ROANOKE COLLEGE

HANDBOOK

FOR

DEPARTMENT CHAIRS

2022-2023

This is a living document that may be updated at any time.
Check the header at the top of this page for the date of the most recent update.

Table of Contents

2022 - 2023 Calendar for Department Chairs

Updated on 8/16/22

Fall Term 2022

Aug. 1	Departments verify department information on web page and update department e-mail distribution listing
Aug. 20	Submission of dossiers for review for tenure and promotion
Aug. 30	Evening classes begin
Aug. 31	Day classes begin
Sept. 1	Deadline for proposals for courses to be offered the following Spring Term due to Curriculum Committee or GEC
Sept. 1	Request to Recruit - Authorization to Search proposal for all full-time positions for Fall 2023 due to Dean's Office
Sept. 7	Request for a Tutorial due to Dave Taylor
Sept. 7	Application for Departmental Honors for Fall term registration due to Dave Taylor
Sept. 12	Internship and Independent Study Section Request form due to Jeri Person by 12 Noon.
Sept. 12	Internship and Independent Study registrations for Fall term must be completed in Colleague by 4:00 P.M.
Sept. 12	Class syllabi due to department secretaries
Sept. 12	Faculty block schedule forms due in Academic Dean's Office (second Monday of the term)
Sept. 14	Class syllabi saved to One Drive for Syllabi
Sept. 15	Final changes to Spring 2023 courses offered list due to Dave Taylor
Sept. 15	FPA travel requests for October 1-December 31 due to Academic Dean (no later than September 15)
Sept. 16	Departmental programs assessment plans for 2022-2023 due to Coordinator of Assessment (Gwen Nuss)
Sept. 24	Submission of Department Chair's and Departmental Committee's Evaluation letters to the Academic Dean (tenure and promotion)
Sept. 24	Copies of Department Chair's and Departmental Committee's Evaluation letters provided to the candidate (tenure and promotion)
Oct. 1	Summer Session 2023 courses-offered list and budget requests for Summer Session due to Dave Taylor
Oct. 15	Rooms reserved in EMS for Fall final exams by department secretaries
Oct. 15	Classroom requests for Spring courses due to Registrar's Office
Oct. 15	Courses Offered List and Staffing Plan for 2023-2024 due to Dave Taylor
Oct. 17	Mid-term grades due in Registrar's Office no later than 12 Noon
Oct. 24	Faculty and Academic Advisors receive advising materials for Spring term pre-registration
Nov. 1	Deadline for proposals for program changes (major, minor or concentration) due to Curriculum Committee
Nov. 1	Textbook adoptions due for Spring courses
Nov. 10	Pre-registration for Spring, Intensive Learning and Summer terms begin – subject to change
Dec. 1	Inquire site created for Spring and Intensive Learning Courses
Dec. 15	FPA travel requests for January 1-March 31 due to Academic Dean (no later than December 15)
Dec. 15	Candidate's receipt of recommendations of Faculty Personnel Committee and the Academic Dean (for tenure and promotion to Associate Professor)
Dec. 19	Final grades due in Registrar's Office no later than 9:00 A.M.

Spring Term 2023

Jan. 10	Submission of pre-tenure dossier for review
Jan. 16	Martin Luther King Day Commemoration
Jan. 17	Classes begin
Jan. 20	Deadline for proposals for courses to be offered the following Fall term and May Term due to Curriculum Committee
Jan. 20	Request for a Tutorial due to Dave Taylor
Jan. 20	Application for Departmental Honors for Spring term registration due to Dave Taylor
Jan. 24	Changes to 2023-2024 courses offered list due to Dave Taylor
Jan. 25	Candidate's receipt of recommendations of Faculty Personnel Committee and the Academic Dean (for promotion to Professor)
Jan. 25	Internship and Independent Study Section Request form due to Jeri Person by 12 Noon.
Jan. 25	Internship and Independent Study registrations for Spring term must be completed in Colleague by 4:00 P.M.

Spring Term 2023 (cont.)

Updated on 8/16/2022

Jan. 27	Faculty block schedule forms due in Academic Dean's Office (second Friday of the term)
Jan. 30	Class syllabi due to department secretaries
Jan. 31	Requests for repairs/upgrades/renovations in all academic buildings must be submitted online through Shops Work Order Requests.
Jan. 31	Submission of Department Chair's and Departmental Committee's Evaluation letters to the Academic Dean (for pre-tenure review)
Jan. 31	Copies of Department Chair's and Departmental Committee's Evaluation letters provided to the candidate (for pre-tenure review)
Feb. 1	Candidate's receipt of President's recommendation (for tenure and promotion to Associate Professor)
Feb. 1	Class syllabi saved to One Drive for Syllabi
Feb. 6	Final changes to Fall 2023 courses offered list due to Dave Taylor
Feb. 15	Sabbatical requests for 2024-2025 due to FDC through Chair to Academic Dean
Mar. 1	Candidate's receipt of President's recommendation (for promotion to Professor)
Mar. 6	Mid-term grades due in Registrar's Office no later than 12 Noon
Mar. 13	Academic advisors receive advising materials for Fall term pre-registration
Mar. 15	FPA travel requests for April 1 – June 30 due to Academic Dean (no later than March 15)
Mar. 20	Rooms reserved in EMS for Spring final exams by department secretaries
Mar. 24	Fall term pre-registration begins - subject to change
Apr. 1	Textbook book adoptions due for Intensive Learning courses
Apr. 1	Inquire site created for Summer courses
Apr. 1	Academic Dean notifies pre-tenure and tenure/promotion candidate of review in following academic year
Apr. 1	Academic Dean notifies candidates for promotion to Professor of eligibility for review in the following academic year
Apr. 10	Academic Dean or Department Chair notifies candidate of nomination for promotion to Professor
Apr. 15	Changes to Academic Catalog due in Registrar's Office
Apr. 15	Candidate's receipt of Evaluation by Faculty Personnel Committee (pre-tenure review)
Apr. 15	Candidate notifies Academic Dean of desire to delay pre-tenure or tenure review
Apr. 20	Candidate for promotion to Professor notifies Academic Dean of intent to be reviewed in the following year
Apr. 25	In consultation with Academic Dean, Department Chair notifies pre-tenure and tenure/promotion candidate of membership of departmental committee and identity of committee chair
May 1	Textbook adoptions due for Summer courses
May 1	Candidate's receipt of Board's response to President's recommendation concerning tenure and promotion
May 3	Senior grades due in Registrar's office no later than 9:00 A.M.
May 6	Graduation
May 8	Final grades due in Registrar's office no later than 9:00 A.M.
May 15	Annual Faculty Self-Evaluation due to ePortfolio and respective Chair (no later than June 9 if faculty member is teaching in the May Term)
May 15	Chair's Annual Self-Evaluation due to ePortfolio and Academic Dean's Office
May 15	Intensive Learning Term begins
May 20	Classroom assignments for Fall courses due to Registrar's Office
Jun. 1	Annual Performance Evaluation for Full-Time Faculty due to the Academic Dean (no later than June 9 if faculty member is teaching in the May Term)
Jun. 1	Inquire site created for Fall courses
Jun. 5	Intensive Learning final grades due in Registrar's Office no later than 9:00 A.M.
Jun. 15	Textbook adoptions due for Fall courses
Jun. 15	FPA travel requests for July 1 – September 30 due to Academic Dean (no later than June 15)
Jun. 15	Annual Performance Evaluations for Part-Time Faculty due to Dave Taylor
Jun. 15-26	Department Chairs meet with Academic Dean to discuss annual evaluations
Jun. 30	Annual Assessment reports due to Coordinator of Assessment (Gwen Nuss)
Jun. 30	Department Annual Report due to the Academic Dean (including Annual Goals)

Section 1: Department Chair’s Role

Job Description for the Department Chair

Summary Description:
The department chairs are the administrative officer for the academic departments. They are primarily responsible for recruiting, supervising, and evaluating departmental faculty; for leading the department in matters of curriculum, planning, assessment, and student affairs; and for managing the budget, records, and workloads in the department. They report to the Dean of the College and work closely with the Dean to advance both department and College initiatives.

Responsibilities:
1. **Have primary responsibility for recruiting and supervising departmental personnel.**

   a. Lead in close consultation with the Dean in the effort to recruit highly qualified faculty for the department. Report to the Dean both the departmental consensus and their own recommendations.

   b. Monitor the effectiveness of all departmental faculty members and counsel with each regularly with regard to evidence of effectiveness in teaching, scholarship, and service. Complete an annual evaluation of each faculty member that candidly assesses performance, including recommendations for improvement.

   c. Provide candid evaluation of the strengths and weaknesses of faculty on a schedule as determined by rank (Refer to Sections 2.5 and 2.7 in the *Faculty Handbook*) and when tenure and promotions are to be decided.

   d. Advise the Dean concerning retention of non-tenured faculty, teaching associates, and visiting faculty.

   e. Work with the Dean or the Dean's designate on any issue related to the hiring of part-time faculty. Evaluate annually the teaching effectiveness of part-time faculty.

   f. Provide guidance and encouragement to faculty in their teaching, scholarship, creative work, and professional life.

   g. Oversee the recruitment and training of student assistants and any other departmental support personnel.

   h. Promote departmental morale.

2. **Lead the department in establishing a strong curriculum and scheduling departmental course offerings.**

   a. Initiate departmental planning for curriculum and major programs, and must endorse a proposed new course or program in order for it to be forwarded to the Curriculum Committee.

   b. Consult with other department chairs and other faculty about the development of interdisciplinary programs relevant to the department.

   c. Ensure that departmental courses and programs are evaluated on a regular basis, and that appropriate actions are taken after evaluation.

   d. Determine the schedule of courses to be offered, considering needs of the general college curriculum and special college programs.

e. Consult with the Associate Dean and the appropriate directors concerning the staffing of Intensive Learning, Honors, and General Education courses.

f. Supervise the teaching of Independent Studies and internships.

g. Seek adequate support for the departmental curriculum, including library holdings, supplies and equipment, and space.

3. **Lead the department in planning activities.**

   a. Initiate an annual planning and goal-setting process.

   b. Ensure that the department is in active pursuit of a set of goals that are supportive of College goals.

   c. Assess annually the department's educational outcome. Determine whether assessment results indicate program revisions. Incorporate plans for program enhancement into annual goals.

   d. Initiate periodic accreditation and Program Evaluation Process (PEP) reviews; maintain effective relationships with professional organizations and accrediting agencies. Incorporate accreditation and PEP recommendations into annual goals.

   e. Develop an annual budget request that supports departmental goals.

4. **Provide management needs for effective operation of the department.**

   a. Serve as budget manager for the department, making allocations within the department, approving expenditures, and keeping expenditures within the approved budget.

   b. Coordinate effective use of department facilities, equipment, and space. Consult with Dean about possible additions, renovations, and enhancements.

   c. Determine the type of file and record system needed for the efficient operation of and sound planning in the department, and is responsible for assuring that the system is maintained.

   d. Delegate responsibility for various duties among departmental faculty in an equitable fashion that provides high-quality service to students, faculty, and staff.

   e. Monitor the workload of all departmental faculty, and effect such adjustments as may be needed to distribute work equitably and discourage any faculty member from becoming overextended.

   f. Provide up-to-date information for department publications, websites, and catalog entries.

   g. In consultation with the Dean, work with other offices of the College including Admissions, Academic Services, Resource Development, IT, and Buildings and Grounds to meet the needs of the department and the College.

5. **Assign advisees to faculty in the department and approve the assignment of first-year advisees to faculty in the department.**

6. **Work with departmental members to establish procedures for handling student or faculty grievances and see that these procedures are followed when concerns are registered.**

7. **Have primary responsibility for maintaining excellence in the department, taking appropriate, timely action to ensure the highest possible standards of teaching, scholarship, service, student advising, and human relations.**

8. **Teach not less than half a normal faculty load each year.**

9. **Participate in Dean's Council.**

10. **Consistently demonstrate the "Qualities of an Excellent Department Chair."**

Appointment and Term:
Department chairs are normally appointed for a term of four years. The term may be renewed, but generally only once. At the discretion of the President and Dean, the term may be interrupted before the four-year period is over. During the final year of a chair's term, the Dean will consult with department members and obtain their recommendations prior to making either a reappointment or a new appointment. Occasionally it may be desirable to limit the term of appointment to some period less than the normal four years. When the chair and Dean agree on such an arrangement, the letter of appointment will specify the shortened term and any other special conditions of the appointment.

Qualities of the Excellent Department Chair

The excellent chair will demonstrate the following qualities:

1. **Integrity**. The chair should be a person of principle, trusted and respected by colleagues, students, and administrators.

2. **Leadership**. Successful leadership requires the chair to take initiative, provide inspiration, attend to departmental morale, and weld the departmental faculty into an effective community that is also well integrated into the larger college community. Key success as a leader is the personal example set by the chair as a teacher, scholar, and college citizen.

3. **"Followship."** As the organizational connector between departmental faculty and institutional administration, the chair must be an able follower as well as a good leader. The chair's opinions and best advice should always be expressed to the Dean and President, but when the latter meet their own responsibilities in making decisions, the chair will support those decisions without rancor. The chair should also operate within the confines of the instructions coming from the Dean and President as the latter carry out their proper supervisory roles.

4. **Stewardship**. The chair should take seriously the role as a steward of College resources. Effective budget control is an essential part of that stewardship. Equally important is the obligation to balance advocacy for the department with concern for overall institutional needs. The chair should avoid the temptation to exaggerate budgetary requests but should implement economies that stretch the departmental and institutional dollar.

