the hire. You might consider using Qualtrics, to collect this information.

The chair will reconvene the search committee, consult with others who participated in the interview including student participants, to share an opinion about the candidates.

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 come to a vote. When the search committee is ready with its recommendation for hiring, notify the Dean of your choice in writing and schedule a meeting with the Dean and VPAA|Provost to discuss your choice. Some departments come with all of the acceptable candidates ranked while others just bring forward the acceptable candidates with no ranking. The VPAA|Provost and Dean will discuss your selection process and, after consultation with the President, will approve the hire.

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; or
- hire no one and plan to search again the following year.

If an offer is to be made, the Dean will negotiate with the candidate of choice to make the hire. Should the candidate not be a U.S. citizen, extra work may need to be done by the College regarding visas and other matters. The HR staff have a good deal of experience with these matters and will assist the candidate.

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. The Dean will extend a week for the candidate to consider the offer and you should 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. If the candidate asks you about specific issues related to the offer, refer him/her to the Dean.

Do not consider the search completed until the offer has been accepted in writing. After a verbal offer over the phone, the Dean will send out an appointment letter. The candidate's written response to that letter seals the search. The Dean’s Office will keep the search committee apprised of the status of the offer.

Once the position has been offered and accepted, contact Human Resources to request the search be closed. You may meet with someone from HR to draft a personal email to be sent to candidates who came for a campus interview. HR has templates that can be edited for these purposes.

Hiring an Adjunct Faculty Member

In some cases, the Department Chair may feel it is necessary to request an adjunct to teach a class or two in a given semester. Permission to hire adjuncts must be given by the Dean of the

Faculty. The Chair must follow the process below.
Process for requesting and hiring adjuncts

1. Department discusses course schedules for the coming academic year and decides which courses will need an Adjunct to teach them.

2. Department Chair submits request for Adjunct hiring to the Dean. Request should include a rationale stating the need for Adjuncts, which includes past enrollment figures. Our office has created a short form to submit your request for an adjunct here.

3. The Dean approves the request as submitted, approves a revised request, or denies the request.

4. To choose preferred Adjuncts, the department may advertise and work through Pageup, utilize local connections, or request to continue the employment of long-term adjuncts.

5. Department forwards information about its preferred Adjunct candidates to the Dean, which includes each candidate's CV and any other documentation that supports their qualifications and credentialing. Adjunct faculty must hold an earned doctorate or master's degree in the teaching or a related discipline, or a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

6. Dean's office will review qualifications and work with departments on alternate credentialing equivalency worksheet and statement if necessary, as per College Policy AC 2001 *Faculty Credentialing* (revised January 2018).

7. Once candidate's credentials are approved the Dean's office will notify HR who will initiate the applicable onboarding and background check processes in the case of newly hired adjuncts or adjuncts reappointed following a break in service. (Note to department chairs - please do not send newly hired adjuncts to HR. HR will contact the adjunct via an online process to begin the onboarding process).

8. Dean's office drafts and sends appointment letters to Adjuncts and prepares the Personnel Action Forms (PAFs) for all approved Adjuncts.

9. Dean's office and Department Chair provides support for new Adjuncts. The point person for Adjunct Onboarding and Support in the Dean's office is Karla Knight, kknight@rollins.edu. Holt Adjuncts are onboarded by Judith Wiseman, jwiseman@rollins.edu.

2.2 Care of and Attention to New and Untenured Faculty

As chairs, we are responsible for watching out for all members of the department. We should do all we can to be in touch with department faculty, to know what they're working on and what issues they might be having with regard to teaching. It is part of the department chair's responsibility 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. 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 of our responsibilities towards untenured faculty.

Before they arrive.

Think about ways to welcome your new colleague. S/he will get a packet of information from the Dean’s office with the nuts and bolts s/he will need when s/he arrives but s/he may also need recommendations about neighborhoods to consider living in, health care providers, or restaurants to try in the area.

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. In addition, they are not expected to teach RCC courses. 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 degree committees, and advisory 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.

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 Rollins 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 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. The Dean will have been in communication with the faculty member about this, but it's good for you to be as well.

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. Whenever possible, have them teach subjects they're already familiar with. If there's the possibility of their teaching multiple offerings of one course, let them do that so they have fewer preps.

Also remember that our new colleagues (hired at the Assistant Professor rank) will have two course releases from teaching. The candidate may choose to take one release in their first year and one release after successful completion of his/her midcourse review, or can save both releases for after midcourse. If your new colleague is a seasoned teacher, you may recommend they save their releases for after midcourse to focus some concentrated time on their research in the final years before the tenure review. Those hired as Associate Professors will have access to one course release after a successful midcourse review.

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 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.

New faculty will also be assigned a mentor from outside the department through the Endeavor Foundation Center for Faculty Development. Although new faculty will be assigned a mentor, they will also be introduced to a number of mentoring faculty members in hopes that this will create a better support network for them.

Integration 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.

- Make time to review their syllabi with them before the start of the semester to discuss things like departmental policies for grading, attendance, missing work, extra credit, etc. as well as campus-wide policies (e.g., the Academic Honor Code, Title IX, and Accessibility Services).

- Introduce them to people beyond the department, people you see as potentially good resources for this particular person, both as peers 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, and encourage attendance at events sponsoredby the Endeavor Foundation Center for Faculty Development. 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, perhaps as part of the Faculty Day of Scholarship (a day of research presentations before the spring semester – information is typically sent out in the fall), or participate in the Summit on Transformative Learning (probably not in the first year, but before long).
- Consider inviting them to sit in on one or two advising sessions, perhaps in the spring to see a session with a first-year student, and later, to see a session with a major advisee. You might also encourage attendance at the workshops/lunches Tiffany Griffin, Director of Advising Support, organizes for faculty.
- 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. 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, and the Contract/Tenure Review Process.

The promotion and tenure criteria and review process are outlined in detail in the Faculty Handbook but make sure you also take time to review your departmental criteria for promotion and tenure with your new colleague. This section provides suggestions related to mentoring and professional development.

There are several different types of review for which you will be responsible. Tenure-track and non-tenure track faculty on multi-year contracts are reviewed annually. At the beginning of the academic year it is a good idea to consider how many faculty need to be evaluated and the timeline for review. Some chairs find it helpful to schedule classroom visits in November so that there is adequate time to schedule the meeting with the candidate and Candidate Evaluation Committee (CEC, made up of tenured members of the department).

Also be sure to emphasize the importance of the annual Faculty Self-Assessment Report (FSAR, due in August after a faculty member's first year): this is a faculty member's opportunity to list all that they've been doing. You might advise them to maintain separate resource folders for each of the major criteria for review (teaching, advising, research/scholarship, professional development, commitment to liberal arts, and service), an efficient way to keep track of their work for the review narrative they will eventually need to produce.

Midcourse reviews are more extensive than the annual review and are conducted in year three or year four (in consultation with the Dean). All members of the CEC and a liaison from the Faculty Evaluation Committee (FEC) should observe the candidate's classes and provide written, timely, feedback.

A key role of the department chair in the development of a colleague's teaching is the evaluation of their teaching. 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 CEC. "Formative" evaluation, on the other hand, has as its sole intent to help a faculty member in their "formation," or development, as a teacher. 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 annual review letter to the Dean. It is not easy to juggle these two types of evaluation, or the two audiences with whom we areengaging.

The following timelines apply for formal, annual evaluations for tenure-track faculty:

- CEC formed by December 1,
- candidate submits portfolio for faculty evaluation to CEC by January 1, and
- CEC letter submitted to Dean and Candidate by February 15 (or agreed upon datewith the Dean).

Each term, chairs can access student evaluation summaries for all members of the department. Explain this to new faculty members and offer to discuss their evaluations at any time: an experienced eye can be especially helpful in providing perspective and noting patterns. Suggest that a faculty mentor can also be helpful in this respect.

Visiting classes is a key component of getting to know a colleague's teaching. The Dean's Office has provided a template for class visits during reviews (included in the Appendices). Here are further suggestions for how to make the most of this element of evaluation of teaching:

- **The first year**: Plan to visit sometime in the person's first year.
- **Which course/classes:** Talk to the faculty member well in advance about visiting a 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 two or 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 letter to the Dean.
- **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.

Tenure-track faculty typically have their tenure review in year six. The tenure review is one of the most important milestones in a faculty member's career and can bring about a great deal of stress. Clear communication about expectations and timelines is essential.

In any of these evaluations, faculty will focus on three major areas: teaching, research/scholarship, and service.

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, their faculty mentor, colleagues in other departments. People at other colleges can also be helpful, and a summer workshop devoted to teaching issues (away from Rollins, with people from other colleges like the summer teaching workshops sponsored by the Associated Colleges of the South) can be transformative. Many disciplines also have teaching workshops that can be encouraged. Often the Dean's office will pay for the faculty member to attend these workshops.

Visiting other people's classrooms can also be helpful — to alleviate concerns, to get some fresh ideas, and/or to serve as a base for further discussion about pedagogy. The Endeavor Foundation Center for Faculty Development may also have useful programming including one-on-one consultation and book clubs. Finally, consider recommending the reflective teaching partnership in which emerita faculty member Barbara Carson provides faculty members a unique opportunity at faculty development.

The Endeavor Foundation Center for Faculty Development: What Can It Do for You?

The Endeavor Foundation Center for Faculty Development is the campus hub for faculty development, partnering with campus colleagues to support all faculty in the development of the interwoven aspects of teaching, scholarship, and service at a liberal arts college. The Center is specifically focused on supporting faculty in their work as teachers and teacher-scholars, and the campus in its educational mission to advance student learning through innovative and evidence-based teaching. To this end, it offers consultations and programming to support individual faculty across the professional lifecycle, work with departments and programs in their efforts to teach in context, and contribute to the college's culture of teaching and learning. Ultimately, the Center contributes to the Rollins College mission by empowering faculty to maintain meaningful professional lives and productive careers, and to practice teaching inspired by the liberal arts ethos and the principles of excellence, innovation, and community.