5. **Problem-solving Ability**. A vital function of the chair is to find solutions to the wide variety of problems that arise in any department. The chair should not hesitate to seek advice from the Dean and others in trying to find solutions to difficult problems. The chair should take time, consider the options, talk to the appropriate people, and then decide.

6. **Communication Ability**. Communication is both a bonding and lubricating agent in the department, and the chair is primarily responsible for assuring that it takes place. The chair should make certain that all pertinent information reaches departmental faculty and students in a timely fashion, that administrators know about

the needs of and receive information from the department that department members hear without prejudice the rationales for major administrative decisions and policies, and that colleagues have open lines of communication with one another and with their students.

7. **Responsibility**. The chair should take full responsibility for the affairs of the department: meeting deadlines, supervising departmental faculty, and handling student concerns are but a few of the chair's responsibilities.

8. **Cultivation of Community**. The excellent chair always strives to build community, stressing continuously the importance of placing departmental interests above individual concerns and the imperative of seeing the department as a vital part of the larger college community.

9. **Commitment to Doing the Best Job Possible**. This ideal both guides and drives the outstanding chair in planning, learning, leading, managing, and decision-making. It calls for challenging personal and departmental goals, gives courage to make hard choices, and yields impressive outcomes. The chair who is committed to doing the very best job possible will be especially diligent in recruiting, evaluating, counseling, and retaining the department's most valuable resources - its faculty.

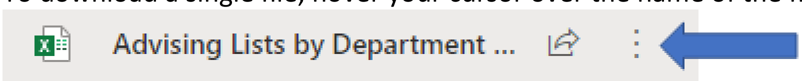
Section 2: Finding Information

One Drive for Department Chairs and Secretaries

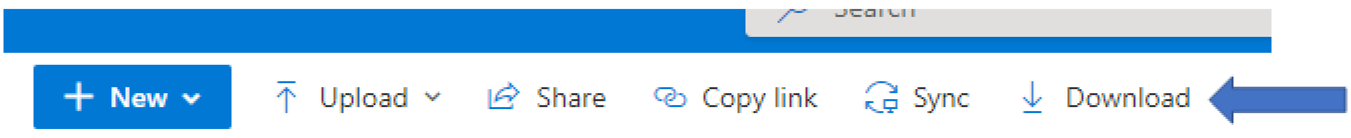
We have set up a shared One Drive folder as a repository for information and files often needed by chairs and secretaries. You should have received a link to the folder. If not, ask the Associate Dean for Academic Affairs and Administration.

Please do not modify documents on One Drive, without downloading them first. If you type into the files directly in this One Drive Folder, your changes will be automatically saved, and the original version of the file will be lost.

To download a single file, hover your cursor over the name of the file. You will see three little dots.



Click on the dots and choose Download. This should let you download the file to your own computer. Alternatively, you can download the contents of the entire folder by choosing the Download option at the top of the page listing the files.



Remember that Live Excel files require you to be on a computer connected to the College network. You will not be able to use them from home unless you have used VPN to log on to your office computer.

If you click on the name of one of the Live Excel files from the One Drive, you are almost always going to get an error message. Just download the file by clicking on the three little dots as shown above.

Who is in Charge of What

Academic Integrity: Sarah Hord

Academic Support Services
- **General**: Sharon Gibbs
- **RC Success and Academic Coaching**: Shannon McNeal
- **Accessible Education**: Becky Harman
- **Subject Tutoring, Writing Center, Academic Coaching**: Elizabeth Myers

Advising, assigning, training, all issues: Sharon Gibbs

Annual Evaluations of Faculty: Dave Taylor (see section in this Handbook)

Assessment: Gwen Ness (see section in this Handbook)

CIES/Student evaluation of Courses: Brandon Wolfe

Classrooms
- **Assigning classrooms to courses**: Jeri Person
- **Maintenance issues**: Housekeeping
- **Broad issues**: Registrar's Office

Complaints from Students: See section in this Handbook

Contracts for Faculty
- **Full-time faculty**: Jenna Alcorn
- **Part-time, summer, overloads**: Dave Taylor and Susan Rambo

Courses Offered, Staffing, Changes to Times, Instructors, etc.: Dave Taylor

General Education
- **Honors**: Skip Brenzovich
- **New topics, assessment, faculty development**: Bryan Parsons
- **Staffing, changes to section times, etc.**: Dave Taylor

Independent Studies, Internships, and Tutorials: See section in this Handbook

Maternity or Medical Leave
- Dave Taylor working with Human Resources

New Full-time Faculty
- **Contracts, moving expenses, start-up funds**: Jenna Alcorn
- **Orientation and First Year Faculty Series**: Dave Taylor

Pathways
- **Requesting funds and similar**: Travis Carter
- **Getting stipends at end of term**: Susan Rambo

Program Evaluation Process (PEP): Gwen Ness (see section in this Handbook)

Personnel Issues: Associate Dean for consultation; Dean for serious matters

Reimbursements
- **FDC grants, PLA fund, travel funded by FPA**: Susan Rambo
- **New faculty start-up funds, moving expenses, external grants, Dean funded initiatives**: Jenna Alcorn

Showcases for student work: Travis Carter

Summer Scholars: Travis Carter

Summer School, scheduling, contracts, etc.: Dave Taylor

Title IX
- **Report violation involving faculty or very general advice**: Dave Taylor
- **Report violation involving a student**: Amy Perkins in Student Affairs
- **Broad issues, training, etc.**: Dave Taylor or VP Teresa Ramey

Data that Departments Often Need and Where to Find It

The Dean's Office has developed a number of Live Excel files that pull data directly from Colleague. These allow you to avoid working directly in Colleague or Informer. Please do not ask the Registrar's Office or the Institutional Research Office to pull data that you can access yourself. If you are not sure you have tools to get the data you need, please contact the Associate Dean for Academic Affairs and Administration before going to another office.

- **Courses offered** in any term that is in Colleague - current, future, or past. The file provides information on sections, instructors, and enrollment. For the current term, current enrollments are shown. For past terms, end-of-semester enrollment is shown. By looking at past terms, you can find historical information on the number of sections offered and enrollments that may help you predict future needs. This information could be helpful in preparing for a PEP Self Study. Find **Courses by Term and Department** or **Courses by Term and Section Prefix** on the Chair and Secretary One Drive.

- **Rosters** for any course in any term. You can pull rosters for all CHEM courses in 2022FA or just for INQ-110-B1 in 2016FA with a single use of the Live Excel called **Roster of any Course**, which is found on the Chair and Secretary One Drive.

- **Declared Majors, Minors, or Concentrators** can be pulled with two Live Excel files. This may be useful to you in planning or in contacting your declared students. You can see classification and start date. Look on the Chair and Secretary One Drive for **Declared Majors** or **Declared Minors and Concentrators.**

- **Declared Majors and their courses** are Live Excel files set up to pull the names of your declared majors and the courses they have taken in your department. This file can help you predict how many seats you need in a particular course for a coming term. See the One Drive **for Live Excels list majors with their courses.**

- **Faculty Member's Teaching Schedule** can be found using the **Live Excel for Courses by Term and Department**. After you pull the data, filter on a particular faculty member by choosing Data, Filter, and then clicking the down arrow next to Faculty Name. Select the person you want.

- **Alumni** lists can be pulled using the Live Excel called **Alumni by major minor or concentration**.

- **Historical trends in enrollment or academic statistics**. Look at the Institutional Research webpages: https://www.roanoke.edu/institutionalresearch. Look especially at the section on Academic Statistics for Declared Majors by Discipline and Status. Spend a little time looking through these available tables and graphs before asking someone to pull fresh data for you.

- **Advising Lists** by department can be found using the Live Excel on the Chair and Secretary One Drive. This list can help you monitor loads within the department or contact all the students advised by a faculty member.

- **FERPA Permissions** can be found in Advising Engine in the section on Parent/Guardian Access.

- **Information on an individual student** is often best found using Self Service. Chairs and Secretaries should be able to see any student, so this is a fast way to find things like
  - RCID number
  - Current schedule
  - Advisor name
  - Declared programs
  - Departmental Analysis

  Remember that this information is nearly all FERPA protected. Do not share with other faculty unless they have a need to know.

Updated on 8/16/22

Colleague Help

Colleague is the College's primary database. It holds information on courses, students, employees, etc. As a department chair, you are granted permissions to Colleague. In general, you will find other interfaces have simpler ways to get data. Printing or exporting data directly from Colleague is clumsy. We have better ways to export information.

Before resorting to Colleague, explore Self Service and Advising Engine. These are usually the simplest way to find information on individual students. Your departmental budget is accessed through Self Service. Live Excel files developed by the Dean's Office (and available on the Department Chair and Secretary One Drive) pull data from Colleague in the relatively friendly interface of Excel. You also have permissions to Informer, which is a program that queries the Colleague database. Using Informer requires significant training. Most chairs and secretaries can avoid using Informer. If you believe that you need an Informer report, please contact an Associate Dean to see if the information is already available. If not, they can assist you.

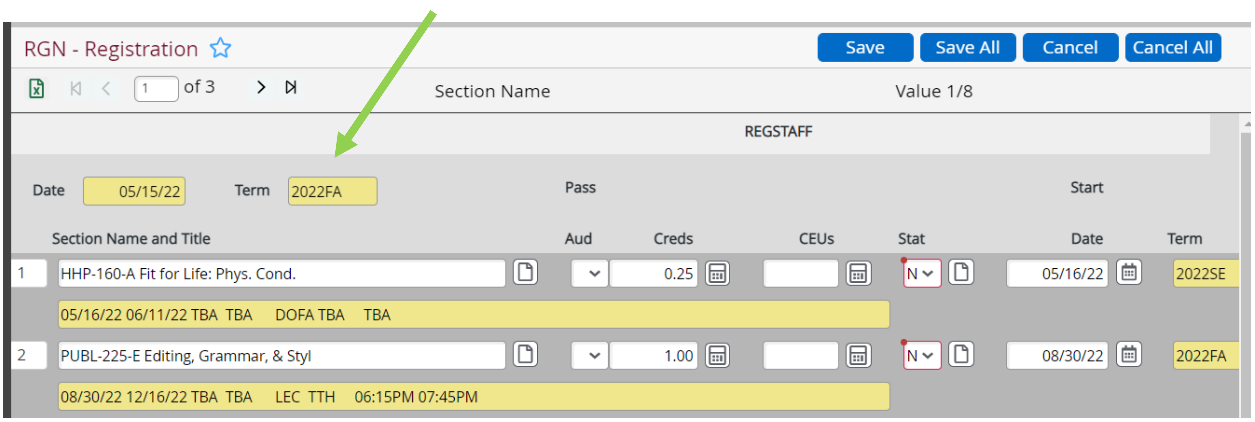
For at least one function, you will need to go into Colleague. You have can add students over cap to courses or add students to courses that are by permission only.

Here is a link to Colleague: https://colleagueui.roanoke.edu/ui/home/index.html
It can also currently be found on the Today page from the College's Inside webpage.

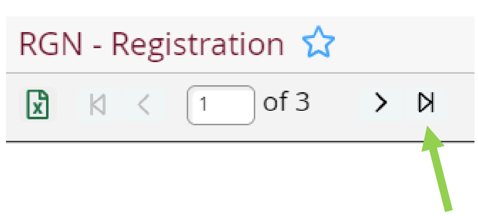
When Colleague opens, the default screen looks like this:

Notice that you can query by either Form or Person. You will almost always want to select Form. Type the abbreviation for the form/screen you want into the Search box.

Below is an image from the RGN screen for a particular student. Note that the date shown is the current date. The default semester, shown as Term, was 2022FA when this screenshot was taken. The list of courses includes one from 2022SE and then more from 2022FA.



If you want to register this student for a new course, click on the little arrow to go to the last screen listing courses for this student.



You should then see some open lines.

Click into an empty white box in the area where Section Name and Title are shown. To register a student for a course in the default term, type in an identifier like CHEM-406-TJ. Click your Enter key. The full title and other details should appear.

If you are not sure which section you want, you could type CHEM-406, without identifying the section letter. You will get a list of sections to choose from. If you want a term other than the default 2022FA, specify the term as you enter the course, e.g., 2022S3 CHEM-406-TJ.

If you have more students to register, click SAVE. This will keep you in RGN so that you can input another student's name. If you are all done registering students, click SAVE ALL. Clicking on CANCEL or CANCEL ALL takes you out of the screen without saving any changes you have made.

As department chair, you have permissions to register a student over cap for courses in your own department. You can also register students for courses like internships and independent studies that are permission only. Below are a few screen abbreviations that you might use.

Screen	Use
RGN	Register. See directions above for how to register a student.
XAS1	A screen that summer advisor's fill out when registering a student for their first term classes. You can find information on language placement. Also check out the comments.
TRER	Transfer Equivalency Report. Here you can see more information about the courses and grades a transfer student brought from other colleges. It may be useful in advising the student. On the first screen, enter the student's name at Student/Applicant, then hit SAVE. This takes you to a new screen. Change Output to Hold using the drop-down menu. Hit SAVE, and then on the next screen hit SAVE. You will eventually see a list of courses and the equivalencies assigned by the Registrar.
RSTR	Roster. Note that we have a Live Excel that exports rosters.
TRAN	Transcript. For an individual student, Self Service is far easier. If you want to use TRAN, gets someone to show you the selections you need to make on several entry screens.
FADV	Faculty Advisees. Or use the Live Excel
FSCI	Faculty Schedule Inquiry. Lists their courses. Or use the Live Excel
STSC	Student Schedule. Or use Self Service
STAD	Student Advisor. Or use Self Service

Section 3: Goals, Assessment, Reporting

Annual Goals for the Department

Doing the very best job possible requires a deliberately chosen course. Planning is vital. In the department, the chair must lead their colleagues into the future and must initiate and guide the planning process.