In addition to serving as a communications hub for the faculty development activities offered across campus, the Endeavor Center offers services for individual faculty as well as departments, programs, and committees. Regular workshops, Lunch & Learn conversations, course (re)design programming, book groups, confidential consultations, and small funds for teaching squares and other activities are available to individual faculty. Consultations, conversations, and collaborative programs are available to departments, programs, and relevant committees. For details on activities and resources, please visit the Endeavor Center website at https://www.rollins.edu/endeavor/, and contact Endeavor Center Director Nancy Chick (nchick@rollins.edu) with questions or requests.

Research/creative work.
Talk early on with a new faculty member about what College expectations are in this area. Each candidate should have a copy of the department criteria for tenure and promotion that was in effect at their hire date, and you should discuss these criteria with your untenured faculty to help them prioritize their time and efforts. As you talk about their developing research agenda, consider discussing resources on campus that can support their work. There are internal grants (e.g., Cornell, Ashforth, Critchfield) through the Faculty Affairs Committee and opportunities to participate in or student-faculty collaborative research to consider. The Office of Grants and Contracts, led by Devon Massot, Director of Grants and Contracts, is able to assist interested faculty identify external funding opportunities, develop proposals and project budgets, complete applications, assure compliance with federal regulations, and manage post-award procedures and reporting.

Depending on your department's criteria for promotion and tenure, you might also encourage them to connect with staff in the Center for Leadership and Community Engagement or the HUB may help faculty see connections between their research and teaching they had not identified before. Some new faculty, particularly those who are coming straight from graduate school, may not have considered scholarship related to pedagogy. Be sure that the department will accept this type of scholarship before recommending it to the new faculty member.

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 Marketing and Communications Office. See some of the articles on Rollins 360 for examples of previous stories.

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. The maximum travel funds per person per year is $1,450 for domestic travel, and $1,750 for international travel. Use the travel expense report available through Chrome River to submit for reimbursement. If you wish departmental funds may be used to supplement the annual travel allowance if there is a compelling reason and if the full department supports the expenditure.

Mentoring through the contract/tenure review process.

Ideally, your colleagues will advance through their annual reviews, midcourse, and tenure process without issue. Occasionally, however, a faculty member will be struggling in the classroom or may be significantly behind in scholarship. Have a conversation with the Dean as soon as you have concerns to develop a plan for supporting your colleague. You might also ask for advice for how to share your concerns with your colleague in the departmental letter regarding their work. It is difficult to convey bad news, but we should keep the candidate's interests in mind. The candidate will not improve if they do not know what the department thinks are their weaknesses (in whatever area). By all means, you should emphasize the candidate's strengths, however it would be irresponsible for you to write positive annual review letters that make no mention of significant concerns and then have the midcourse letter say that the candidate is not on track for meeting the criteria for promotion and tenure.
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. It might help to preface remarks with what "hat" you are wearing: colleague, chair, senior faculty member, etc.

2.3 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 is still the review for promotion to full professor, or the post-tenure review, but even with these, there is a large shift in one's relationship to a faculty member after tenure. The vitality of a department depends on the continued energy, productivity, and intellectual edge of all faculty. Make an effort to 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 senior tenured faculty to participate. 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. Life crises or significant transitions are normal. Be as supportive as you can during these changes. You can also consult with the Dean about any concerns you have; he or she can play an important supporting role — to you, to the faculty member, or to both.

Post-tenure review must be completed prior to the application year for sabbatical and can be a great opportunity to praise a colleague's continued leadership and strengths, as well as note any concerns that may have arisen since granting of tenure/promotion. The Dean, in consultation with the chair, may request a post-tenure review at any time.

In whatever stage they are, tenured colleagues are a great resource. They might 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.

2.4 Role of Non-Tenure Track Positions

Types of non-tenure track appointments.

A non-tenure track faculty may be a one-year visitor or a 20-year veteran. In general, everything we've said about integration into the department for untenured faculty applies here.

Non-tenure track faculty contribute in important ways to Rollins and your department may oversee several types of positions. Non-tenure track faculty may be a short-term visiting professor or a continuing, full-time lecturer or artist in residence. The types of positions available at Rollins are outlined in the Faculty Handbook. Whatever the position, non-tenure track faculty should be integrated into the department where possible, and should always be treated with professional regard and consideration. Remember that all full-time, non-tenure track faculty have voting rights and should be encouraged to attend all faculty meetings.

Orienting new faculty in non-tenure track positions.

New faculty in non-tenure track positions need as much help at the outset as do tenure-track faculty. Visitors 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. If you have a number of new people coming in, enlist help from other members of the department and/or the administrative assistant. You should also inform them of the resources available in the Endeavor Foundation Center for Faculty Development for professional development around teaching.

Place in the department.

Should non-tenure track faculty be included fully in departmental matters and meetings? The answer may vary according to the type of position and specific situation. Invite them to meetings and department events, while also making clear which are professional obligations and which are extended as a matter of courtesy. If you are uncertain what level of obligation (e.g., advising, overseeing independent studies, etc.) are appropriate for a particular type of non-tenure track position, you should consult with the Dean.

Evaluation.

All full-time faculty, including non-tenure track faculty, visitors, lecturers, instructors, and artists in residence are reviewed annually on their *teaching* following the annual evaluation schedule for tenure-track faculty. Attention/support and discussions about teaching, therefore, should be similar to those for tenure-track faculty.

Adjunct instructors are not in the College review system, but you should review 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. You, or someone in your department, may need to visit a class. Not only will this help you to assess where you can be helpful in ensuring a successful course, and whether you would wish to rehire that person if a future opportunity arises, but also an adjunct searching for a tenure-track position may be grateful for a letter of recommendation from someone who has observed their teaching.

2.5 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 complete your proposal to request a replacement line in a timely way for a seamless transition. But asking a colleague about retirement plans can require sensitivity. 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 Faculty, who will consult with the chair as needed. The retiree should also talk with the Director of HR for issues regarding incentives and benefits after retirement.

Involvement in the department after retirement.

Emeriti faculty can be a great resource for the department. Some retirees look forward to some teaching (on a visiting basis), and this can be a significant help to the department. Sometimes there is other work for the College where they can help out. 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, or 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 and the College. It is the custom at Rollins to have a celebratory event in honor of retiring faculty at the end of the academic year. 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 first step is to speak with the retiree about who they would like to give the toast at the last faculty meeting of the academic year and at the reception hosted by the President at Barker House. The retiree might also appreciate a smaller gathering, perhaps off-campus, to celebrate with colleagues and alumni. Furthermore, the department might wish to host an art show, a symposium, a musical performance, or some other event in honor of the retiree as part of the celebration. Here are the main tasks involved.

- Speak early with the person retiring to firm up the date and place, and to learn about their vision of the event.
- Line up the speaker(s) for the toast. This is perhaps the most important part of the event.
- Plan for a gift (up to $100) from the current members of the department. It's nice to have some lasting token of the department's farewell.

2.6 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 courses, etc. Give the student(s) a hearing and listen to the story.

- Take careful notes so that you can refer to them in any conversation you may have with the faculty member.
- Ask the student(s) if they have already tried to resolve the problem by talking with the professor directly. If not, encourage them to do so. If they do speak with the professor, then ask them to come back and tell you how it went.
- Occasionally students say they fear retaliation, so don’t be surprised if they say they are afraid to speak with the professor themselves and ask you to do it. If the student(s) would like you to talk to the professor about the issue, and you think doing so is appropriate, determine what level of confidentiality they would like you to maintain regarding their conversation with you.
- Assess the level of severity of the problem. For example, is this a problem of personality

conflict, or is a student's education being seriously compromised? Determine whether or not you need further information. Reviewing past Course and Instructor Evaluations (CIEs) is a good practice and can help you determine if the student(s)' concerns have everbeen raised in the past. You may also want to ask the student(s) if there are others who share their concern or who witnessed the incident(s) they are complaining about and if those students would be willing to speak with you.

- At the end of your meeting, ask the student to create a written timeline of extents and make note of specific behaviors/actions that they feel to be unprofessional and forward to you. This is so that the student does not have to re-tell their story to multiple people.
- When you talk with a faculty member about issues raised by students, be sure to present your comments as "student perceptions." 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 student perceptions in line with reality.
- Circle back to the student(s) and let them know that you have raised their concerns with the professor and share the solutions that you and the faculty member have discussed. If the student is not satisfied with your response to their concerns let them know that can always make an appointment with the Associate Dean of Advising or the Director of Holt Student Services (if it is a Holt class).
- If the situation is particularly troubling, and you're not sure what to do, seek counsel from the Dean or the Director of Holt Student Services (if it is a Holt class).
- If students report that a faculty member is missing multiple classes, please contact the Dean. This can sometimes be a sign that the faculty member is dealing with problems outside of work that need attention.
- If the student's complaint refers to sexual harassment you should immediately contact the Title IX coordinator (407-691-1773), who will assume responsibility for that complaint.
- Should a parent contact you directly, you must have FERPA permission to speak with them (this can be found on the student's DegreeWorks page). If the parent is angry orabusive, direct them to the Associate Dean of Advising, never try to engage an angry parent on your own.
- Sometimes students bypass the chair and go directly to the Dean's office to complain about a course or a professor. Sometimes parents will call the Dean to complain about a grade. The Associate Dean of Advising will always contact the faculty member in these situations and discuss ways to address the student/parent concerns.

Grade Appeals

If a student wishes to appeal a final grade the chair will be called upon to mediate between the professor and the student. The policy for grade appeals can be found in the Academic Regulations section of the catalogue. The student must first try to resolve the issue with the professor before contacting the chair. When you meet with the student:

1. Ask them how they have tried to resolve the concern with the professor.

2. If they have unsuccessfully tried to resolve the matter with the professor, gather all of the pertinent information – syllabi, grades, email correspondence with professor etc. — and review them with the student.
3. Contact the faculty member and let them know that the student is pursuing a grade appeal in their course. Discuss the appeal with the faculty member and try to come to agreement about the merits of the appeal. At this point the faculty member may change the grade or they may determine that the grade is accurate.
4. If the student is not satisfied with this outcome, instruct them to meet with the Associate Dean of Advising who will take over the process from here. If it is a Holt class the student should be directed to the Holt Student Appeals Committee.

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 this 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 severity of the complaint and take into account factors that may be contributing to conflict and/or misunderstanding.

Listen to the faculty member's concern and take careful notes.

If you believe that the concerns are confined to a personality conflict between colleagues of equal stature (i.e., rank) it can sometimes be useful to remind the faculty member that we are all here to serve the students and that we don't have to like each other, but we need to respect each other's commitment to our students. HR will also provide mediation if requested.

If you or the faculty member believe that there are issues of harassment, review College Policy K1 1014 Title lX: Sexual and Gender-Based Harassment and Related Misconduct together and discuss referring the matter to HR. You should also make an appointment for you and the faculty member to see the Dean.

If you believe the concerns fall under the category of a Title IX complaint contact the Dean and the Title IX coordinator immediately.

Unfortunately, these situations can lead to ongoing discomfort in the workplace and therefore need to be handled with appropriate care. It is probably best to seek advice from the Dean sooner rather than later.

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

The custom at Rollins 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 that of the faculty member themselves, or it might be that of a family member. Consult with the Dean for anything that goes beyond a couple of days of difficulty. Some possible accommodations include:

- dropping a course entirely and absorbing the students elsewhere;

- hiring a temporary visitor/adjunct to teach the course; or
- having one or more colleagues cover classes (If a faculty member acquires a significant overload by covering a colleague's course, additional compensation or a course release is not automatically granted, but you should consult with the Dean on that question).

If a faculty member will be absent more than a week, the Family and Medical Leave Request Form, available at the Human Resources website, should be completed. Oftentimes a faculty member will let you know that they are experiencing difficulty and need some time to deal with the issue. However, sometimes they are not aware how their performance is being impacted by their illness. If you have concerns about a faculty member's health or wellbeing, it is best to contact the Dean who can work with HR to provide resources to the faculty member.

2.7 The Department Major/Minor 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). This is an area where the big picture is very important, and where the big picture is easily lost. Some things to consider are listed below.

- What are the goals of the department's curriculum — for majors, minors, non-majors?
- How does your department curriculum fit in with the mission of the College?
- 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 careers in your discipline?

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;
- changes to the general education curriculum or other aspects of the College as a whole have created opportunities for curricular revision; and/or
- the department hasn't considered the curriculum as a whole for 10 years or more

Consider talking about the curriculum in the context of a departmental review. (See above for more on departmental reviews and self-studies.) Whether or not you do a review, the occasional half-day or day-long departmental retreat off campus can 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 one up. Some departments have found it useful to have these retreats in an off-campus location, or to bringin an outsider to facilitate the discussion. Some examples of department retreat activities are provided below.

- The Department of Sociology used conference room space (at no cost) at Osceola House (home of the Winter Park Institute) for its curriculum redesign retreat and invited the Endeavor Foundation Center for Faculty Development Director as an outside facilitator.
- The Department of Anthropology held its retreat at a local culinary school, which included a cooking class followed by meeting time.
- The Department of Communications scheduled a retreat day at Second Harvest Food Bank, including a morning service activity, followed by lunch and a meeting in their board room.

Disciplinary associations often have helpful resources to direct curriculum review, including reports with recommendations for undergraduate majors in your field, or names of experienced external reviewers. Journals focused on the scholarship of teaching and learning in your field may also have useful articles about curricula or components (e.g., capstones, introductory courses). Other department chairs within the Associated Colleges of the South (ACS) may also have helpful advice. We sometimes attempt to reinvent the wheel when others may have thought out similar processes before.

Getting curriculum revisions approved.

Once your department has come to consensus on revisions, you will need to shepherd your proposal through Curriculum Committee approval. Any changes made to departmental majors and minors must be submitted to the full Curriculum Committee for approval. New major(s) or minor(s) also have to be approved by the full faculty body. At the start of the revision process, *contact the Curriculum Committee chair to learn about timeline, what materials one should provide, and to get on the meeting agenda. Be aware that the Curriculum Committee schedule fills quickly. You will also want to review College Policies KI 1003 Creation-Revision of Academic, Non-Credit, Collaborative Programs and KI 1002 Substantive Change for other institutional approvals and communication that may be needed.*

For changes to majors or minors map, please include:

- *A clear explanation of changes with rationale*
- *Red line edits to catalogue copy*
- *Red line edits to current major/minor maps*
- *Any relevant new course proposals (will be reviewed by New Course Subcommittee first – see information below)*

You (or a designated department member) will need to be present at the Curriculum Committee meeting where your proposal is considered, and be ready to address questions and concerns. Typical questions from the Committee often relate to the rationale for changes, the ability of the department to provide the new curriculum with existing resources, and strategies for helping continuing students finish the old curriculum or transition to the new curriculum.

If the Committee votes to approve your revisions, you will work with *the* Office of the Registrar to get changes made in the Catalogue, Banner, and DegreeWorks.

Program changes that are approved will take effect the following fall, with changes made to the catalogue and DegreeWorks over the summer. Students who have already declared the major/minor prior to approval are allowed to choose to complete the old curriculum or the new curriculum.

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

- a faculty member wants to do something new,
- a new faculty member is hired with different areas of specialty,
- students have expressed interest in a new offering,
- the department is looking to connect with College needs (e.g., courses that will fulfill a competency).

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.

Note that if you are at all unsure about the permanency of a new course, you can offer it as a special topics course two times without a formal proposal to the Curriculum Committee. For new regular courses, which will be added to the *College Catalogue* and given a permanent number, the sponsoring faculty member will need to submit a proposal to the Curriculum Committee. The forms for new courses are found here. Solicitations for Intersession and Maymester courses will come from the Registrar's Office in early Fall and early Spring, respectively. Faculty interested in proposing a field study are encouraged to be in contact with the Office of International Programs a year in advance to allow time for that approval process to take place.

Course proposal and change forms are typically due by December 1 for the following academic year. All new course proposals should be submitted to the Registrar's office (registrar@rollins.edu), who will circulate documents to the New Course Subcommittee of the Curriculum Committee for approval. In addition, this committee must review proposed changes to existing courses, including changes to name, course level (e.g., 100, 200), course description, pre-requisites, or co-requisites.

The New Course Subcommittee will review course proposals on a rolling basis through the fall semester. Deadlines for changes effective in the following year typically fall in January. Consult the submissions guidelines on our R-Share site for exact dates. Please keep in mind that faculty who submit course proposals after the fall semester may still offer a topics course in the following academic year.

Most of the courses you will be developing will be for your own program, but your department is also responsible for serving the general education curriculum, which includes Foundations Seminars, Competency courses (MCMP, FCMP, BCMP, ECMP and WCMP), RCC, and Honors Degree Program courses. Planning and development of these courses should be done in consultation with the Associate Dean of Academics. You may also be offering classes that serve the Holt general education curriculum. Please consult the Registrar or Holt dean to see what types of general education courses are needed by Holt students.

New Foundations Seminars are proposed using a different form for review by the Associate Dean of Academics with oversight by the New Course Subcommittee. Faculty are encouraged to consult the rFLA Faculty Resources webpage for course development tips, including information on the learning outcomes incorporated at each course level. Faculty proposing courses in divisions other than the one where they are appointed will need to contact the other division chair for approval before submitting the course to the Associate Dean of Academics.

2.8 Demonstration of Learning and Assessment of Student Learning Outcomes

Demonstration of Learning (DoL) and assessment of student learning outcomes at Rollins are guided by three essential questions: Are our students learning? How do we know they are learning? and How does what we know allow us to improve learning? The DoL process at Rollins is ongoing and one that is inquiry-based, outcomes-oriented, and focused on the interpretation of results to improve teaching and learning. It is a faculty-driven effort to assure that discipline-based values and teaching practices are aligned with the College's mission of empowering graduates to pursue meaningful lives and productive careers.

Rollins is regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees. The DoL process aids the College in meeting SACSCOC requirements for institutional and programmatic effectiveness. Some departments hold additional external accreditations[1] and these assessment needs are also met through DoL reporting efforts.

The regional reaffirmation of accreditation review process is a College-wide project that consists of multiple points of exchange between the College and the Commission. This process is coordinated by a College committee of faculty and staff, the Accreditation Leadership Team (ALT), with oversight provided by the Office of the Vice President for Academic Affairs and Provost. As part of its commitment to continuous improvement and high quality, all academic and administration programs of the College follow an annual assessment cycle. As part of this initiative, every academic program conducts an annual assessment of programmatic learning outcomes that is documented by reports filed in the DoL data system by June 15th of eachyear.

The DoL initiative provides an opportunity to learn more about what our students are learning, and to make desired improvements to the academic program or student-based departmental culture. Each academic program has a trained member, who may or may not be the department chair, assigned to complete the annual DoL report. Training, available from the Assistant Provost for Institutional Effectiveness or members of the DoL faculty advisory team, includes advice on creating thoughtful and efficient assessment plans. Support for assessment resources and questions can be found by contacting your divisional DoL faculty advisory team liaison, the Assistant Provost for Institutional Effectiveness, or the Director of the Endeavor Foundation Center for Faculty Development. Effective Fall 2019, Rollins licensed Xitracs™ software for use as an assessment information system. Assessment tools and resources, literature, software training instructions, and reference materials, as well as programmatic assessment plans, results reports, and associated evidence documents are available on the Xitracs site. Please contact Toni Holbrook for permissions to your program’s materials.