That process, if it is to work most effectively, will be essentially continuous. It will not be inserted intrusively at three- or five-year intervals into the department's normal, ongoing activities; the intervals will be short, and the process integrated smoothly into departmental operations. Planning, thus conducted, keeps constantly before everyone a clear sense of what the department is and what it is becoming.

A department is a part of the College, and its planning should reflect that fact. Departmental goals should be consonant with College goals and planning assumptions while reflecting the unique nature of the department.

Once each year, preferably in early May, the chair should lead the department in developing a set of goals for the following academic year. The set should represent the five to ten major accomplishments proposed for the department and serve as a foundation for preparing the departmental budget request. These goals may include:

- curricular improvements
- staffing changes
- scholarship
- assessment and PEP follow-up activities
- acquisition of equipment
- corrections of recognized problems
- other items

Annual Goals should be stated in language specific enough to permit the eventual determination of whether each goal has been achieved. The list of goals may well not include everything the department intends to accomplish. Particular attention should be given to initiatives that will strengthen and/or make the department's program more distinctive and to resources required to close the loop from outcomes assessment of the educational programs and from PEP recommendations.

The chair's yearly goals to the Dean of the College are due in June (see Department Chair Calendar) of each academic year as part of the Department's Annual Report. The Dean will review the goals with the chair in August, and final goals will be set by approximately September 1.

Annual Report

The annual report serves as a chronicle of the activities and accomplishments of the department for the academic year. While it will be used in the process of evaluation, its value goes beyond that. The complete annual report summarizes significant achievements of departmental faculty and students for individual faculty, other departments, members of the administration, and others who might be interested.

1. **Chair's Overview of the Year**: A narrative (one to two pages in length) composed by the chair describing highlights of the departmental year.

2. **Current Year Departmental Goals**: List the goals pursued by the department during the academic year just concluding and report on progress made toward achieving them.

3. **Next Year's Departmental Goals**: List the goals the department proposes to pursue during the next academic

year. Your proposed goals should reflect both departmental and College priorities. They should also reflect follow-up on PEP recommendations and the results of the assessment of Educational Outcomes.

4. **Progress Report of Program Evaluation Panel Recommendations**: A brief, itemized account of how each recommendation for the department from the Program Evaluation Panel has been or will be dealt with. (Only for departments in the two years following a PEP review.)

5. **Assessment Outcomes**:
   For each major program
   a. list the program-level learning outcomes for the major
   b. list responses to the three Analysis Questions from the program's Assessment Report
   c. DO NOT include your entire assessment report, but you can include a highlight of something you want to bring to the Dean's attention here or in the Chair's Overview section.

6. **Graduates**: A list of departmental majors who graduated during the year with an indication of what each did after graduating.

Annual reports should be submitted to the Administration Assistant in the Dean's Office as an electronic copy.

Assessment of Major Programs

Each major program must have:

- Program-level learning outcomes
- A curriculum map showing where students encounter the skills and content needed to meet the learning outcomes
- An assessment map showing where data is collected on the learning outcomes
- Assignments, rubrics, or other means to evaluate student achievement of program-level learning outcomes.
- A process for program faculty to discuss and interpret collected data
- Documentation of the use of assessment data in efforts to improve student learning
- An annual report on assessment

Program-Level Learning Outcomes - Strong program-level learning outcomes should be:

- Clear statements of the 5-8 most important things graduates should be able to do
- Focused on skills, knowledge, or traits that can be demonstrated
- Not repeats of general education learning outcomes. So, for example, we have writing and speaking learning outcomes for general education that focus on clarity and correctness. A major program needs to get more specific. For example, the Chemistry department might say, "students will be able to write in the style and format of a professional chemist, including proper use of equations, data, spectra, and citations."
- Measurable by either quantitative or qualitative means. Aim for at least 2-3 measures for each learning outcome, preferably a mix of direct and indirect measures.

Curriculum map. This matrix shows where content or skills from program-level learning outcomes are taught at multiple points in the students' course sequence for introduction, emphasis, and reinforcement. Most matrices show learning outcomes as rows and courses as columns.

Assessment map. This matrix shows where each program-level learning outcome is measured - usually in courses. Each learning outcome should be measured at no fewer than two different points. Most matrices show learning outcomes as rows and courses or other measurement points as columns.

Assessment report. Progress and data on these learning outcomes are tracked annually using the assessment report. The Coordinator of Assessment, Gwen Nuss, and the faculty-driven APAC provide forms, helpful advice, and feedback for reports.

See the assessment webpage: https://www.roanoke.edu/inside/a-z_index/office_of_institutional_effectiveness_and_assessment/assessment_program/academic_assessment

Program Evaluation Process (PEP)

Program evaluation guidelines specify that all academic majors should be formally evaluated at least once every six to eight years through a program evaluation process. Each program evaluation is facilitated by the Office of Institutional Effectiveness and Assessment following a standard process.

Using core data provided by the Director of Institutional Research as well as benchmark data from other institutions, the program faculty conduct a self-study to prepare a report assessing program strengths and weaknesses. The department chair should lead this process or work closely with a program coordinator in a multi-disciplinary department.

Typically, external evaluators visit the College to interview students, faculty, and administrators. Using the self-study report, the external evaluators' report, and the panel recommendations (if applicable), the chair and/or coordinator (academic majors) or program director (general education and honors) work with program faculty and the Dean of the College to develop a 5-year strategic plan.

For more details, speak with Gwen Nuss, and see https://www.roanoke.edu/inside/a-z_index/office_of_institutional_effectiveness_and_assessment/program_evaluation_process_(pep)

Section 4: Managing People, Hiring, and Evaluation

Handling Complaints

As a department chair, you may hear a lot of complaining. Sometimes the complaining person is just venting, sometimes they just want you to know about a situation, and sometimes they are looking for action.

If someone is reporting sexual misconduct or anything that sounds like it might be **Title IX**,

- Make sure that no one is in immediate danger.
- Send the reporter to Amy Perkins if a student is involved or Dave Taylor if it involves faculty. They can work on supportive measures even if the injured party does not want to file a complaint.
- It is unwise to listen to details of sexual misconduct as this could make you a witness should it go to the legal system.
- Report what you know to Amy Perkins or Dave Taylor. If you know, the College knows and must act.
- See the **Title IX** page: https://www.roanoke.edu/titleix

Most of the complaints that a chair hears are about conflict between a student and a faculty member concerning course policies, grades, or course issues.

As department chair, you should attempt to resolve course-related complaints such as those about grades or course policies. After you investigate, put your findings in writing for the student. Do not be afraid to enforce College policies. If students are not satisfied with your handling or resolution, they may appeal to Dave Taylor. See https://www.roanoke.edu/inside/a-z_index/academic_affairs/student_complaints

Here are some general suggestions:
- Listen. Really listen. Sometimes this is all the complaining party is looking for.
- Take notes. You might also ask the complaining party to put details into an email.
- Ask questions for clarification, e.g., where did that conversation take place, can you recall her exact words, was that in the syllabus, etc.
- Do not jump to conclusions. Behavior that sounds outrageous when told by one party can seem quite different after you hear from others.
- Ask whether the complaining party has spoken to the person they are complaining about. This should always be the first step in resolving a conflict.
- Ask what the complaining party would like to see happen. And then temper their expectations. Some expectations are beyond the likely result or are not allowed by College policy. Sometimes they just want you to know about an issue.
- Promise to investigate and get back to them.
- Reach out to Dave Taylor or the Dean if you have an especially sticky issue.
- Keep records.

Complaints by faculty about other faculty run the gamut. Do your best to listen to both sides and find ways to work through issues. Consult the Dean and/or Human Resources for assistance as needed.

Part-time (Adjunct) Faculty

Department chairs are encouraged to maintain a list of possible adjuncts. If someone contacts you with an interest in teaching, ask for their CV. If they look promising, offer to meet even if you do not have an immediate opening.

Determination of the need to hire part-time (adjunct) faculty happens in conversation between the chair and the Associate Dean for Academic Affairs and Administration. Most often, adjuncts are hired when we need more sections taught than can be covered by full-time faculty or when we have no full-time faculty available with the expertise for a particular course. On rare occasions, we seek out new expertise through adjuncts.

Conversations about whether adjuncts can be hired should happen as part of the development of the COL. The Chair and the Associate Dean should have a meeting of the minds about whether part-time help can be hired to allow a section to be offered. Of course, staffing is a moving target. Through the course of the year, we may discover the need for more sections than planned or the need to cover vacancies created by unexpected faculty leaves. Early and clear conversations are needed.

If we have an adjunct who has taught in a recent semester, we can simply attach that person to a course. If we need to hire a new adjunct:

- The department chair locates an appropriate adjunct. Often, contacting colleagues at a nearby institution is effective. If a job ad is needed, the Associate Dean can assist with developing it and getting it placed on the College's website. That ad will get automatically picked up by other websites that aggregate job ads.

- The simplest way for a candidate to be SACS qualified to teach is when they have at least 18 graduate hours in the discipline. Some candidates can be qualified without the graduate hours if they have ten years of experience working in the area. Talk with the Associate Dean if you are looking at a candidate who lacks sufficient graduate hours.

- Once the Associate Dean gives approval of the qualifications, the chair can offer the position to the candidate.

- Before we can officially hire, the Associate Dean needs
  - Current CV
  - Official transcripts sent directly from the institution of higher education to the Associate Dean
  - Completed copy of the Part-Time Faculty Credential form.

- The Dean's Office will arrange for the candidate to complete a background check.

- The contract will be issued.

- See the sections of this Handbook for information about on-boarding and departing faculty for information on those processes.

Procedures for Faculty Recruitment and Selection

Roanoke College has a strong faculty; strengthening the faculty further is one of the most important responsibilities shared by department members, the chair, and the Dean of the College. We seek new members of the faculty who show promise as outstanding and committed teachers and advisors, dedicated and able scholars, contributing citizens of the Roanoke College community, and cooperative departmental colleagues.

The procedures outlined below should normally be used in filling all new and replacement faculty positions.

Circumstances may occasionally require deviation from the normal process; such exceptions may be made upon approval by the Dean of the College.

Section 2.3.1 of the *Faculty Handbook* states that

> *In recruiting faculty, departments are expected to follow Roanoke College recruitment policies, which are published separately (see Handbook for Department Chairs). In particular, all departmental faculty will be given the opportunity to be involved in developing a job description, rating application folders, selecting finalists, and rating the final candidates.*

Consequently, department chairs should make every effort to ensure that all department members, not just those in a particular discipline or on the search committee, are invited to participate in each step of the search.

1. Planning for Recruitment

No later than the end of August each year, there should be discussion in a meeting of the full department about the need for recruiting new faculty for the following academic year. This discussion should include consideration of the desired specialty of any proposed new faculty member, responsibilities in regard to the curriculum, and other pertinent matters.

Recruitment always requires <u>full departmental involvement</u>. In multi-disciplinary departments, this is as important of a principle as in single-discipline departments, for much more is at issue than disciplinary qualifications, which are obviously best determined by those in the relevant disciplinary area.

2. Requests to Reappoint, Reauthorize, or Recruit

Requests to recruit to fill a vacancy, to add a new line, or to reappoint those in lecturer or visiting lines are due to the Dean's Administrative Assistant on September 1. Here is some advice on things to consider as you decide whether you are going to make a request and then what to include in your rationale.

In a perfect world, we might want every section on campus to be taught by a tenure-track faculty member. In practice, we may need to maintain the greater long-term flexibility that annually appointed lecturers and visitors provide because we are unsure of long-term need. Or we may not be able to afford tenure-track salaries for all of our teaching lines.

Each request should include a well-developed rationale for why your department wishes to add the new position or retain an existing one. Rationales will generally fall into two lines of reasoning. Requests can be based on just one of these or a combination of the two.

a. College strategic priorities and/or departmental vision most often apply to new lines, new programs, or shifts of priorities within a program. Cite departmental visions, PEP recommendations, five-year plans, or similar.

b. Program load, general education load, program viability, or accreditation needs most often apply to reauthorization of a continuing line, filling of a vacant line, or addition of a new line in response to course demands. Are current course enrollments above the college average for their level and type? Are more sections needed to meet demand? Do you need to maintain or change an expertise area? Would the loss of an existing position significantly compromise the department's ability to offer the program? Could a revision of the major requirements allow us to offer the program without this hire? Do current or potential accreditation issues direct a particular need? Is the department currently asking faculty to overload or using a large number of adjuncts? Do planned sabbaticals leave a gap that is too great to fill with adjuncts? Cite specific data whenever possible.

The type of rationale you use depends upon the type of request. Consider these different categories.

Reappointment or reauthorization of a Lecturer or Visitor

Rationales to reappoint or reauthorize a lecturer or visiting line are largely based on demonstrated need to offer courses. These justifications can be very short. For example,

- We offer six sections of Sanskrit a year. Enrollment has been strong, with no sections canceled for low enrollment in the past two years. Professor Gilgamesh is the only faculty qualified to teach these courses, so we request his reappointment. He will also teach one section of INQ to complete his 7-course load.

- The Geology department has employed one lecturer and one visiting assistant professor consistently over the past decade to meet the demand for lower-level and general education courses. Demand in GEOL has been down by a few sections, and we have been asked to supply 2 fewer INQ courses next year than we supplied last year. We ask that Professor Tectonics be reappointed as lecturer, but we will not require a visiting assistant professor next year. We will get by with one or two adjunct units as needed.