Effective assessment projects do not need to take on *everything* in an academic program at once, nor do results-based improvement interventions need be onerous. Each program is responsible for assessing a minimum of two, and no more than five goals annually. At least one primarygoal should be assessed each year for longitudinal comparisons and all other goals should be assessed at least once every five years. Goals are often tied to the American Association of Colleges and

[1] Rollins also holds accreditation from multiple national organizations, please click here to learn more these accreditations: http://www.rollins.edu/ir/facts-figures/accreditation.html.

Universities (AAC&U) Liberal Education and America’s Promise (LEAP) learning outcomes. Some goals are more permanent and others may reflect a specific program’s area of concern for a few years.

Each academic program is required to hold at least one meeting annually to discuss assessment; the notes from this meeting are recorded as evidence and must be uploaded to the DoL data site along with each year's assessment report. Given the mid-June deadline for the DoL process, many programs hold these meetings in the fall semester to review the data from the prior year and set goals for the current year. Some departments hold an additional meeting late in the spring to discuss the data/results before the final report is submitted in June. Data collection and reporting is an important part of the process. For example, the keeping of notes from brainstorming sessions, departmental immediate and future goals/needs, student artifacts, rubrics, and alumni information are all helpful. Good assessment plans are focused and provide "feedback loops" that can be invaluable in determining where you can best, and even most efficiently, effect improvement in your academic program.

2.9 Course Scheduling.

Course scheduling is one of the most difficult, and most important, tasks that you are responsible for as chairs. It calls on you to balance the interests, skills, and preferences of your faculty with the needs of students and the larger College. The better relations are within the department, the easier it will be to work out this balance in an amicable way. The Associate Dean of Academics and the Registrar are also good resources to help you plan. In general, we emphasize two central principles that should guide your process: *student needs have to come first* and *sharing the load* of less desirable tasks will lead to better long-term relations. Faculty members may want to compress their schedule to two days, avoid classes in the morning or on Fridays, etc. These preferences have to take a back seat to student needs, and you will often have to be the one to facilitate this process.

Well-timed messages from the Registrar's Office will keep you on track with procedures for preparing a roster of courses for the upcoming year, and your department administrator can be a key resource in coordinating the process among faculty members and the registrar. 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.

<u>Introductory courses.</u> Intro-level courses often have the largest enrollments and the broadest range of students in terms of ability and interest. Some faculty love teaching the introductory course in the department, others may find it an intimidating challenge, and others may be weary 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*.

<u>Upper-level courses</u>. 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 ensure 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 upper- and lower-level courses. Another challenge is balancing the

number of offerings such that there are enough to meet the needs of majors/minors for graduation, but not so many that courses don't maintain enrollments. The Registrar has designed Argos reports that can help you with course planning, for example, calculating how many students are in your major who still need a capstone course. Your administrative assistant can also help with gathering this data.

Courses contributing to the General Education Curriculum. In addition to serving one's own majors and minors, departments should consider the best way to contribute to the CLA and Hamilton Holt general education curricula, including Foundations Seminars, RCC, Honors Degree Program offerings and Hamilton Holt General Education. These courses are a good opportunity for some departments to recruit majors and minors. In general, each faculty member should aim to offer one course in the general education curriculum per year. If you believe that your department will encounter hardship in contributing to the program, speak with the Associate Dean of Academics, who may help you to generate creative solutions.

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 entry-level or non-major 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. Certain student populations also have scheduling pressures that we should be aware of – athletes, Bonner leaders, science majors, music majors, etc.

Look at the previous year's schedule and enrollment figures; the Registrar's Office can provide you with historical enrollments to see if there were any problems, or if it might serve as a model. You might be tempted to repeat last year's schedule, but most of the time, you will need to make some adjustments to changing student populations and needs. Having a good working relationship with the Registrar, Associate Dean of Academics, and Dean of Holt (if applicable) will make this process move more smoothly. You might want to have guidelinesin place for balancing the various student and program needs, which would help to make sure everyone is on the same page. Examples of possible guidelines include: that each semester, you will offer two 300-level courses; that each semester, the department will offer a course for non- majors; that no timeslot in the matrix includes more than one course in a given subfield, and so forth.

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 publishes 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. For example, someone in your department may be in a position to teach a required course in an interdisciplinary program, like Latin American and Caribbean Studies (LACS) or Sexuality, Women's, and Gender Studies (SWAG). Such teaching contributions are very important to the College, even while they may 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 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.

Finally, if you have a major/minor in the Holt School, you must consider the needs of this special population. Courses must be scheduled in the 4:00-6:30 p.m. or 6:45-9:15 p.m. timeslots. Some sections may also be taught on Saturdays. Many Holt students find it challenging to make the 4:00 p.m. classes, so consider this when scheduling courses.

The Schedule Matrix. Keeping courses within the standard schedule matrix makes things much easier for Registrar's Office, our students, and all departments. A class that goes "off matrix" can make a classroom unavailable for other standard time slots, and can make it hard for students to find other classes that don't conflict. Courses that go off matrix have to be approved by the Associate Dean of Academics. We have three time slots that are reserved for RCC/rFLA courses, and a common hour (TR 12:30-1:45 p.m.) that is left free of classes. Do your best to fill all of the available time slots before doubling up in others. For undesirable time slots, use the principle of *sharing the load* and rotate them. More students than you may imagine actually need and want 8:00 a.m. classes to accommodate work or athletics. Each department and program *must* schedule at least one 8:00 a.m. course for every 10 sections offered each term. Please refer to the Course Scheduling Guidelines distributed by the Registrar each term.

Course caps and reserved seating. There are no official guidelines on course capacity, though most departments set their standard caps at 22-24 seats, with smaller caps for lab, community engagement, studio, writing, and capstone courses. Maximum course enrollment is 29, with Dean's approval necessary for anything higher.

It is good practice for departments to reserve a number of seats in lower-level courses for incoming first year students in the fall, or for first- and second-year students for spring classes. These requests should be communicated to the Registrar before the final schedule goes live for pre-registration. There are no College rules about the number of seats to save for first-year students, but it is in the best interest of the department to make as many seats available to first-years as possible without creating difficult situations for returning students.

For some departments, the allocation of classrooms is a critical and contentious issue. Certain rooms, such as language and science laboratories or art studios, are dedicated for specific purposes. The Registrar's Office does the best job possible to assign classrooms equitably, but timely communication about potential problems can make a big difference in the teaching and learning experience.

Complicating factors.

You think you've got everything figured out, and then one of the scenarios below happen.

- A person goes on leave for one or more terms (sabbatical or family 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 reassigned in the latter portion of the term preceding the leave; contact the Director of Academic Advising Support, Tiffany Griffin, to help with this process.
- A person has course release time for a specific College task. Be proud that someone from your department has been asked to take on one or more of these, at the same time that you try to figure out how to make up for the gap in departmental offerings. Your first temptation might be to cancel a general education course, but remember our shared responsibility to offer courses that students will need to graduate on time. The Associate Dean of Academics can help you to compare demand in your major against general education needs.

Producing the final version of the schedule will take time, and may require multiple stages of negotiation, not only internally to the department, but also across the College. Always check the schedule for errors at each stage, including caps, times, days, pre-requisites. Following the first and even subsequent submission of schedules, the Dean and the Registrar's Office may ask you and other departments and programs to make changes based on the distribution of available seats across the year. It is good to be as accommodating as possible, but you will also need to consider the impact of such changes on majors and on the department schedule as a whole.

2.10 Enrollment Management

At the close of each registration period, you will be able to see enrollment numbers for the courses being offered. The Dean and the Registrar monitor course enrollments, and will contact you if they notice red flags. Below are some of the ways these problems are typically handled.

Not enough seats.

If there is too much demand for a course or courses in your department, students may be contacting the specific instructors or department chairs for accommodation. Instructors and chairs can use waitlist data maintained by the registrar to make strategic decisions regarding course demand and whether or not additional seats are needed. Some departments centralize waitlists for high demand classes with multiple sections (like modern language sections), and others leave all decisions up to individual instructors. You also may face additional requests when entering first-years or transfers are looking for courses that they need to start or continue in a major.

Ask the professor whether s/he would be willing to let in another student. This is only feasible if the number over-enrolled is relatively small, and the designated classroom, if applicable, has sufficient space. Discourage over-eager faculty from letting in too many students (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 professor perspective. As noted above, maximum course enrollment is 29, with Dean's approval necessary to go above this.

Keep the course cap as originally set. If the number of students needing a course is extremely high, speak with the Dean and the Registrar about the possibility of adding another section of the course. Perhaps a department member teaching an under-enrolled course can change their course roster, a faculty member could teach an overload, or perhaps the Dean would be willing to hire an adjunct to teach that section. In other instances, it might be in the best interest of the students, department, and faculty to channel students into another course.

During spring pre-registration for the fall semester, you may be surprised to see classes fill quickly – try to avoid overenrolling introductory courses and cutting into spaces otherwise reserved for first-year students. The Dean and the Registrar may be counting on a certain number of open seats for first-year students in planning for the upcoming academic year. Consider whether, instead, upper-level students can be nudged into upper-level courses for which they have pre-requisites. You may need to explain this to your department faculty. You may also see a lot of adding and dropping during the first few days of the semester, and these changes can often accommodate a small number of waiting students.

Too many empty seats.

The Dean and Registrar monitor enrollments throughout preregistration, and any course with fewer than 10 students enrolled will raise a red flag and may be cancelled. Such courses are always considered on a case- by-case basis and much depends on if the course is required for graduation, how will cancelation impact graduation timeline for students, and whether this a new course offered for the first time. If there is very low enrollment during pre-registration, you might wish to advertise courses through email to advisors or through campus flyers. If the course will be taught by a visitor or new hire, you could share information about the instructor. If the course is still under- enrolled after all students have registered, it might 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.