Convert a line currently occupied by a visitor to a lecturer or tenure-track appointment

Tenure-track appointments normally last for decades. Reasons for converting a visiting line or a lecturer line to a tenure-track appointment must take the long view. Rationale is not based primarily on the number of sections that must be taught, but rather on the need for the qualifications or non-teaching work provided by a tenure-track faculty member. You might consider advising loads, program leadership, new teaching expertise not supplied by current appointees, advanced level courses, supervision of student research projects, etc. You should have a clear vision for the tenure-track area of expertise that is based in the curriculum. If you anticipate a significant revision of the major, explain why you are confident that a particular tenure-track expertise is the right one for that future program. You should consider the timing of these requests. You do not want multiple tenure-track faculty added in one year. Could one wait?

Hire a full-time person as a sabbatical replacement

Whenever possible, sabbaticals should be covered by adjuncts or possible rearrangement of offerings. Consult with the Associate Dean for Academic Affairs and Administration to determine whether the general education obligation of the department can be adjusted or if some major courses could be omitted for the COL for a year. Justification for a full-time sabbatical replacement will be largely based on the number of sections that the department needs to teach. Departments should also consider specific expertise required for courses that must be taught.

Fill an anticipated vacancy due to retirement or resignation

If the position is currently a lecturer or visiting line that you want to fill at the same level, see the section above on reauthorization of such lines. If the position is currently filled by a tenure-track appointment, write a more extensive rationale. Consider whether you really need a tenure-track appointment. You might consider advising loads, program leadership, new teaching expertise not supplied by current faculty, advanced level courses, supervision of student research projects, etc. You might consider other anticipated departures. Generally, it is better to space tenure-track appointments so that you do not do multiple in one program in a year. You should have a clear vision for the tenure-track area of expertise that is based in the curriculum. If you anticipate a significant revision of the major, explain why you are confident that a particular tenure-track expertise is the right one for that future program. Could curricular revisions or adjustments to major requirements allow you to avoid filling this line? You may wish to provide rationale for a tenure-track appointment, but then also provide commentary based in number of sections to be taught that clearly demonstrates the need for a full-time person even if the College cannot fill with a tenure-track appointment this year.

Add a new full-time line or to fill a line that has been vacant

The bar to create a new line that increases the number of faculty is always high. It is especially high under current conditions. Talk with the Dean before you do anything else. Write a significant rationale. Do you anticipate a new or significantly revised program that requires new faculty? If so, such changes should be discussed with the Dean long before you consider a request to recruit. Consider departmental vision and the ability of a new program to bring new students to the College. New lines are often based upon the inability of current faculty to offer enough sections so students can progress through a major program smoothly. Are you using a large number of adjuncts each year? In which courses? Are you raising caps on courses significantly above normal levels to accommodate all students who need a course? Are you unable to supply most of the general education sections that are requested each year? Are current faculty overloaded with advisees? Could curricular revisions or adjustments to major requirements allow you to avoid adding a line? Supply specific data to support your rationale.

3. **The Dean and the Associate Deans of Academic Affairs will review the requests and rank them**. They will give your rationales very careful consideration in light of the needs and priorities of the entire academic program and the College. The Dean will then review those rankings with the President. The Dean and the President will decide how many requests can be granted given the College's budget constraints. Those decisions will then be presented to Cabinet for review and final approval, generally by October 15.

4. **Forming and Training the Search Committee**
   a. Shortly after departments are informed of approved requests to recruit, the Associate Dean of Academic Affairs and Administration will meet with department chairs (and search committee chairs if different) to review expectations and best practices.

   b. The search committee must be selected and involved in development of a job ad before the ad will be approved by the Dean.

   c. In multi-disciplinary departments, the committee must include a least one member of the department from a different discipline. Note that per the *Faculty Handbook*, ALL members of the department must be invited to participate in elements of the search.

   d. All committee members (and ideally all department members) should read the document "Best Practices for Finding the Best Candidates and Avoiding Unintended Bias in Hiring."

   e. The chair will select a diversity advocate from among the committee members. A roster of committee members, the chair, and the diversity advocate must be retained.

   f. The chair will ensure that all materials related to the search are collected on a flash drive and delivered to Human Resources at the end of the search.

5. **Clean up the Department's Web Presence**
   Consider how your program and department will look to an external candidate. What will they see when they go to the College's website? Do a search for your program and major from the external www.roanoke.edu. Can candidates find the specific information they will want on your program, not just material aimed at high school students? If not, you probably want to include a link to your internal department pages in your ad. Are those pages up to date? We have a general webpage with information about the College for faculty candidates. You are welcome to pull information from there or direct candidates to it:
   https://www.roanoke.edu/inside/a-z_index/academic_affairs/faculty_candidate_information

6. **Creating a Position Description and Posting the Ad**
   Qualifications should be written to cast a wide net while meeting the department's needs. Over-specifying is shown to reduce the diversity of a pool. The chair must consult the Dean's Office to determine where the ad will be posted to address both disciplinary and pool diversification needs while controlling costs.

   A draft of the position description/ad, along with a list of the places you want to place the ad (and associated costs), must be sent for approval via email to the Dean of the College and the Associate Dean of Academic Affairs and Administration.

   The Dean's Office will reimburse approved costs for ads. The Dean's Administrative Assistant will place the ad on the College website and with the National Registry of Diverse and Strategic Faculty housed at Texas Tech. We also will place the ad at Higher Ed Jobs unless the department knows this to be a poor site for their discipline. The department is responsible for placing ads on other approved sites.

A copy of the approved description/ad and a list of where the ad was placed must be retained.

Position description/ads normally include

a. The rank (e.g., tenure-track assistant professor, visiting assistant professor, etc.)
b. Qualifications (e.g., PhD in chemistry or closely related field; or Master's required; ability to teach instrumental analysis; etc.) Keep this broad. Leave out the "PhD preferred." If it isn't a requirement, you can always use it as you narrow application pools.
c. Do not add "preferred qualifications;" studies show that underrepresented candidates will filter themselves out at a much higher rate. Preferred qualifications belong near the bottom of your evaluation rubrics, not in the ad.
d. Try to discern in what subfields or scholarship areas you are likely to find a more diverse pool of candidates and mention those in your ad (e.g., we seek candidates who can offer courses related to marginalized communities and social justice)
e. Something enticing (answer the question: what makes you so special that I should want to work with you?) Put this near the top of your ad.
f. Speak to values, not just the work (e.g., purpose, relationships with students, etc.)
g. Expectations (e.g., six courses each year plus one course every third year in our Intensive Learning term; active scholarship; etc.)
h. Other information that conveys the nature of the department, appointment, or College. Perhaps a web link. Make it enticing or intriguing.
i. The start date (e.g., August 2023)
j. A statement that conveys our emphasis on teaching and mentoring as well as scholarship and service for tenure-track appointments; Do not include scholarship and service for non-tenure-track ads.
k. A statement that conveys our experiential liberal arts commitment to make it enticing; candidates may not share your understanding of "liberal arts."
l. The statement: "Roanoke College is a nationally ranked residential liberal arts college affiliated with the Lutheran Church (ELCA), located in the beautiful Roanoke Valley of Virginia. A Phi Beta Kappa institution, Roanoke College is an equal opportunity employer and actively seeks diversity among its faculty, staff, and students; members of under-represented groups are especially encouraged to apply. We seek candidates with interests in mentoring under-represented students, diversifying curricular offerings, or sponsoring diverse community engagement. Applicants are asked to address their potential contributions in support of a diverse community in their cover letters."
m. Materials required to be submitted (typically a cover letter, CV, a teaching statement, and a research agenda (for tenure-track only). Studies show that BIPOC candidates are less likely to apply if you require recommendations as part of the initial materials because they view this as burdening their mentors. Consider asking for references only at the semi-finalist stage. Unofficial transcripts are sufficient for the hiring process. Official transcripts will be required eventually.
n. Deadline such as "review of applications begins December 10."
o. Contact info for where to send materials or questions.
p. Most often, no information on salary is provided, but you may say something like "Salary commensurate with qualifications and experience."

7. Establishing Review Criteria

Before reviewing actual applications, the search committee should meet to establish review criteria, rubrics, and processes that align with best practices. The committee should carefully select criteria to be considered in initial and later rounds of screening. These can be modified if needed later. The search advocate should carefully consider whether unintended bias or proxy qualifications being considered could disproportionately eliminate otherwise qualified diverse candidates. A description of review criteria must be retained. See the following section on Best Practices.

8. Assembling Application Folders

A folder should be created for each applicant such that materials remain confidential but are available to all members of the committee. All members of the department not on the committee should be invited to review applications as their time and interests allow. Departments should send an acknowledgement of receipt of materials to each applicant. All files and their contents must be retained.

9. Screening Applications

a. The search committee should establish a winnowing process to narrow the pool to a list of semifinalists. Up to 12 semifinalists is typical. The search advocate should monitor this process to ensure that the winnowing conforms to best practices and the criteria selected by the committee. Rankings or other materials used to winnow the full applicant pool to a list of semifinalists must be retained.

b. If letters of recommendation and transcripts have not been previously requested, do so now at the semi-finalist stage.

c. Semifinalists are typically interviewed by Zoom. The entire search committee should participate in this interview if possible. If not, at least two members of the committee must participate.

d. Committees should agree on a common core of questions to be asked during the Zoom interviews. This is also a good time to clear up any questions that may have arisen in earlier rounds of review.

e. Files for all semifinalists, along with comments and ratings from the search committee, are given to the Dean, who reviews each semifinalist and approves the candidates that will be invited for campus interviews. Ratings and rationale should be retained.

10. Interviewing Finalists

a. After the Dean has approved the list of finalists, the chair will contact each by phone or email to arrange for an on-campus interview. We normally invite three finalists to campus for tenure-track positions and two finalists for non-tenure-track positions. If recruitment funds are in short supply in a given year, it may be necessary to reduce the number of candidate visits and then arrange for additional ones only if the first ones were not deemed acceptable.

b. The chair will work out an itinerary for each finalist being interviewed. Often in-person interviews take about a day and a half, given airline schedules and the need to include two talks for tenure-track visitors.

   The itinerary should include

   a. an initial meeting with the chair to review general information about the College, the department, and the position
   b. a 30-minute interview with the Dean <u>for tenure-track lines only</u>
   c. a teaching demonstration to a class or student group that is open to faculty visitors
   d. a research presentation for tenure-track searches that is open to all department members
   e. interviews with hiring committee members (individually or in small groups)
   f. opportunities to interact with students
   g. opportunities for all members of the department to interact with the candidate
   h. a tour of the department and campus
   i. sufficient breaks for the candidate to prepare for presentations and maintain sanity
   j. a final meeting with the chair to answer questions
   k. arrangements for picking up candidates and returning them there
   l. arrangements for meals. Note that meals eaten off campus should be planned for nice but moderately priced venues.

No appointment with Human Resources is needed. Candidates should be supplied with a benefits summary. Candidates may be directed to web resources at https://www.roanoke.edu/inside/a-z_index/academic_affairs/faculty_candidate_information.

Check with the Dean's Administrative Assistant to ensure availability before choosing dates or times for tenure-track candidates.

Publicize times for teaching and research talks if space will allow attendance by those beyond the committee. The Dean may attend as schedules allow.

Share a general or preliminary itinerary with the candidate prior to their travel. Let the candidate know that you will accommodate special needs, dietary restrictions, or other requests that we can accommodate. If you are considering lodging the candidate in Monterey, let them know that it doesn't have an elevator and that the candidate may or may not be the only person in the building. Some candidates will prefer a more traditional hotel setting. Remember that you are recruiting, so invest in the candidate experience.

Consider the timing of the research and teaching talks relative to the committee interviews. Would it be helpful to see the research talk first so that interviewers do not spend time asking about things that will come out in the talk? Consider whether different interviewers should focus on different types of questions. Think through how the interview will get you the information you need about the candidate and let the candidate learn what they need to know about your program.

The visit schedule for each candidate should be retained.

c. All candidates for the position should be brought to campus in a 2-week window.

d. Expenses must be kept within reasonable bounds. Candidates make their own travel arrangements and will be reimbursed for transportation costs after the visit. They must supply appropriate documentation. The department should arrange housing. The Dean's Office will cover this expense as well as the cost of meals.

e. Off-campus meals should be planned for nice but moderately priced restaurants. Alcohol purchases must be limited to one glass of wine, beer, or cocktail per person. The Dean's Office will pay expenses for no more than <u>three people, including the candidate,</u> per meal. In order to receive reimbursement for expenses, all receipts must be attached and submitted to the appropriate budget manager using the **online payment portal** https://businessweb.roanoke.edu/. These policies and website to the portal can be found online under the Business Office Forms and Policies webpage. For expenses that the Dean's Office will cover, please contact Jenna Alcorn for the correct account number to use for the online portal and list her as the approver. Departments will be responsible for any expenses that are excessive or extravagant. The chair should supply all expense reports with supporting documentation to the Administrative Assistant to the Dean immediately after each interview visit.

f. Distribute the "Reminders for Participants in a Faculty Hiring Campus Visit" that appears later in this document to everyone who will interact with the candidate. All College employees must follow these restrictions and do their best to ensure that others, including students and spouses, do so as well. Everyone who will interact with the candidate must know the types of topics they may and may not discuss with a candidate to conform to federal regulations and best hiring practices.

g. Consider having candidates stay in Monterey House. It is less expensive than a hotel but is not ADA compliant. Lodgers must climb stairs. Some candidates love the charm; others are disconcerted by being alone in an unfamiliar house. Check with your candidates for their preferences. To request a room at

Monterey, complete the Monterey House Guest Room form at https://forms.roanoke.edu/montereyhouse, and Diane Wing will confirm the reservation if a room is available. If using a hotel, make lodging arrangements and “direct bill” to Roanoke if possible. Ask for the Roanoke College rate, non-smoking, single (one full-size bed) room to get the lowest rate. Make reservations as soon as dates are arranged. The Hyatt near the airport has a convenient shuttle.

11. Selection Process

Soon after the final campus interview, the chair should gather feedback from those who met with the candidates and then convene a meeting of the department to discuss the candidates who have been interviewed. Recall that all department members, not just the search committee or members of a particular discipline, should be invited to participate.

The finalists should be ranked in order of preference. If any are deemed unacceptable, note that. The chair discusses the rankings, preferences, and rationale with the Dean. The Dean makes a recommendation to the President. The rankings and rationale should be retained.

12. Appointment

The chair and Dean meet to discuss the appointment and decide on what salary offer is appropriate in light of the candidate's specific qualifications. If the candidate has known start-up needs, those should be discussed. Upon approval by the Dean, the chair telephones the candidate to offer the position and salary. The Chair should convey any negotiations to the Dean. The chair informs the Dean of verbal acceptance of the appointment and the salary agreed on. The Dean sends a letter of appointment and asks for written acceptance by a specified date. The Dean notifies the chair when acceptance is confirmed. A copy of the appointment letter, including any special arrangements, should be retained.

13. Concluding the Search

Send an email to each applicant, whether interviewed or not, thanking them for their interest and noting that the search is now concluded. Do not state who was hired or offer reasons why a particular candidate was not offered the position.

Copy all retained materials from the initial job ad through the appointment letter, including any email correspondence, onto a flash drive and take it to Kathy Martin in Human Resources. She will retain the materials for three years as required by law.

Finding the Best Candidates and Avoiding Unintended Bias in Hiring

Buildings that lack ramps and elevators were not constructed with the intention of excluding those with physical limitations, but they still have that effect. Just as an unexamined building can unintentionally exclude, so too can unexamined hiring processes. If we do not look closely at our hiring practices, we may unintentionally exclude highly qualified candidates. Our goal is to attract and retain a strong and diverse faculty capable of meeting our institutional goals and providing high-quality student experiences.

Does seeking diverse faculty mean that we should select faculty based upon race, ethnicity, age, religion, and other characteristics? Absolutely not. In fact, it is illegal to do so. We want to select faculty based upon what they can do, not who they are. When we recognize the importance of and seek candidates who can diversify the curriculum, connect to under-served communities, apply inclusive pedagogies, and mentor minority students, we do increase the likelihood of attracting new faculty who are members of minority groups without ever making their minority status an issue. Supporting a diverse college community is one of the things we want faculty to do, so candidates should be asked to demonstrate this ability. We should never assume that a candidate’s personal demographics qualify or disqualify them from meeting this standard.

In fact, you must not ask about or record in your notes anything related to a candidate’s age, race, color, ethnicity, gender, sex, sexual orientation, national origin, religion, disability, veteran status, pregnancy, or marital or family status. If information on these characteristics is found in an application, reviewers must ignore it. Interviewers may not ask about any of these areas. If a candidate asks questions that reveal these characteristics, committee members should answer the question in a straightforward way but not pursue additional details. For example, if a candidate asks about the quality of local schools, the interviewer should give an honest appraisal but not inquire about the number or ages of children. Although Roanoke College is associated with the ELCA, it is not appropriate to inquire whether a candidate is Lutheran, Christian, or of any other faith tradition. All College employees must follow these restrictions. If students or spouses are included in hiring events, they should be told that these topics are off limits.

How Bias Sneaks into Hiring

In order to recognize ways that bias sneaks into hiring, we need some background information. According to materials developed by the Oregon State University Search Advocacy Program, hiring processes are subject to two common types of bias: cognitive bias and structural bias. Cognitive bias may occur without our conscious awareness because many of our thought processes happen without our conscious awareness. I see an object on the table, and without the need to consciously consider it, I recognize that it is an apple, that an apple is food, that I like apples, and that I am hungry. Such rapid-fire processing frees us up to focus on other things but can lead us to inappropriate conclusions without our awareness.

Cognitive bias enters our thinking processes because our culture and prior personal experiences can cause us to have positive or negative associations between certain types of people and stereotypical behaviors or traits. While we might never consciously act on these stereotypical associations, when we draw rapid, intuitive conclusions, we are not even consciously aware of them. How can we possibly avoid biases operating in our subconscious? Awareness is the first step.

Positive or negative associations between types of people and stereotypical traits are often called implicit association or implicit bias. We all have implicit biases. Studies show that in the United States, nearly all white people and a majority of people of color have a positive implicit bias towards white people and at least moderate implicit bias against people of color. It is endemic to our culture. It doesn't make us prejudiced or purposefully discriminatory, but rather subject to the culture in which we live. Implicit bias tests are available at https://implicit.harvard.edu/implicit/. Please take one. It doesn't take long but will likely help you see how implicit bias can sneak into our rapid, intuitive thinking.

If we accept that all people have implicit biases, what can we do about them? Once we are aware that we associate a group of people with a negative stereotype, we can seek out more positive and accurate information to counter those stereotypes. Of course, that is a long-term process. We can also force ourselves to think through conclusions about individuals from those groups at a conscious level. We shouldn't leave our conclusion-drawing to the rapid, subconscious thinking where implicit bias resides. As we slow our thinking, we use analytic rather than automatic processes. We avoid conclusions based on implicit bias. We can also examine our processes more robustly to watch for bias.

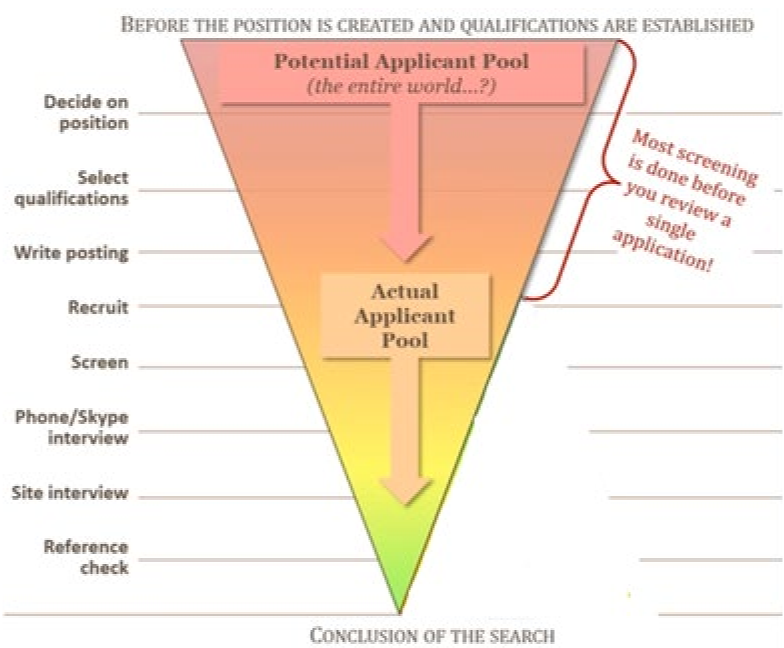
Best Practices at the Start of the Search

Implicit bias is an example of cognitive bias, but our hiring processes are often subject to structural bias. The way we word our job ads, select criteria for winnowing the applicant pool, and evaluate finalists can inadvertently disadvantage some candidates. As Ann Gillies of Oregon States illustrates in the figure, a job search can be represented as a funnel. You can only hire the best person at the bottom of the funnel if you get that person into the top of your funnel and do not eliminate them along the way. If we want to build a strong and diverse faculty, we must determine what would attract candidates that could add that diversity and take care not to inadvertently eliminate them as the search progresses.

Start with the definition of the position. Can it be defined in ways that make it potentially more attractive to under-represented candidates? Consider the types of courses, preferred research focus, advising, community interactions, or departmental description. How might the job description be sketched to note our interests in diversifying our curriculum or better serving students from under-represented groups? How would our campus be a welcoming environment for a scholar from an under-represented group? What needs do our students have? Carefully consider the way we describe qualifications. Phrase these precisely. Does the position require a Ph.D. in x, or does it actually require a Ph.D. with an ability to teach x and have scholarship interests in x, y, or z? Does a candidate need prior experience at a liberal arts college, or is that proxy for something else like an understanding of our mission or a commitment to working with undergraduate students? Limiting stated requirements to the true job requirements can increase the likelihood of attracting more under-represented candidates. A 2014 Hewlett-Packard internal study found that women and other candidates from under-represented groups only apply for a job if they believe they meet 100% of the stated qualifications. By contrast, white males will apply when they believe they meet at least 60% of the stated qualifications. Over stating requirements results in a less diverse applicant pool. As Gillies illustrates in the funnel figure above, most narrowing of a job pool happens in these early stages, before we receive a single application.

Be sure that your ad asks candidates to address their abilities to meet the qualifications you have set in their cover letter, teaching statement, or research statement. Committees should discuss what they will look for so that they can provide clear guidance to candidates. Note, for example, that our standard language for job ads includes, "Applicants are asked to address their potential contributions in support of a diverse community in their cover letters." Committees may find it helpful to establish application review criteria now, before an ad is placed, to increase the likelihood that candidates will make their qualifications more obvious. See below.

Once a job ad is written, where should it be posted? Each discipline has a preferred posting location that ensures a wide range of candidates will find it. When we also place the ad in locations aimed at some underrepresented groups, candidates may perceive that we are serious about diversifying our faculty and serving underrepresented students. The ad may be noticed by potential candidates who are doing softer searches and only considering highly desirable positions. Search committees can consider more active recruiting steps by reaching out to faculty in programs that enroll more minority students or using LinkedIn to find candidates by key word searches on scholarship areas, HBCUs, Hispanic-serving institutions, or student groups that attract underrepresented students.



Review of Applications

Highly-qualified candidates are easily excluded in the initial screening stages of application review, especially if a search has returned many applications. Rapid reviews of applications to winnow the candidate pool quickly can mean that evaluators are relying on rapid, subconscious thinking that is susceptible to implicit bias.

Rapid reviews can also result in the use of proxy qualifications. Membership in Phi Beta Kappa may indicate a candidate with a quick and agile mind, but lack of PBK membership may just mean that the applicant couldn't afford to attend a PBK undergraduate institution. Other proxy qualifications include graduating from a prestigious program, total number of publications, or publication in prestigious journals. Allowing these to determine which applications get deeper review quickly disadvantages first-generation and underrepresented candidates who are less likely to aspire to or be admitted to prestigious programs. A number of publications and placement in prestigious journals often correlate to admission to a prestigious program. Committees should consider what is a sufficient number and quality of publications rather than simply fast-tracking candidates whose privilege gave them easier routes to these outcomes. Bringing more deliberate analytical thinking to the winnowing process is important.

Before beginning the review process, committees should make a list of qualifications for the job and categorize each as either required, preferred, or desirable. Committees should discuss the range of ways that a candidate could demonstrate each qualification and ensure that paths exist for many types of candidates to demonstrate their qualifications. Among those qualifications deemed preferred or desirable, is there a hierarchy of preferences? If the committee decides that mentoring minority students or forming connections to minority communities is just as desirable as doing scholarship in a particular subfield, then rubrics or rating systems should ensure that these count equally in evaluations.

For each qualification, consider where it should be evaluated in the review process. The first pass through the applications should not attempt to screen for all criteria. Choose the most important criteria that can be judged based upon a cover letter and a CV for the first round. Once the field is narrowed, a second review can look for additional criteria. Some very important criteria may be best judged at the Zoom interview round. All members of the committee need to discuss and understand the pitfalls of inappropriate screening and eliminate proxy qualifications. To keep everyone on the same page and streamline reviews, consider creating a chart or rubric that lists qualifications, relative importance, ways to demonstrate, and points in the search to evaluate.

After the initial round, how will the committee members' individual reviews of applications be aggregated to determine which candidates receive further consideration? Is the planned method susceptible to eliminating candidates with negative or low evaluations from just one or two of the reviewers? Committees should develop a process that asks multiple people to review each application and requires objective ratings previously agreed upon by the committee. The Search Advocate should be proactive in watching for bias and proxy qualifications and in requesting changes or review rationales when needed.

As the process moves to Zoom interviews and then campus visits, committees need to remind themselves of best practices. It is easy for inappropriate questions to sneak into relaxed conversations or interactions with non-committee members. At the campus visit stage, ensure that candidates are not asked the same few questions by multiple people. Consider asking each committee member to focus on a different area. Try to put the candidate's research talk early in the visit so that later interviews can follow up on specifics rather than expect the candidate to repeat basic information over and over.

Arrange for candidates to spend time with a small group of students. Ensure that all candidates see diversity in students. Ensure that candidates get to meet individuals that will allow them to evaluate our program and campus. All candidates, but especially those from under-represented groups, should have opportunities to meet with current faculty and professional staff from under-represented groups. Consider including tours of the valley. Some candidates may not want these. Candidates from minority groups, however, may feel a greater need to understand the diversity present in the Roanoke Valley. Candidates should be offered the opportunity to choose. Provide information on diversity currently present among students, faculty, staff, and the Roanoke Valley. Provide information on the retention of minority students, minority student organizations, and any cross-disciplinary programs appropriate for the discipline. Remember that even as we are interviewing candidates, those candidates are also interviewing us.