If a class is cancelled after registration, the Dean will advise the faculty member and department about options for maintaining a faculty member's workload. These may include options such as teaching a Foundations Seminar (if needed), taking on a fourth course in the next semester, teaching a Maymester course on load, or teaching an online internship class on load.

Is there a pattern of a faculty member often getting low enrollments? If so, it is time to have a conversation; is there a way to re-conceptualize courses so that they will draw more students? Consider reviewing the frequency by which a regularly under-enrolled course is offered. Maybe instead of offering the course every semester, it should be offered once per year or even every other year.

Is there a pattern of many courses in the department, not specific to any faculty member, getting low enrollments? See the section on "The Department Curriculum" for some questions that could guide a wider departmental conversation.

2.11 The Needs of Your Majors/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, especially in the first week of the semester and during pre-registration times. Below 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.)

Speaking with new majors; assigning advisors.

Students can declare a major/minor via FoxLink, but many of them will request to meet with the chair of a department to discuss the curriculum or work on a four-year plan to see if a major/minor change or addition are possible. In addition, students may request specific advisors via FoxLink, but chairs will need to approve these, and in some cases, assign an advisor. It is a good idea to have a system for assigning advisors to even the load across faculty members. Keep in mind that faculty who are teaching RCC will have a set of 18 new advisees in the fall, and will often not be able to "launch" all of them for two or three semesters. Advise departmental colleagues who have heavier advising loads to decline new advisees, and to steer students toward faculty with lighter advising loads.

For sabbaticals and leaves, you may also need to get involved in lining up a substitute advisor, as faculty on leave are not responsible for advising. You can work with the Director of Undergraduate Advising Support, Tiffany Griffin, to make these changes. When the faculty member on leave returns, it is appropriate for former advisees to return, unless they are happy where they landed.

Substitutions and approvals for courses taken elsewhere.

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 in these matters. If you're unsure about what you should allow, talk with others in the department; the previous chair may be of special help. Some departments have a written (or unwritten) policy that has been developed regarding substitutions. For one-time substitutions for one or two students, you can use the course substitution/exception form on the Registrar's website (the password is "deptchaironly"). If there is a course that you decide to accept towards a requirement for a large number of students, you can contact the Registrar's Office to have the exception added to DegreeWorks.

Students who are planning to study abroad or take classes at another college will have to have major/minor substitutions approved in advance, and will bring you the "Permission to Study outside of CLA" form. You can review the course descriptions and any other material the student provides to make a decision about whether and how an outside course will be counted on your major/minor. *It is always the major/minor department chair who approves outside courses on the major/minor*, even if the requirement is from another department (e.g., a Chemistry course required for Biology majors) or if the substitution is from another department.

Students in CLA may also use the "Permission to Study outside of CLA" form to take one class in Holt each year. This can be especially useful for majors/minors that use the same curriculum across CLA and Holt. Holt students may also need to take a course offered outside of the Holt schedule. You may want to reserve several seats in the CLA schedule for Holt students if this is helpful for your students.

International Programs

As noted above, students who are planning to study abroad will have to have major/minor substitutions approved in advance, and will bring you the "Permission to Study outside of CLA" form and the course description/other course materials. It may be helpful to know that Approved Semester Study Abroad Programs are initially reviewed and approved through the Curriculum Committee and are designed to align well with Rollins academic programs so that students can do a full semester abroad and stay on track towards the degree. These programs are assessed again every three-to-five years by the Global Initiatives Committee, and, if there are concerns about academics, by the Curriculum Committee as well. This means that in general, the courses on these programs are of good quality and are roughly comparable to Rollins courses. That said, there are many differences in pedagogical norms, credit systems, and course numbers and International Programs is always happy to provide you with further information about a program, specific courses, or even records of past course-approvals if that is helpful. You may also want to speak to a prior Chair or senior members of your department to gain some familiarity with the courses and programs that have historically worked well for your majors/minors. If your department makes changes to policies regarding which courses can be fulfilled abroad, it is helpful to let International Programs know, so that they can advise students appropriately. It is also helpful to let International Programs know if you have concerns about any programs your majors/minors are participating in or any programs that you feel are particularly well-suited to your degree programs.

Social occasions.

Different departments have different customs for socializing with students. It's commonto have one gathering a year to which all majors are invited, and perhaps also a reception for seniors or one for recently declared majors. 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, ask around for ideas about what other departments do. It's nice to have a gathering at a faculty home, but on-campus venues (e.g., The Boathouse) or off-campus establishments are also possible. Our human resources department reminds us that when we invite students into our homes, we personally take on the responsibility for their safety and liability for any accidents. They especially stress that we should not serve alcohol to students, even those of legal drinking age, in our homes.

Department clubs.

Some departments have lively, active clubs, while in other departments the club has been moribund for years. A department 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. Registered student organizations can receive funding from the Center for Inclusion and Campus Involvement (CICI), if they complete the student organization registration process in the first four weeks of the semester. 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 Center for Career and Life Planning (CCLP). But the department should also be a resource for majors. You might 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 might have a web-page devoted to information for undergraduate majors). You might want to make up a list of the professions that alumni of your department have entered. R-Compass can provide some funds and assistance in creating career focused materials and a career page for your website. Consider having an annual session for majors yearly, where you (and others in the department) talk about graduate school and careers — this will save you time spent on multiple individual conversations, or incorporate this information into a required course.

Advisor Reassignment Protocol

When an advisor is about to go on sabbatical or leave, the institution works with advisees to identify a new advisor prior to sabbatical. The advisor sends the Registrar a list of their advisees' new advisor preference prior to the start of the next semester.

In the event that a new advisor is **not assigned prior** to faculty going on sabbatical…

Declared majors – Director of Advising and Academic Support Services (DAASS) sends list of declared majors to the chair of the department of said major. Chair is responsible for making new advisor assignments according to department protocols. Chair makes a list of new advisor assignments and forwards to the Registrar for processing prior to the start of the next semester. Registrar processes new advisor assignment.

"**Exploring-major**" – Director of Advising and Academic Support Services (DAASS) sends list of exploring-majors to the chair of the department of said major. Chair is responsible for making new advisor assignments according to department protocols. Chair makes a list of new advisor assignments and forwards to the Registrar for processing prior to the start of the next semester. Registrar processes new advisor assignment.

"**Exploring**" **students** – DAASS reassigns all "exploring" students among members of the entire Rollins Community based on interests and to ensure timely graduation. DAASS sends Registrar list of new advisor assignments for processing. Registrar processes new advisor assignment.

Awards.

Most departments have awards designated for majors (or for work done in the department). There are a variety of tasks involved in the presentation of awards, depending on their criteria. You will receive a notice from the Dean's Office early in the spring semester with the list of the usual awards presented, and a list of eligible students and their grade point averages (GPAs). You should make time to discuss and select award winners with your department before the information is due in March. Your department administrative assistant is responsible for printing any certificates and requesting checks for monetary or scholarship prizes in time for the award ceremony in late April. Awards presented at this celebration include seniors who have won the top divisional awards. Individual departments or divisions will host separate award celebrations for the recipients of departmental awards.

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: Admissions, Marketing and Communications, Career and Life Planning, and the Dean's, VPAA|Provost's, and President's Offices. 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 alumni/ae. 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. Alumni accomplishments may also form an important part of your Demonstration of Learning (DoL) reporting (see section below).

Information to keep track of:

- honors projects (student name and title of project),
- conference presentations,
- notable internships (during college or post-graduation),
- non-Rollins awards,
- graduate and/or professional school admissions (note multiple offers),
- graduate and/or professional schoolfellowships/assistantships, 3rd party (e.g., National Science Foundation, NSF) graduate fellowships, and
- notable post-graduation jobs.

Contact with alumni.

It's great for majors to have a chance to listen to and talk with alumni who have gone on and done interesting things. You might occasionally make an effort to bring back alumni 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 the College's Alumni Weekend provides good opportunities for such a gathering, although fitting a gathering into the busy schedule for that weekend can be challenging. Contact Alumni Relations if you need contact information for alumni, or if you have ideas for an alumni event.

3. The Day-to-Day Tasks

3.1 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 payoff will come later, when that person in turn can rely on the help of others."

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

- club advisor, organizer of social events for majors;
- information on internships, careers, and/or graduate school in your discipline;
- information about achievements of current students, alumni;
- supervising student worker(s), e.g., department secretary, lab assistants;
- updating the department webpages and bulletin boards;

- assessment data;
- some of the tasks involved in a faculty search;
- arrangements for guest speakers; and/or
- contact person for admissions, transfer students.

In the course of your time as chair, your department may be working on projects such as a position request, curriculum changes, external reviews, or administrative requests related to College initiatives. Delegation of some of the work, such as collection of data or drafting/editing documents, can be incredibly helpful in managing time and meeting deadlines but also in terms of faculty development. For pre-tenure colleagues, definitive projects are helpful for demonstrating service to the department in tenure and promotion documents.

When dividing up tasks, play to the experience and strengths of individual faculty members. For example, if a previous chair has been working on the Demonstration of Learning (DoL) annual assessments they might continue in this role. 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 is 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.

3.2 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. Often, time can be saved by settling straightforward matters through e-mail. Conversely, discussing complex issues through email can waste time.

Why meet?

Even with much departmental business taken care of via e-mail and/or individualconversations, and even knowing how busy everyone is, it's good to meet occasionally as a department. It helps to keep everyone talking with each other, helps keep everyone on the same page in terms of issues in the department, and it can help 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 almost anything that is not susceptible to a quick yes or no answer. Noted below 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 must be submitted to the Curriculum Committee.
- 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.
- Event planning (for majors, speakers, information sessions, etc.).
- Course scheduling for the next year (see section on course scheduling)
- Enrollment: if you've got a problem with regard to 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.
- Assessment: You might invite Toni Holbrook, the Assistant Provost for Institutional Effectiveness, or your divisional liaison to discuss your department's assessment plan in the context of college-wide assessment.
- Program enhancement: department members may have good ideas about how the department can take advantage of competitive resources (e.g., Thomas P. Johnson Distinguished Scholar funds) to enhance the departmental goals.
- Department awards: at least once during the academic year your department will work together to select award winners
- Other campus programs: You will also receive requests from various administrators and staff from offices like the Wellness Center, Center for Career and Life Planning, Center for Leadership and Community Engagement, the Hub, etc.