The Job of the Search Advocate

All faculty hiring committees will designate one person as the Search Advocate, who is responsible for ensuring that best practices are followed. Specifically, the Search Advocate must

- Be conversant with the concepts of cognitive and structural bias.
- Take at least one Implicit Association/Implicit Bias test and be able to explain how implicit associations can affect a hiring process.
- Ensure that the job ad conforms to best practices, includes the required reference to diversity, and is placed on at least one site aimed at diversifying the applicant pool.
- Provide a reminder to the members of the search committee about best practices.
- Ensure that faculty, students, and community members who are involved in any portion of the search understand the qualifications we seek as well as the types of questions that are off limits.
- Monitor each step in the search process to ensure that best practices are being followed; point out deviations; advocate for changes in the process as needed.
- Watch for bias and proxy qualifications as applications are being evaluated; point out particular candidates that seem to meet the qualifications but are not highly rated; ask the committee to discuss such applications before they are cut.

Reminders for Participants in a Faculty Hiring Campus Visit

Candidates invited for a campus visit are finalists in a process that started with dozens or even hundreds of applicants. During visits, we are evaluating how well the candidates meet our requirements, even as they are evaluating how well our community meets their needs. Everyone who participates in the process also needs to follow employment law restrictions and College policy.

Please do

- Ask candidates about their teaching, research, and service experiences, interests, and plans.
- Ask candidates how their interests and experiences might apply at Roanoke.
- Share your experiences and impressions of the College and our community.
- Be honest. When sharing information, balance both positives and negatives.

<u>You must not ask questions related to a candidate's age, race, ethnicity, gender, sex, sexual orientation, national origin, religion, disability, pregnancy, or marital or family status</u>. If a candidate asks you questions that reveal these characteristics, you should answer the question in a straightforward way but not pursue additional details. For example, if a candidate asks about the quality of local schools, the interviewer should give an honest appraisal but not inquire about the number or ages of children. Although Roanoke College is associated with the ELCA, <u>it is not appropriate</u> to inquire whether a candidate is Lutheran, Christian, or of any other faith tradition. All College employees must follow these restrictions and do their best to ensure that others, including students and spouses, do so as well.

Information on Hiring International Faculty

Individuals who are not U.S. citizens or permanent residents (green card holders) can be considered for full-time faculty positions at Roanoke College. This includes individuals who are currently in the U.S. and those who are currently overseas. It is not at all unusual for our faculty to include individuals who hold temporary worker status or another legal status that allows for employment.

If you are seriously considering a candidate who is overseas, whether or not you think they are a U.S. citizen, ask the candidate whether they have plans to be in the U.S. at any point. The College cannot pay to bring a candidate from abroad just for a two-day interview, but we may be able to provide partial funding if the candidate is coming for other interviews or personal reasons. A remote (Zoom) interview might be possible.

To ensure equal treatment of all candidates, you should NEVER ASK about a candidate's citizenship during interviews. However, some candidates may choose to disclose their circumstances to you. In addition, international candidates are likely to ask you whether or not Roanoke College will file a petition for an H-1B temporary worker visa for them and/or assist with a green card petition if they are offered and accept the position. The answers to these questions depend on the candidate's eligibility and qualifications and the nature of the position. The general policy is below. If you or candidates have questions about visa issues, please contact the Dean's Office, who will work with others on campus to find an answer.

In general, Roanoke College will file petitions for H-1B temporary worker visas on behalf of qualified faculty in **full-time, tenure-track positions**. In most cases, the appropriate visa status for qualified **visiting faculty and scholars** is the J-1 exchange visitor status, although H-1B status may be considered if there are special circumstances. Candidates currently in F-1 (non-immigrant student) status may also have the option of using Optional Practical Training eligibility for one year of employment. There is time and expense involved in petitioning for H-1B and J-1 approval, so notify the Dean's Office asap if you have a candidate asking such questions that you are seriously considering.

Contingent upon a satisfactory performance review following at least one full semester of employment and upon the support of their departments, **full-time tenure-track faculty** may request Roanoke College's sponsorship in the process of applying for legal permanent resident status. The College provides limited financial support for this process. The Dean's Office or Human Resources staff can provide more information.

Policy on Sponsoring Applications for Legal Permanent Resident Status

Roanoke College sponsors and provides limited financial support for legal permanent resident (green card) petitions for eligible <u>full-time, tenure-track</u> faculty. This sponsorship and support are contingent upon

- a satisfactory performance review no earlier than the end of the faculty member's first full semester of teaching, and
- the support of the faculty member's academic department.

If a faculty member requests sponsorship, the department(s) will be asked to undertake a performance review to determine if all teaching, research, and other obligations are being satisfactorily met. No later than January 31 for faculty initiating the request for sponsorship in fall, or June 15 for faculty initiating the request for sponsorship in spring, the department chair will indicate in writing to the Dean of the College whether or not the department recommends that the College petition on behalf of the faculty member for legal permanent resident status. The Dean of the College will inform the instructor and Human Resources of the sponsorship decision.

In the first month following a positive sponsorship decision, Human Resources will begin working with the instructor and an immigration attorney to assemble the documentation required for the permanent legal resident petition. Human Resources can provide the names of competent immigration attorneys, but the choice of attorney is entirely the instructor's. As petitioner, the College is legally required to pay the cost of preparing and filing some of the required documents. The College may, in addition, agree to cover some of the legal expenses incurred by the faculty member in filing the application. The total contribution of Roanoke College to the process will not exceed $5,000.

Onboarding New Faculty

New Part-time Faculty

Once your new adjunct or part-time faculty member has completed the hiring process, the Associate Dean for Academic Affairs and Administration will issue a contract. These generally go out June 1 for adjuncts starting in the Fall Semester, and November for those starting in Spring Semester. The department should ensure that textbooks have been ordered for the new faculty member's courses.

After the signed contract is returned, the Dean's Office notifies Human Resources. They set the new hire up in Colleague. When Human Resources is done, they notify IT. IT sets up computer accounts. Only then can the Dean's Office attach your new hire to their courses. That step gives them access to Inquire sites.

The department is responsible for providing an office space and helping the new hire get keys, an RCID, and a parking pass. Please also orient the new hire to your building, how to get things they need like supplies or photocopying. Also, let them know of any particular expectations on the part of the department.

The Associate Dean for Academic Affairs and Administration holds a short orientation about a week before classes start in August and January. That program primarily covers registrar rules (e.g., drop/add, grade deadlines), FERPA, AI, Title IX, Accessible Education Accommodations, syllabus requirements, and similar broad issues. Some department chairs offer a follow-up orientation for new part-time faculty to acquaint them with department-specific needs or goals.

The department should ensure that the new faculty member has a proper orientation to the course they will be teaching. Consider supplying past syllabi, sample assignments, common departmental policies, and information on typical grades in the course. The chair should review the adjunct's draft syllabus and provide feedback. Make sure the new faculty member knows if they are collecting assessment data.

New Full-time Faculty

The Dean and the Administrative Assistant to the Dean handle contracts, start-up funds, moving expenses, and general communication with new full-time faculty.

After the signed contract is returned, the Dean's Office notifies Human Resources. Around June 1, they set the new hire up in Colleague. When Human Resources is done, they notify IT. IT sets up computer accounts. Only then can the Dean's Office attach your new hire to their courses. That step gives them access to Inquire sites.

The department should consider if the new hire needs any special equipment, account permissions, etc. If offices of other faculty are being moved, you must complete an office move request form. This requires the approval of the Dean. Generally, IT expects that a new hire will inherit the computer of someone no longer at the College.

The Associate Dean for Academic Affairs and Administration oversees New Faculty Orientation and the First Year Faculty Series. The Associate Dean typically writes to new full-time faculty in July to provide a preview of those events. New faculty cannot be attached to their courses in Colleague or the Inquire site for their course until July. Faculty who want to play in Inquire before then can submit a ticket to the Help Desk for a site not attached to a course.

The department should ensure that textbooks have been ordered for the new faculty member's courses.

The department should ensure that the new faculty member has a proper orientation to the department. Consider supplying past syllabi, sample assignments, common departmental policies, and information on typical grades in the course. The chair should review the new hire's draft syllabus and provide feedback. Make sure the new faculty member knows if they are collecting assessment data.

The department should assist the new faculty member in getting an RCID, keys, and parking pass. Make sure that the new hire knows how to photocopy and get basic office supplies. Make sure you share any departmental expectations. Assist faculty in preparation for any special spaces such as laboratories and studios.

New Faculty Orientation occurs in August on the Monday and Tuesday prior to our typical Wednesday First Day of Contract for continuing faculty. This program provides a general introduction to the College, to teaching at Roanoke, registrar rules (e.g., drop/add, grade deadlines), FERPA, AI, Title IX, Accessible Education Accommodations, syllabus requirements, and similar broad issues. New full-time faculty meet the President, the Dean, select Registrar and Student Affairs staff, and receive an introduction to both IT and the Library. They also meet with a group of early career faculty.

The First Year Faculty Series meets over Tuesday lunches about twice a month in the fall and another couple of times in the Spring. Programming varies but typically includes information on internal grants, the curriculum, annual evaluations, faculty governance, and similar. A session on tenure and promotion is held for first- and second-year faculty.

Departing Faculty

Departments should begin planning early for retirements. Ask the retiring faculty member whether they want a reception (run by the department), a rocking chair (supplied by Alumni Affairs), and a resolution (written by the department, submitted for the April Board of Trustees meeting, and read at the final faculty meeting). Consider what other recognitions might be meaningful to the retiree and the department.

All departing full-time faculty will receive an email from IT addressing their electronic devices and accounts. They will also receive an email from the Associate Dean for Academic Affairs and Administration addressing several points, including

- Contact Information: the department should collect a cell phone number and non-RC email address
- Grading Records: The College must maintain <u>at least four years</u> of grades so that we can address potential student grade concerns. Be sure that Inquire gradebooks are downloaded and provided to the department.
- Advisees: The department chair should assign a new academic advisor for any advisees not graduating.
- Shredding: Any paper that contains FERPA-protected information must be shredded: grading records older than four years, rosters, or anything else with student grades, course enrollments, or RCID numbers.

<u>For part-time (adjunct faculty)</u>

1. If an adjunct is <u>not</u> assigned a course for a future semester, the Dean's Office will convert them to IF (inactive faculty) at the end of the term. The adjunct, chair, and secretary will be notified. Keys must be returned. The adjunct will be encouraged to download any of their materials from College computer systems. The adjunct will be asked for a non-college email address for future contact. All College email and other accounts are suspended.

2. The departing faculty member should leave all grade books with the department chair or secretary. These may need to be downloaded from Inquire.

3. If an IF (inactive faculty) is asked to teach in the future, the Dean's Office will need to get accounts reactivated before that person can be assigned to a course.

4. If an adjunct has been IF (inactive faculty) for two years and is not assigned a course for the next semester, they will be designated FE (former employee), and all accounts will be deleted.

5. If a former employee is subsequently re-hired, they will need to supply an updated CV and may be asked to complete a new background check.

Annual Evaluation of Faculty Performance

The chair's duty in evaluating departmental faculty is one of the most important that they perform. No one enjoys being evaluated, neither students nor faculty members, yet without evaluation, it becomes difficult for human beings to recognize their full potential. Just as students are spurred on by the knowledge that their academic performance will be examined from time to time by someone qualified to do such an examination and responsible for setting performance standards, so too are faculty encouraged to excel by having a regular evaluation conducted by the chair. The performance evaluation serves to ensure a regular review by the chair of the accomplishments of each departmental faculty member and to ensure that the findings of the chair are communicated clearly to the faculty member.

Evaluation is not equally easy for every chair. It calls for candor balanced with sensitivity. Some chairs will have a natural knack for achieving that balance, while others will have to work at it. In every case, it is most important to give reinforcement for those things being done well while calling attention to those areas in need of improvement. The effective evaluation will leave no doubt in the mind of the faculty member about the chair's judgment of both strength and weakness. The chair should include in the evaluation process concrete suggestions for steps that should be taken to correct problem areas.

When the Dean evaluates the department chair in the category of departmental administration, indications that the chair did an especially good or poor job of evaluating faculty will be weighed heavily. The Dean will be alert to obvious differences in performance from those reflected in the narrative evaluation.

Formal performance evaluations are conducted by the procedure described in detail in Section 2.5 of the *Faculty Handbook*. The chair should review this section carefully before conducting evaluations in the department. Forms needed for carrying out faculty evaluations may be obtained from the administrative assistant to the Dean.

Chairs are to provide appropriate annual performance evaluation information to the Dean as described below (to be submitted no later than June 1, June 15 for faculty teaching in the May Intensive Learning Term):

The Associate Dean for Academic Affairs and Administration will send an email in April reminding chairs and faculty of the timelines and process. Forms can be found on the Chair and Secretary One Drive. In years where a merit raise pool is available, the Dean will communicate the process for allotting funds.

Department chairs follow the same self-evaluation process as all other faculty. The Dean's Office will survey department members for feedback on areas of special strength and suggestions for improvement. A brief summary will be included in the chair's evaluation that is written by the Dean.

Medical, Maternity, and Family Medical Leave Act (FMLA)

When a faculty member is ill for more than a day or two, the department chair should pursue options that will allow the course to continue. Other department members may be asked to step in for a session or two. If the faculty member feels well enough, they can volunteer to offer the course by Zoom for a few sessions but should not be pressured to do so. Sometimes we just need to cancel a couple of sessions.

If the medical issue is likely to be prolonged, the faculty member should inform Human Resources and be prepared to provide a physician's statement to Human Resources about the likely duration of the faculty member's absence. Human Resources and the physician will work to determine an appropriate return-to-work date. Remember that faculty should not be pressured to reveal their personal medical information to the chair or others outside of Human Resources. The department chair should contact the Associate Dean for Academic Affairs and Administration. We can sometimes arrange for an adjunct to step in or pay another department member a pro-rated stipend for stepping into the course. Each circumstance is unique, but we will always try to work out something that supports the faculty member, the students, and the department.

When medical leave can be anticipated, such as for the birth of a baby or a scheduled surgery, the faculty member should contact Human Resources, and the chair or faculty member should contact the Associate Dean so that we can plan for coverage of courses. Sometimes it is even possible to adjust a faculty member's load across Fall, Spring, and IL terms to allow less disruption. The Associate Dean can work on options while keeping the medical condition confidential. IL course obligations can be delayed by a year. Fall and Spring course obligations cannot be delayed to a later year but can be adjusted across a single year's terms.

Maternity leaves are the most common medical leaves that can be anticipated. Due to the nature of the academic year, much depends on the time of the year that the baby is due. Medical leave for an uncomplicated birth is most often six weeks, as determined by the physician and Human Resources. Medically complicated births such as caesarians most often require eight weeks of paid medical leave.

In addition, faculty are entitled to FMLA leave, but remember that FMLA leave is unpaid. Sometimes expectant mothers will choose to combine paid medical leave with unpaid FMLA leave to extend time away from campus. The Associate Dean may be able to help find options that minimize the unpaid time. We can also look at the time blocks for a faculty member the semester after a medical leave to find ways to make the schedule work better for their needs.

FMLA leave can also be used by new fathers and those caring for an ill family member. Faculty should contact Human Resources to discuss FMLA and work with the department chair on course coverage.

Section 5: Managing Courses

Developing a Courses Offered List (COL) or Staffing Plan

Some departments maintain traditions for building a new year's Courses Offered List, COL, that may make this task harder than it needs to be. Here is the process recommended by the Dean's Office.

1. The COL is due to the Associate Dean for Academic Affairs and Administration by October 15 for the following Fall, Spring, and IL terms.
2. Start work on the COL in the summer before it is due.
3. Submit the COL on time, even if you have some lingering questions. These can be worked out later, but the bulk of the COL needs to be on time.
4. During the summer before the COL is due, the Associate Dean will provide information on
   a. The number of TCUs your department has to work with is based upon current faculty and anticipated reassigned times (RTs).
   b. The number and types of INQ and HNRS courses requested from your department. This is largely based upon the number of TCUs you have to work with, the anticipated college enrollment, and past patterns of general education offering.
5. Discuss any challenges you see with the Associate Dean early.
6. Gather data on disciplinary courses you are likely to need. This is <u>not</u> the same thing as asking what faculty would like to teach. You might
   a. The simplest option is to just use last year's list of sections adjusted for any alternate year patterns or known problems from last year. Use the Live Excel. Do not start from what was requested; start from what was actually offered.
   b. Pull data on course offerings for the past couple of years using the Live Excel file. Look at both enrollments and the number of sections.
   c. Ask the Associate Dean for recommendations on the number of sections likely to fill based on past data. We are more than happy to provide this.
   d. Pull data on your declared majors. This is especially helpful to discern how many sections of upper-level courses like methods or seminars you may need. We have a Live Excel with their courses.
   e. Think about trends in overall enrollment at the College and in your major(s).
7. Combine the list of general education sections requested with the disciplinary sections you think you need.
8. If you do not have enough TCUs in the department to cover the sections you need to offer, speak with the Associate Dean for help.
9. **Note that all the items listed above could be done during the summer so that September can be spent on the next steps.**
10. Share your combined list of needed sections with the department.
11. Invite each individual to express preferences about which courses they might prefer to teach and any time block limitations they may have. Do this privately, at least initially, so that all members of the department can be heard equally.
12. Consider how you will sort out preferences versus true limitations versus the list of courses you need taught. Some departments use processes that privilege seniority, while others privilege equity.
13. Make changes based on preferences that you can reasonably accommodate
14. Stick with standard time blocks. Discuss non-standard ones with the Associate Dean.
15. Put your COL in the format required by the Associate Dean.
16. In Excel, you can sort or filter faculty names to be sure that you have the correct number of TCUs for each individual and that you do not have one individual teaching two courses at the same time.

Monitoring Enrollment During Pre-Registration

Department chairs need to be available and engaged when we are actively enrolling students in courses. The Dean's Office may need to consult with you about

1. Gradually raising caps on sections. We sometimes start a course with lower caps at the start of a registration period to
    a. Encourage more even filling when we have multiple sections of the same course
    b. Limit the number of seats taken by upper-class students in courses intended for first-year students
    c. Save seats for anticipated junior transfer students
2. Canceling an under-enrolled course. Recall for a single section, at least six students are required. If you have multiple sections of the same course, we may need to combine sections. Or, if you have multiple courses all satisfying the same requirement (e.g., five 200-level electives), we may cancel a section to force enrollment in others.
3. Whether we can go a few students over a cap in a particular course
4. Whether you have someone who could teach if we need to add a new section
5. Whether a student with conflicts could substitute one course for another
6. Options for students with conflicts
7. Whether a student lacking a prerequisite can take a particular course
8. Evaluating a transfer student's record to provide the best registration advice

Pre-registration for new first-year students happens during orientation days in June, but some stragglers follow in July and even August.

Pre-registration for new transfer students for fall happens from March to September.

Pre-registration periods for continuing students are in November and March.

Special Registrations: Internships, Tutorials, Independent Studies, Honors in Major

Register a student for an internship

- If you have a section already set up, the chair or secretary can just register the student.
- If you need a section set up, complete the IND and INT Setup Request Form, which is available on the One Drive for Chairs & Secretaries.
- If someone in your department is receiving course releases for internship supervision, they supervise them all.
- If a project has Pathways support, it needs to be set up as its own section.
- Chair or secretary emails the form to Jeri Person

Request a tutorial for a student

A tutorial is NOT an independent study. It is a regular course taught for one or a few students. The chair must request a tutorial from the Associate Dean for Academic Affairs and Administration. Generally, tutorials are approved for seniors who need a course to graduate, students who have gotten out of sequence, or students with unresolvable time conflicts between required courses. Tutorials may also be set up when a course does not meet the minimum enrollment for a TCU, but the instructor chooses to teach it anyway.

The chair's email should be specific. For example, we'd like a tutorial in CHEM-331 for Joe Smith because this course is required in the Chem major but conflicts with SPAN-402, which is required for his Spanish major. Kelly Anderson has agreed to teach the tutorial.

If approved by the Associate Dean, the course will be set up with its normal course number, e.g., CHEM-331-X.

Types of Independent Studies

- Honors in Major
  - Find Application at https://forms.roanoke.edu/finder/search?search_text=honors.
  - If your department has its own form, be sure that all the information on the general form is included at the top of your form and that spots for the signatures of the project supervisor, department chair, and associate dean are included.
  - Complete the application. Get it signed. Send it to the Associate Dean for Academic Affairs and Administration. You do NOT need to include a description of the project.
  - Once approved, the Associate Dean will set up the section and register the student.
  - When the project is finished, complete the Final Grade Form and send it to the Registrar. That form is at https://forms.roanoke.edu/finder/search?search_text=honors.

- IND or INT used to satisfy the Intensive Learning Requirement
  - Find the Application at https://www.roanoke.edu/intensivelearning.
  - Follow the detailed directions on the form.
  - Send the form to the Associate Dean for Academic Affairs and Administration, who will set up the section and register the student.

- All other independent studies
  - Chair or secretary completes the IND and INT Setup Request Form, which is available on the One Drive for Chairs & Secretaries.
  - BE SURE that you choose the correct course number for the correct number of units.
  - Send the form to Jeri Person.
  - All INDs must be registered by the end of the add period for a term. Leave at least one full day for Jeri to set up the section.
  - If a project has Pathways support, it needs to be set up as its own section.

Policy on Internships and Compensation for Internship Supervisors

Internships are among the experiences cited by our graduates as most valuable during their time at college. Internships are important components of our emphasis on experiential learning and the Purpose initiative. Prospective students and their families look for the availability of internships when choosing a college. Strong internships require active participation of a faculty member.

High Quality
The nature of internships will vary a bit by discipline, but the College has determined that high-quality internships include requiring the student to

1. Set a few specific learning outcomes at the start of the internship
2. Maintain records of their hours and specific experiences
3. Complete ongoing guided reflections on their learning outcomes and experiences
4. Complete an evaluation of the experience at the end of the internship
5. Participate in group processing of the internship when the department has a sufficient number of internships to qualify for a designated internship coordinator.
6. Participate in a departmental or college-wide showcasing event

Examples and additional information can be found at
https://www.roanoke.edu/documents/Pathways/Overview%20Pathways%20Internships.pdf.

Compensation for Supervision
Supervision of internships requires faculty time that should be compensated. How we compensate depends largely on the number of internships that a department sponsors in a year.

1. Less than 10 internships year, $125 per internship.
2. Approximately 10 internships per year, department may request designation of an internship coordinator who will receive 0.5 TCU of reassigned time per year, or 1 TCU of reassigned time every other year. This person supervises all internships in the department and follows a model that includes following the standards of high quality listed above.
3. Approximately 20 internships per year, department may request designation of an internship coordinator who will receive 1 TCU of reassigned time per year. This person supervises all internships in the department and follows a model that includes following the standards of high quality listed above.
4. Approximately 30 internships per year, department may request designation of an internship coordinator who will receive 1.5 TCU of reassigned time per year. This person supervises all internships in the department and follows a model that includes following the standards of high quality listed above.
5. Approximately 40 internships per year, department will receive 2 TCU of reassigned time per year.
6. Faculty members who hold reassigned times for internship supervision may choose to teach overloads and will be compensated at the standard rate for overloads (currently $3400/TCU of overload)
7. The annual year window for internship coordinators includes summer.
8. The Associate Dean of Academic Affairs and Administration will ensure that compensation is awarded.

Role of the Internship Coordinator

Internship Coordinators who receive reassigned times are expected to

1. Provide prompts for guided reflection and ensure that students thoughtfully complete those reflections.
2. Ensure that students complete at least 120 hours per unit of internship credit.
3. Arrange group processing or discussion if a sufficient number of students are pursuing internships in a given term to make this practical.
4. Discuss the internship with the on-site supervisor at the start of the internship.
5. Support students and on-site supervisors if issues arise in the course of the internship.
6. Collect an evaluation from the on-site supervisor at the end of the internship.
7. Facilitate opportunities for students to participate in showcasing events
8. Assist students in locating internship opportunities.
9. Reach out to potential internship sponsors in the local community.
10. Report annually to the Director of Experiential Learning.

Internship Coordinators may request a modest budget from the Dean’s Office to support publicizing internship opportunities to our students or to facilitate meetings with potential community internship sponsors.

Periodic Review

The number of internships in a department will naturally vary over time, so compensation should be adjusted periodically.

- The Dean’s Office will review the number of reassigned times for internships at least every other year. Departments may request an annual review.
- The average number of internships averaged over the most recent three years will be used to determine if the number of TCUs of reassigned time offered to a department needs adjustment for the next year.
- Departments that wish to establish more community connections in an effort to increase internships may propose a specific plan of action and request a reassigned time to make it possible.

Pathways Funding

Pathways funding for students who need assistance to make an internship possible remains available.

Section 6: Managing Money

<u>Budgeting</u>

The departmental budget is the means whereby many of the departmental goals are accomplished. The budget is in that sense an expression of the department's plan and should always be prepared with the plan as its basis.

To take that point to the institutional level, the budget of the College is the means whereby the direction of the Roanoke College enterprise is determined. <u>Budgeting should be viewed as a deliberate, careful, purposeful decision-making process</u>. All departmental budget managers should expect and welcome the requirement to justify proposed budgets for their respective areas of responsibility, for it is through a thorough understanding of what goals will or will not be realized that the Dean and the President can make enlightened decisions about directing institutional resources.

<u>Preparation of the Budget Request</u>
Near the end of the Fall term, after receiving forms from the Director of Finance and Budget, the chair should complete the preparation of the departmental budget request for the following year and submit the request to the Dean of the College. The request should represent the chair's best estimate of the funds needed to operate the department in the upcoming year and to carry out the department's plan for that year. Every request for any changes from the previous year's budget should be <u>justified clearly</u>. "Justification" is simply a brief <u>explanation</u> (not just a list of items, and not a calculation) of why the request is made.

The budget request will normally be submitted on forms that are provided by the Business Office and will consist of the following object codes and definitions:

701900 **Stipends - General:** This object code is used on all stipend forms for payment to faculty, staff, or students.

702001 **Student Assistant - Full Pay:** Justify by listing the ways in which student employees will be used in the department, the number of anticipated hours of employment, and the cost (minimum wage) per hour.

702002 **Student Assistant - Federal Work Study Program (FWSP):** A percentage is paid by a federal subsidy. (Note that not all student employees are eligible for FWSP.)

703001 **General Expense:** Justify by indicating estimated costs of items by <u>type</u>. A/V supplies and materials should be obtained through media services. Includes all types of consumable materials used in operations of the department. **Note:** If you are uncertain about the object code for a particular type of item, please call the Business Office, ext. 2285.

703002 **Outside Postage:** This is for postage purchased directly through the U.S. Postal System and not through the campus post office. Explain clearly.

703003 **Computer Software:** Explain the purpose of each expected acquisition. Please consult with the IT division to ensure compatibility with College operating and security systems and to discuss expectations for the installation or maintenance of the software. If there are continuing costs for annual service or user agreements, identify funding source for these future expenses.