And, of course, there are some things, like searches, that definitely require a meeting.

How often to meet?

Most departments meet once a month or so, or at least twice a semester. It's convenient to ask people to keep a certain slot open every month (refigured at the beginning of each year), with you letting people know at least a week or more in advance whether or not you'll be meeting and what the agenda will be.

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 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 ensure 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).
- Meetings should be inclusive which may require you to facilitate opportunities for junior faculty to be heard.
- 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.

3.3 Working with Support Staff

The daily life of the chair can be made easier through effective partnership with your administrative assistant. As chairs change every three years, it is a high probability that your administrative assistant has worked with multiple chairs and is the keeper of invaluable historic knowledge. Always remember that they should be treated with professional regard and consideration. (*Hint*: Administrative Assistant's Day is in April.) One of the first meetings you should have is with your administrative assistant. Take care to care to determine their particular strengths. What kind of work do they take pleasure in? What previous experience do they have that might be tapped?

Depending on the size of the department, you may share your administrative assistant with another department. Open communication between the two chairs is critical for completing payroll and annual evaluations. It is also important during the academic year as one department might have a temporarily greater need (e.g., during a search). You may also have specialized staff, such as technicians or laboratory managers, whose duties with descriptions are available through HR. The payroll and annual evaluation system are identical to that of the administrative assistants. Student workers often aid the department and work with the administrative assistant.

Tasks for which you will want to get help.

Administrative assistants are part of a campus network (complete with handbook) and are trained to use many of the campus systems including Argos and Banner. Janette Smith in the Dean's Office acts a liaison and can provide one-on-one support for administrative assistants. Below are some examples of common tasks you might ask your administrative assistant to complete or supervise a student worker to complete. Those at the beginning of the list may be more appropriate for a student worker if the items are not confidential.

- Photocopy, pick up and sort mail, organize/maintain departmental bulletin boards.

- Complete errands around campus – picking up exams from Accessibility Services, checking out/returning library items.
- Stock common supplies – department letterhead, office supplies, or printer paper.
- Help with events – ordering food, room reservations, chair set ups, promotion email/posters
- Help maintaining the department website.
- Coordinating student employees in the building.
- Taking meeting minutes.
- Ordering – desk copies, travel items, campus maintenance requests.
- Help keeping up-to-date with various campus deadlines.
- Organize and input data of various sorts – scheduling courses, departmental assessment plan.
- Assist with administering or tracking the departmental budget.

Remember that your administrative assistant is taking on work requests from a number of different people. Keep in mind that requests should be made with reasonable time to complete them. Some times of the year are busier than others and your administrative assistant may have more on his/her plate than usual. Some departments have found “work request” forms or logs useful for helping staff keep track of requests. Make sure that all department members have a good understanding of what staff can be asked to do and what falls outside their responsibility. The list below has examples of tasks that are outside of the purview of administrative assistants.

- Running personal errands (e.g., picking up laundry, dog walking).
- Writing/proctoring exams.
- Covering a class.
- Watching a faculty member’s child or pet.

Evaluating staff.

The chair has responsibilities in the pay and evaluation process for their support staff. TimeClock Plus WebManager is part of the campus payroll system. For non-exempt (hourly) staff, the chair is responsible for approving reported, worked hours at the end of each pay period. For exempt (salaried) support staff the chair is responsible for approving vacation (Personal Time Off, PTO) hours. Have no fear, if something is not quite correct HR will send an email with instructions to remedy the situation.

The staff performance planning and appraisal program occurs early in the summer. HR will send a notification with instructions for the process, including use of Reviewsnap, in April. Your administrative assistant will begin the process by completing a self-review and you will be notified by email when the self-review is completed. The staff evaluation process includes setting goals each year and evaluating the success in meeting the prior year’s goals. This is often a good opportunity to sit down with your staff member and talk about ways they might wish to develop professionally. Are there new tasks they might like to work on, or are there resources or training they would like to help them do their job better? After you have met, it is time for you to complete the review. Several notes about timing. The review is typically due June 30. If your administrative assistant is on a 9- or 10-month contract, their review should be complete prior to their departure for the summer. If you are starting your first year as chair, it is helpful to discuss with the outgoing chair who will complete the review. The system stores prior reviews so it is helpful to review these the first time you are writing one. HR is helpful in answering questions about the process, including how evaluations might impact pay.

3.4 Budgets and Finance

Managing the departmental budget.

Once you've been appointed chair, you will be responsible for the departmental budget. The first order of business is working with the Finance Department to obtain access to the budget and codes. Argos reports include both detailed and summary information for all spending and can be accessed at any time (*Note*: VPN access is required) or are periodically emailed to you. The Finance staff can train you to use Argos directly to look at specific transactions. Argos reports are updated nightly but are often inaccurate as there is a lag time between purchase and reconciliation. Every department has at least one unrestricted budget (basic departmental operating budget) and often restricted budgets (e.g., endowed funds). Bill Short, Associate Vice President for Finance & Assistant Treasurer, is an excellent resource for learning more about how you might spend restricted funds and/or reinvest funds for better annual yields.

The fiscal year runs from June 1 to May 31. As of June 1, Argos will note the amount allocated for spending for the fiscal year. If you overspend your budget, the amount will be deducted from your account in the next fiscal year. Rollover funds (the amount you did not spend) appear later in the summer as audits for the prior year are completed and are often referred to as"carryforwards" or "carryforward funds." Information regarding the annual departmental budget is available from the office of the Dean. Requests for increases in departmental budgets are solicited by the Dean in September. Note that increasing the size of the department (faculty or students) does not mean an automatic budget increase. A request must be made with supporting data, including connecting to the mission of the College and/or strategic initiatives.

The budget line items are at the discretion of the department chair and can be changed as needed by working with the financial analysts in Finance. These budget lines are guidelines – you can over- or under-spend – as long as the department stays within its annual budget overall. Departments may find it useful to review and adjust the budget line allocations every few years to see if they are still useful and accurate. Departmental funds unspent in one fiscal year are carried forward into the next. Requests for money from the Dean's office will be viewed in the context of available carryforward funds. If your department regularly has a large carryforward of unspent funds, you will be less likely to have a budget increase approved. If you have a significant budget carryforward, let the Dean know that you are saving for something.

Many department chairs rely on their administrative assistants or other support staff to manage the budget. These staff are trained in Argos and have experience reconciling College Purchasing Card (P-Card) statements. However, the ultimate responsibility for approving expenditures falls to the department chair and these approvals occur via Chrome River.

Transparency of the budget is related to the culture of the department. Department chairs may choose to share the total amounts, or specific line items/categories, budgeted and spent for current and prior academic years. However, as the person who sees the big picture, you will need to be generally aware of expenditures as department members make requests.

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 questions about this contact Jeremy DiGorio in Finance, or for payroll issues, Kathy Custer in HR.

Managing transactions.

Depending on the item being purchased there are different methods of payment. For on-campus (e.g., bookstore, dining services, or print services) purchases, a budget code may be used. Purchase requisitions and orders can be used by working with Purchasing. Receipts may be submitted for petty cash (not including travel or entertainment) or via a reimbursement in Chrome River. A College P-Card may be used where credit cards are accepted. If you do not have a P-Card, it is a good idea to get one, and use it for any eligible expenses, to reduce reimbursement paperwork. All receipts must be submitted according to Purchasing Department Policies and Procedures.

Reconciliation of receipts is often completed by the departmental administrative assistant with the chair approving the transactions. Purchases made by the chair are approved by the Dean's office. As chair, you have signatory power for all the accounts associated with the department.

This may be in the form of a signature on paper or an electronic signature. All expenses are approved via the Chrome River Expense Management platform via a web browser or via an automated email sent to you. There are detailed training materials and how-to videos located on the College's learning management platform (currently Blackboard and transitioning to Canvas). For further questions about Chrome River, please contact Accounts Payable at ext. 2108.

The Finance Department website maintains current information about policies and required forms. For questions regarding expenses related to hiring contact Human Resources.

Appendices

Sample Faculty Position Request Form

Faculty Position Request Form (this link will take you directly to the online form)

- I am requesting a faculty position for academic year: (select one) (list will populate on the actual form)
  Name of the person filling out this form:
- Dept. Please select your department from the drop down list:
- Position title. Title of the requested position:
- Does your faculty teach in an interdisciplinary major or minor?
- Please list any competencies your department teaches (B Comp, F Comp, W Comp, M Comp)
  Does your department offer a major or minor in Holt?
- Please select the interdisciplinary **minor**(s) below in which faculty from your department teach. (list will populate on the actual form)
- Please select the interdisciplinary **major**(s) below in which faculty from your department teach. (list will populate on the actual form)
- Select your department below to see the number of Honors, RCC, and rFLA courses offered in service of the college during the past three academic years (list will populate on the actual form)
- Does your department offer graduate courses?
- How many graduate courses does your department offer on average per year?
- Does your department offer Holt courses?
- How many Holt courses does your department offer on average per year?
- For the Visiting Assistant Professor position, please indicate how many years you anticipate for the position
- Type of position requested: (drop down list will appear)
  If you answered other to the previous question, please explain the type of replacement position here:
- Please provide the name of the person retiring from the Department.
- Anticipated courses this person will teach in the major:
  Describe the departmental expectation for this person to teach service courses (such as RCC, rFLA, Honors, courses required by other majors).
- How will the addition of this position advance the Mission of the College?
  How might this position benefit other departments?
  Make a case for why your department needs this position now
- (for example - to cover major courses, to cover service courses, department is currently missing a necessary area of expertise)
- Diversity how. How do you envision this new faculty position enhancing the diversity of your department's membership, curriculum, and/or co-curricular activities?
- Has your department considered how a more diverse and inclusive faculty might attract the ethnically diverse population of students that we know will be the next generation of college students?
- Has your department held open conversations about the ways in which these changing demographics can/will/should affect your decision-making, not only about hiring faculty, but also about the design and implementation of curriculum of your department?
- What financial resources could be used to fund this position? (for example - retirement, sabbatical savings, etc.)
- This is the end; if you need to make any changes, please select the back arrow. Please call me with any questions regarding the survey, Janette 407.646.2175 or email me atjxsmith@rollins.edu

Sample Teaching Observation Template

Date:

Faculty Member Name: Time/Place:

Course Name/No.:

Organization:

Attentiveness:

Participation:

Unique qualities:

Areas of improvement:

Notes

Search Committee Checklist

FACULTY SEARCH CHECKLIST
This checklist applies to searches for all full-time faculty, including tenure track faculty, lecturers, visitors, artists-in-residence, executives-in-residence, and entrepreneurs-in-residence.

Preparing for the Search

For searches beginning in 2018-2019, the hiring department will have a search strategy, addressing building a diverse pool and avoiding implicit bias, approved by the Dean of Faculty and the VPAA|Provost before the end of the prior spring term.

_____ Upon notification of an approved search the Department Chair sends the Dean:
_____ Ad copy delineating position requirements and any desired qualifications
_____ Selection Criteria
_____ Composition of Search Committee (must include one member from outside the department)
_____ Planned Outreach (where you want the ad placed and how long it should run)
_____ Dean meets with department chair and a representative from Human Resources to provide feedback on selection criteria, ad copy and planned outreach.
_____ Position will be posted on Rollins employment website and advertisements will be placed. Human Resources will be responsible for placing and paying for approved advertising.
_____ Prior to commencing the candidate screening process, search committee will meet with the Dean and a representative from Human resources to receive guidance on:

- strategies for conducting a successful search,
- legal issues, and
- use of the Rollins applicant management system

Candidate Screening

_____ Once application window closes, HR will provide search committee chair and Dean with a report summarizing applicant pool demographics to assess diversity of the pool and determine if additional outreach is needed.
_____ Search committee will commence screening of candidate application materials based on selection criteria and identify candidates to be included in initial round telephone, skype or in person screening interviews.
_____ List of candidates identified for initial round interviews will be forwarded to the Dean for review and feedback.
_____ Dean will review the diversity of the pool of candidates identified for preliminary screening interviews and assess with search committee chair whether inclusion of additional candidates is desirable.
_____ Search committee will commence screening interviews. Human Resources will notify the remaining candidates that they have not been selected to advance in the search.
_____ Active reference checks will be conducted by the search committee prior to advancing any candidate as a finalist.
_____ Search committee will advance list of finalists to the Dean for review and approval prior to scheduling any on-campus interviews. List should also include names of those candidates who

were interviewed in preliminary round along with a short explanation of why they were not advanced as a finalist.

_____ Dean reviews, seeks clarification on disposition of any candidates if needed, and approves finalists.

Finalist Interviews

_____ On-campus interviews will be scheduled by academic department.

_____ All finalists' schedules to include interviews with the Dean, VPAA|Provost and Diversity Council representatives.

_____ Once a finalist has been identified, the search committee will advance the name of the selected finalist to the Dean, along with explanation supporting selection of that finalist.

_____ Dean will confer with search committee chair regarding any questions or concerns relating to the selected candidate.

_____ Chair of the search committee will meet with the VPAA|Provost and Dean to discuss the search committee recommendation.

_____ Dean will advance final candidate to VPAA|Provost for approval.

_____ Dean will consult with HR regarding appropriate salary and extend job offer.

Sample Ads

Assistant Professor Sociology

Position Summary:

The Department of Sociology at Rollins College invites applications for the position of tenure-track Assistant Professor of Sociology, beginning August 2018. Area of specialization is open, with a preference for candidates who can contribute expertise beyond that of our current faculty (see our department website at www.rollins.edu/sociology). The successful candidate will teach a regular load of six courses per year, including a range of courses for majors and non-majors, one course yearly for the general education program, and either Research Methods or Sociological Theory on a yearly basis. Candidates should be able to contribute to the mission of the department which emphasizes the enduring presence of race, class, and gender inequalities.

Ph.D. in sociology at the time of appointment is preferred; A.B.D. considered. The successful candidate must be committed to excellent undergraduate teaching and maintain an active program of research and publication.

Through its mission, Rollins College is firmly committed to creating a just community that embraces diversity and inclusion; persons from historically under-represented minority groups are encouraged to apply. All candidates should be prepared to address (in the online application and interview) their ability to contribute to and sustain a diverse and inclusive environment through their teaching, scholarship, and/or service.

Rollins College is a comprehensive, liberal arts college located just north of Orlando, FL, a diverse metropolitan community with a thriving economic and cultural scene. Nearby, Orlando International Airport provides easy access to U.S. and international destinations. The College emphasizes innovative and quality teaching in small classes, and ranks number one among 121 Southern master's-level universities in the annual rankings of "America's Best Colleges," released by U.S. News & World Report. Please visit the College website at www.rollins.edu.

Special Instructions to Applicants:

To apply, please submit an application and upload the following materials:

1. Letter of application describing teaching and research interest
2. Curriculum vita
3. Sample of scholarly writing
4. Statement of teaching philosophy
5. Evidence of teaching effectiveness

Three letters of reference should be sent directly to: Dr. Amy Armenia, Search Committee Chair, aarmenia@rollins.edu

A department representative will be at the ASA Employment Fair in August to speak to interested candidates. Review of applications will begin Sept 15, 2017.

Our Values:

Rollins seeks to foster and to model a campus environment that is welcoming, safe, and inclusive to all of our administrators, faculty, staff, and students. We view differences (e.g. nationality, race, gender, age, sexual orientation, socioeconomic class, physical ability, learning styles, perspectives, etc.) not as obstacles to be overcome but as rich opportunities for understanding, learning, and growth.

Through its mission, Rollins College is firmly committed to creating a just community that embraces multiculturalism; persons from historically under-represented minority groups are therefore encouraged to apply. Rollins does not discriminate on the basis of sex, disability, race, age, religion, color, national or ethnic origin, ancestry, marital status, veteran status, sexual orientation, gender identity, gender expression, genetic information, physical characteristics, or any other category protected by federal, state, or local law, in its educational programs and activities.

Assistant or Associate Professor, Dance

Position Summary:

The Department of Theater and Dance invites applications for a full-time, tenure-track position at the rank of assistant or associate professor to begin in August 2017.

The successful candidate will serve as Director of our dance minor and offer courses for both majors and non-majors for our department and in our general education curriculum. We seek candidates with expertise in dance in a variety of styles and at all levels. Our expectation is that the successful candidate will excel at teaching and mentoring students who are broadly diverse with regard to race, ethnicity, socioeconomic status, gender, nationality, sexual orientation and religion.

We are particularly interested in candidates who have expertise in musical theatre dance, choreography, jazz and tap. The successful applicant will join a student-oriented department that emphasizes collaboration and the connections between practice and theory in a liberal arts setting. Responsibilities include teaching dance technique, dance history, choreographing musical productions and producing a dance concert during the academic year, as well as additional general education courses in specific areas of expertise.

An MFA and/or a record of significant professional experience are expected; previous teaching experience at the college level is strongly preferred. PhDs with similar training are also invited to apply.

As our department and college are committed to the liberal arts ethos, candidates should demonstrate an ability to work collaboratively both within the department and across disciplines.

Founded in 1885, Rollins is an independent, comprehensive, liberal arts college. The campus, noted for its lakefront beauty and for its unique location, is set in the residential community of Winter Park, just 15 minutes from one of the nation's most dynamic urban centers, Orlando. Rollins enrolls approximately 3,200 students in diverse degree programs at the undergraduate and graduate level. Rollins ranks number one among 128 Southern master's-level universities in the annual rankings of "America's Best Colleges," released by U.S. News & World Report. For additional information, please visit the college website at www.rollins.edu.

Special Instructions to Applicants:

To apply, please submit an application and upload the following materials:

1. Letter of interest: Rollins is committed to creating a just, diverse, and inclusive learning community. In your letter, discuss how you can contribute to this commitment through your teaching, scholarship, service (at the college, community and professional levels), and presence on campus. Include examples of ways you have already addressed this commitment in your previous and current experience or would like to in the future.
2. Curriculum vitae
3. Statement of teaching philosophy
4. List of references with phone and e-mail contact information on application

Review of applications will begin immediately and continue until the position is filled.

Competitive salary. Rollins offers a generous benefits package featuring comprehensive health insurance coverage, generous paid time off, retirement savings plan with generous employer contribution, full tuition waiver after one year for employees, spouses, domestic partners and dependents.

To be considered, applicants must be legally authorized to work in the U.S. and for Rollins College at time of employment. Well-qualified applicants requiring sponsorship of work status will beconsidered.

Our Values:

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Through its mission, Rollins College is firmly committed to creating a just community that embraces multiculturalism; persons from historically under-represented minority groups are therefore encouraged to apply. Rollins does not discriminate on the basis of sex, disability, race, age, religion, color, national or ethnic origin, ancestry, marital status, veteran status, sexual orientation, gender identity, gender expression, genetic information, physical characteristics, or any other category protected by federal, state, or local law, in its educational programs and activities.

Assistant Professor Biology

Position Summary:

The Department of Biology at Rollins College invites applications for the position of tenure-track Assistant Professor of Biology, beginning August 2018. Area of specialization is open, with a preference for candidates who can contribute expertise beyond that of our current faculty (see our departmental website at www.rollins.edu/biology)

The successful candidate will have a demonstrated commitment to teaching excellence in a liberal arts institution and the ability to maintain an active program of research involving undergraduate students. Fruit fly systems are not permitted. Teaching responsibilities will include genetics, an advanced course in the area of expertise, participating in our team-taught Introductory Biology series for majors, and developing and teaching a general education course for non-science majors. Ph.D. in the biological sciences and post-doctoral experience required.

Rollins College is a comprehensive, liberal arts college located just north of Orlando, FL, a diverse metropolitan community with a thriving economic and cultural scene. Nearby, Orlando International Airport provides easy access to U.S. and international destinations. The college emphasizes innovative and quality teaching in small classes, and ranks number one among 121 Southern master's-level universities in the annual rankings of "America's Best Colleges," released by U.S. News & World Report. Please visit the college website at www.rollins.edu.

Special Instructions to Applicants:

To apply, please submit an application and upload the following materials:

1. Letter of interest, including a statement of teaching philosophy
2. Curriculum vita
3. Transcripts
4. A research summary with a list of non-routine equipment needs for research

Three letters of recommendation should be sent directly to:

Dr. Fiona Harper, Search Committee Chair at fharper@rollins.edu

Questions may be directed to the same address.

Review of applications will begin October 1, 2017 and continue until the position is filled.

Our Values:

Rollins seeks to foster and to model a campus environment that is welcoming, safe, and inclusive to all of our administrators, faculty, staff, and students. We view differences (e.g. nationality, race, gender, age, sexual orientation, socioeconomic class, physical ability, learning styles, perspectives, etc.) not as obstacles to be overcome but as rich opportunities for understanding, learning, and growth.

Through its mission, Rollins College is firmly committed to creating a just community that embraces multiculturalism; persons from historically under-represented minority groups are therefore encouraged to apply. Rollins does not discriminate on the basis of sex, disability, race, age, religion, color, national or ethnic origin, ancestry, marital status, veteran status, sexual orientation, gender identity, gender expression, genetic information, physical characteristics, or any other category protected by federal, state, or local law, in its educational programs and activities.

Sample Job Criteria

Selection Criteria for Chemistry TT Search for AY 2017-18

- Required Ph.D. in chemistry or related field with specialization in biochemistry or bioorganic chemistry.
- Demonstrated proficiency in current pedagogical practices with potential to excel in the classroom - preference to candidates with prior teaching experience or completion of a faculty preparation program
- Demonstrates an understanding that a liberal arts education includes a student-centered undergraduate experience, introduction to the different ways of knowing, and a broader understanding of the world.
- Shows potential to effectively educate and mentor a diverse student population. Articulates the ability to contribute to and sustain a diverse and inclusive learning and working environment at Rollins.
- All interactions with the members of the Rollins students, staff, and faculty should be respectful, responsive, and professional.

Selection Criteria for Sociology TT Search for AY 2018-19

Primary:
- Specialization in subfield that increases breadth of department offerings.
- Evidence of teaching excellence, interest in teaching innovation.
- Ability to contribute to department focus on inequalities, especially related to race, class, and gender, and college mission of diversity and inclusion.
- Ability to teach either Research Methods or Sociological Theory.
- Record of scholarly activity showing strong potential for future publication.
- Experience with, interest in, and/or appreciation of liberal arts model.

Secondary:
- Potential to contribute to other department/program offerings.
- Interest in high impact practices, like collaborative research with students or community engagement.

Selection Criteria for Biology TT Search for AY 2017-2018

- Ph.D. in the biological sciences and post-doctoral experience, with a minimum of one publication in a peer-reviewed journal in the past five years.
- Demonstrated proficiency in current pedagogical practices with potential to excel in the classroom - preference to candidates with prior teaching experience.
- Ability to develop an independent undergraduate research program on a budget - preference to candidates with interests that expand the sub-disciplinary diversity of the department. Candidates that use fruit flies as a research model will be not be considered,

due to our inability to support their research facilities.
- Demonstrates an understanding that a liberal arts education includes a student-centered undergraduate experience, introduction to the different ways of knowing, and a broader understanding of the world.
- Shows potential to effectively educate and mentor a diverse student population. Articulates the ability to contribute to and sustain a diverse and inclusive learning and working environment at Rollins.
- All interactions with the members of the Rollins students, staff, and faculty should be respectful, responsive, and professional.

Sample Questions on Diversity and Inclusion

Please describe how you would work to create a campus environment that is welcoming and inclusive of students, faculty and staff with diverse identities and perspectives?

Describe how you function and communicate effectively and respectfully within the context of varying beliefs, behaviors, and backgrounds?

What is your definition of diversity? How do you encourage people to honor the uniqueness of each individual? How do you challenge stereotypes and promote sensitivity and inclusion?

Describe efforts you would take to improve the learning environment to better meet the needs of students who have been historically marginalized in the USA, such as the Native Americans, African Americans, Latinos, Asians, and other communities?

Describe your experience in serving or teaching underrepresented communities.

How do you define social justice?

Describe a situation in which you encountered a conflict with a person from a different cultural background than yours. How did you handle the situation? (Please be specific)

Tell us about a time you took responsibility/accountability for an action that may have been offensive to the recipient and how you did that.

What do you see as the most challenging aspects of an increasingly diverse academic community? Follow-up question: What initiatives have you taken to meet such challenges?

What kinds of leadership efforts are needed to encourage a commitment to excellence through diversity?

In what ways have you integrated multicultural issues as part of your professional development?

Talk about how you have addressed students or colleagues who have made remarks that are insensitive to individuals from marginalized communities?

What are some specific things you are going to do within the next two years to further your development in cultural competency?

How does your own identity impact your work with a diverse staff and student body?

Sample Student Evaluation forms for Candidate Teaching Demonstration

XXX Teaching Evaluation Form
Rank the following (Circle one: 8 = best, 2 = worst)

1. Clarity: was this person easy to understand?	2 4 6 8
2. PowerPoint OR board work/visual aids Did the visual aids enhance the presentation?	2 4 6 8
3. Logical flow of ideas	2 4 6 8
4. Questions: Did this person respond well to and answer questions with ease?	2 4 6 8
5. Rapport / Enthusiasm Did this person interact with the class well and notice if people? were following/not following the discussion?	2 4 6 8
6. Would you like to take a class from this person?	YES NO

Score:_______/40

Sample Candidate Itinerary

CANDIDATE NAME
Contact Person: Laurel Habgood: 407-628-6344; Cell Phone: 407-767-6540
Gail: Adm. Asst. 407-646-2494; Pamela Mason: Adm. Asst.: 407-646-2223

<u>Sunday, November 13th, 2016</u>

Arrive Orlando International Airport – American Airlines Flight # 1027 – Arrival 1:03 p.m.
Take Taxi to Hotel

Hotel: The Alfond Inn at Rollins College
300 East New England Avenue
Winter Park, FL 32789
Telephone: 407.998.8090
Confirmation # 68210180

6:30 P.M. Dinner with Kasandra Riley and Laurel Habgood

<u>Monday, November 14th, 2016</u>

07:15 A.M. - 08:45 A.M. Breakfast with Ellane Park, meet in lobby

09:00 A.M. - 09:50 A.M. Meet with Debra Wellman, Associate Provost, Warren 107

10:00 A.M. – 11:00 A.M. Meet with Kasandra Riley, Bush 214C

11:00 A.M. -- 11:50 A.M. Teach CHM120 General Chemistry I, Bush 228

12:00 P.M. - 01:00 P.M. Lunch with students

01:00 P.M. - 01:30 P.M. Meet with Bobby Fokidis, Diversity Council, Bush 312B

02:00 P.M. - 03:00 P.M. Meet with Jennifer Cavenaugh, Dean of Faculty, Mills Bldg.

03:00 P.M. – 03:30 P.M. Meet with Paul Harris Bush 318

03:30 P.M. – 04:00 P.M. Meet with Pedro Bernal, Bush 367

04:00 P.M. -- 05:00 P.M. Meet with Laurel Habgood, Bush 218B

05:00 P.M. To Alfond Inn

06:30 P.M. Dinner with Dinner with Pedro Bernal and James Patrone

<u>Tuesday, November 15th, 2016</u>

07:30 A.M. – 08:45 P.M. Breakfast on own Downtown Winter Park. (reminder to bring bags to campus)

09:00 A.M. – 10:00 A.M. Meet with Ellane Park, Bush 118A

10:00 A.M. - 10:30 A.M. Meet with Pamela Mason, turn in receipts, Bush 110

10:30 A.M. – 11:30 A.M. Meet with James Patrone, Bush 173

11:30 A.M. – 12:00 P.M. Tour

12:15 P.M. -- 01:30 P.M. Research Presentation, Bush 164, entitled:

“*Preparation of Multifunctional and Responsive Materials by Post-Synthetic Modification of Inorganic Inclusion Compounds”*

01:30 P.M. – 02:30 P.M. Meet with Beverley Bridge, Chemistry Lab Manager, Bush 164

02:30 P.M. – 03:00 P.M. Meet with Christopher Fuse, Bush 167 (Student/Faculty Collaborative)

03:30 P.M. – 04:00 P.M. Final meeting with department, Bush 123.

04:00 P.M. Leave for Airport – American Airlines flight # 3672-departure: 6:59 p.m.

Guidelines Regarding Internal Candidates

It happens quite often that a person at Rollins College on a visiting appointment or in a lecturer line 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, it would be better to break the news sooner than to string them along through the rest of the search.
- Explain that it is the custom at Rollins College 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. 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.

- Internal candidates should follow the same interview process as external candidates. For example, they should not be observed teaching their own class for the teaching demonstration, since all candidates should be in a neutral group of students.

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 their 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.