703020 **Advertising:** Do not request funds for advertising. This is handled through the Dean's Office.

703021 **Entertainment:** This object is to be used only if needed during the <u>normal course</u> of a department's function or activity. Explain clearly the purposes of each planned event.

703101 **Memberships and Dues:** This includes memberships or dues to professional organizations.

703102 **Contract Services:** This code includes contracts, written or verbal, with private corporations, business firms, and individuals for delivery of services or activities. Contractual agreements for goods and services for which specific objects are provided should be classified to such objects (i.e., service contracts - 703513, or off-campus printing - 703201). Cite each type of contract with its individual cost.

703201 **Off-Campus Printing:** This object is for printing expenditures performed by an outside agency and not through the campus print shop. (All print/copy jobs must be submitted first to the print shop for review, and if they cannot process the request in a timely manner, the job may be taken off campus.) Explain anticipated jobs clearly on a Print Request Form.

703501 **Repairs and Maintenance:** This object is for equipment repairs or maintenance not covered by a service agreement with an outside agency. Justify by estimating the cost for specific repairs or maintenance required.

703513 **Service Agreements:** This object category includes repairs or maintenance covered by a service agreement with an outside agency. Cite individually with the estimated cost.

70390x **Interdepartmental Charges:** Goods purchased through or service costs assessed by administrative departments at Roanoke College will be identified as charges from those specific departments as follows:

703901 Interdepartment - Phone Base Cost
703902 Interdepartment - Long Distance
703903 Interdepartment - Print Shop
703904 Interdepartment - Mail Services
703905 Interdepartment - Campus Store
703906 Interdepartment - Dining Services
703907 Interdepartment - Cavern
703908 Interdepartment - Campus Safety

There are some departments that rarely charge for their services and then only in specific circumstances. A separate object code for each of these departments is not warranted, and such interdepartmental charges have been aggregated under one object defined as 703909 - Interdepartment - Other

704001 **Travel of Employees:** This covers reimbursement of travel expenditures to employees, potential employees, and students traveling on behalf of the institution. Standard per capita allocations will be made to the department based on roster faculty anticipated. Justify clearly any additional travel costs expected beyond normal professional travel expenditures (e.g., student-teacher supervision, fieldwork, etc.).

704003 **Motor Pool Charges:** This code is for charges incurred by the department for using one of the institution's vehicles. Charges to the department are calculated on a per-mile basis, which is dependent upon the type of vehicle used and is subject to change each budget year. Contact Campus Safety at Extension 2310 for more information. Cite expected trips.

704101 **Conference Registration Fees:** Standard per capita allocations will be made to the department and based on roster faculty expected for the budget year. **Note:** Transfers between 704001 and 704101 will be authorized upon request to the Dean.

705001 **Capital Equipment:** List all items of equipment proposed for purchase by the department, including furniture, and justify each by describing how it will be used in the department. Capital equipment is defined by the College as a tangible physical item with an acquisition cost of $5,000 or more with a useful life greater than five years. Capital purchases require completion of a Purchase Order Requisition Form, found on the Business Office webpage. <u>A/V equipment and computer equipment should be requested</u>

through the Information Technology Division.

705101 **Non-Capital Equipment:** Includes items under $5,000 with useful life greater than one year; all other items are considered general expense.

Restricted Funds: List by name any restricted funds designated for use by your department and indicate amounts requested, with justifications, to be charged against each. If you have questions about restricted fund balances, please consult before preparing the budget request with the Dean.

Determination of Dean's Recommended Budget

When the Dean has received budget requests from all departments, she/he will review each and determine what recommendations she/he can responsibly make to the President. Decisions about recommendations will be based on:

- cogency of justifications, with particular consideration of the impact of the objects of expenditures on the instructional of the department program as they relate to systematic assessment activity;

- equitable funding across departments, with appropriate variations for varied types of discipline-specific instruction (i.e., comparable per capita funding for copying, office supplies, etc. with additional funding for special instructional needs such as equipment); and

- feasibility of funding in light of total funds available for allocation.

Budget Decisions

The Dean's recommended budgets are forwarded to the Business Office for consolidation and to the President and Cabinet for review. The chair will be informed about final budget decisions.

Budget Management and Business Office Procedures

The chair is expected to be a careful budget manager. In the ideal, at the end of the fiscal year, the good budget manager is neither over budget nor under but has directed the expenditure of departmental resources with perfect precision and efficiency. In the real world, accounting problems, reporting delays, and other situations arise, so precision management is impossible. Nonetheless, it is most important to be vigilant about budgetary matters, to keep whatever departmental records may be required for responsible stewardship, and to stay within authorized budgets.

Viewing Budget and Expenses

You can see your current budget and all expenses via Self-Service (Financial Management).

Every expense and budget line is coded with five sets of numbers.

11 – 98765 – 703001 – 0000
Fund Dept. Object Source

You will see two **Fund** numbers

11- is unrestricted, this will be your regular allocated budget, all money goes away June 30
21- is for unrestricted accounts such as grants, endowed funds, unspent money carries forward

Not all 21- accounts have an allocated budget. Your department will have a 21-gift account.

Department Code is five digits specific to your department.

Object Codes identify the type of expense. **Sources Codes** are normally only seen on 21-grants or endowed accounts. For 11-accounts the source code is usually 0000.

Every expense is coded with a fund, department, object, and source code when set to the Business Office. If you get the object code wrong, the Business Office will usually correct it.

Common Object Codes in Academic Budgets

701900	Stipends, salaried College employees, VP signature; goes through payroll
702001	Regular student assistants
702002	Work study student assistants
703001	General expense; use this if none of the other object codes fit
703003	Computer software; work with IT on ALL new software choices
703101	Memberships and Dues
703102	Contract Services; not very common in dept budgets
703107	Honorariums; for non-employees only
703501	Repairs and Maintenance; uncommon unless you have equipment
703512	Service Contracts; uncommon unless you have equipment
703901	Interdepartmental-Phone Base Cost
703902	Interdepartmental-Long Distance
703903	Interdepartmental-Print Shop
703904	Interdepartmental-Mail Services
703905	Interdepartmental-Campus Store
703906	Interdepartmental-Dining Services
703907	Interdepartmental-Cavern
703908	Interdepartmental-Campus Safety
704001	Travel
704003	Motor Pool
704101	Conference Registration
705001	Capital equipment (>$5000 for a single item)
705101	Non-capital equipment (<$5000 for a single item)

Two Signatures Always Required
Two signatures, the requester and the budget manager (or authorized secretary/assistant), must sign to authorize all expenses. You can sign only for your own budgets. When expenses are paid from someone else's budget, the other budget manager must sign.

Stipend **Category:**
This object code (701900) should be used to pay full-time employees through the payroll system flat fee stipends for duties beyond the normal scope of their jobs. Stipends can only be used for salaried employees. To authorize a stipend, use the Stipend Payment Request Form from the Human Resources webpage. Requests must be to the Human Resources department by the 15th of the month to be included in that month's monthly payroll and require the Dean's signature. Remember that payroll taxes are automatically calculated for all stipends at 16.50%. A $1,000 stipend paid to a faculty member costs you $1,165.00.

Honorarium **Category:**
Honorariums (703107) are paid to non-RC employees through the Accounts Payable system (similar to other payment requests.) A W-9 form must be completed by the non-RC employee and must accompany the payment request. See the Business Office webpage for the W-9 and other forms.

Receipts:
Save and annotate detailed receipts for all expenses. Receipts must show what was purchased, not just a total dollar amount. For meals, be sure to get the detailed receipt, not just the credit card receipt. Receipts are needed for ALL expenses—big, small, while traveling, online, in person, by cash, College credit card, your credit card, etc. Receipts must be taped to paper.

Check Run Schedule:
The Business Office processes **one** check run per week. Properly completed payment requests must be received in the Business Office by noon Friday. If you need approval from the Dean's Office, the payment request should be submitted by 10:00 a.m. Friday.

To pay for small items like department lunch or items purchased from local stores, you have the following options:

- Use the departmental VISA card. Be sure to save receipts for reconciliation of the monthly statement. Check out a Roanoke College VISA card from Business Office. You must have your Roanoke College ID with you. Cards are provided on a first-come, first-served basis; cards cannot be reserved. (Keep all itemized receipts and credit card slips, fill out the form provided at the time of check-out; the budget manager must sign; return card and receipts within two business days.)

- Purchase with own funds and file reimbursement (keep all itemized receipts and credit card slips) by submitting a payment request to the appropriate budget manager using the **online payment portal** https://businessweb.roanoke.edu/. Receipts must be taped to paper and scanned and uploaded along with the payment request as documentation for the purchase.

- Meals require itemized receipts and credit card slips, including the purpose of expenditure and identity of others covered (requirement of IRS).

To reimburse travel:
If presenting a paper or poster, a faculty member may apply for Faculty Professional Advancement (FPA) help (see Susan Rambo); the department must pay the first $440 of travel and FPA can pay up to $600 more. Tenure-track faculty presenting at either a national or international conference can also apply to the Professional Productivity Fund (PPF), which can pay up to $600 as well. Travelers have three options for accessing College travel funds. Please see the Roanoke College Expense and Travel Policy found on the Business Office webpage for additional information. No matter which option is used below, **save all** itemized receipts and credit card slips.

- Traveler can pay all expenses, save all itemized receipts and credit card slips, and file a Travel Expense Report within 10 business days of return.

- Traveler can check out a Roanoke College VISA from the Business Office to order tickets and/or take on trip. Return card to Business Office within 2 business days of your return. Keep all itemized receipts and credit card slips, fill out the form provided and submit to the Business Office within 10 business days of return. Please see the Roanoke College Credit Card Policy found on the Business Office webpage for additional information. Remember that, just like an advance, items billed to the VISA are taken off the final reimbursement.)

- Traveler can apply for a cash advance with a Travel Advance form (save all itemized receipts and credit card slips and file Travel Expense Report later, subtracting off the advance). If using an FPA for the advance, travelers should take the entire FPA amount approved as the advance. Splitting it causes extra work and confusion for the Dean's Office. If FPA money pays an advance, the final Travel Expense Report still must go to Susan Rambo for a signature. Advances cannot be taken more than 30 days before travel.

Put all the itemized receipts and reimbursements for a trip on a single Travel Expense Report. Allowing multiple forms for a single trip creates confusion and errors in reimbursements. Be careful when faculty are combining College credit cards with reimbursements from their own credit cards. It is easy to lose track of the total amount you have committed to a trip.

To pay an invoice:
Submit electronically using the new payment portal located at https://businessweb.roanoke.edu/. Include a copy of the invoice, appropriate account number, and submit the request for approval to the budget manager.

To share cost of an item with another department:
If done before the bill has been paid, divide the amount as desired; each budget manager adds the appropriate account number and approves the invoice, payment request, or travel form. If you do not know that someone else is chipping in until after the invoice has already been paid, you can do an Expense Transfer (not a Budget Transfer). You transfer part or all of the expense to the other account. Need to look up details of reference number on Self-Service.

To reimburse for alcohol:
One drink per individual or a bottle of wine at dinner for several is fine; itemized receipts and credit card slips are required. Alcohol is reimbursable ONLY if served or consumed under an ABC liquor license. In other words, you cannot be reimbursed for alcohol you purchase and serve yourself on or off campus. Restaurants and catering services (including RC Catering) carry ABC liquor licenses so consumption when they serve alcohol can be covered by your budget. Please see the Roanoke College Expense and Travel Policy found on the Business Office webpage for additional information.

Payroll for secretary:
Secretaries keep their own hours online and submit a timesheet every 2 weeks. As chair, you get an email reminder, and then you authorize via Self-Service. Be sure to establish a back-up to authorize payroll if you will be away. The work schedule for a secretary is negotiated between the chair and secretary. Any increase in total hours requires approval from the Dean.

Payroll student assistants:
A completed Student Job Placement Form is required before students can work and be paid. Forms are located on the Human Resources webpage. Contact Human Resources for assistance. Students must complete all new hire paperwork before beginning employment and before being paid. This is a USCIS rule and not negotiable. Forms are located on the Human Resources webpage. Timesheets are submitted every 2 weeks. The student payroll schedule is posted on the Payroll Office webpage. International students must have applied for and received a social security card before beginning work.

Balanced budget overall required:
Do not spend more than is allotted in your budget. It is okay for individual object code lines to be over their budgeted amounts as long as other lines are underspent to compensate. If you find that some budget lines are overspent year after year while others are underspent, you can move a budget from one category to another with the help of the Business Office. The chair can request moves on the form furnished for this purpose by the Business Office. Transfers may be made into or out of the categories "Salaries-Students," "Equipment," and "Travel" only upon clear justification and with the written approval of the Dean of the College. Purchase requests against a budget line that is depleted (or would be depleted by the requested expenditure) will not be processed by the Business Office.

Please find a number of financial policies and procedures posted on the Business Office webpage that are useful to budget managers. Do not hesitate to contact the Business Office (Extension 2285) with any questions, as they are happy to support the efforts of the department chairs. In addition, the Human Resources Office (Extension 2455) can help you with questions you may have regarding stipends, benefits, and other personnel matters.

Who to Contact in the Business Office:

Rhonda Hibbitts – Accounts Payable Coordinator – hibbitts@roanoke.edu – ext. 2264
- Processing and payment of vendor invoices, check requests, and travel advances
- Reconciles travel advances and expense reports
- Roanoke College Credit Cards; coding of VISA statements, review of receipts

Shannon Hylton – Payroll Coordinator – hylton@roanoke.edu – ext. 2014
- Processes Monthly, Bi-Weekly, and Student Payroll

Adam Neal – Director of Finance and Budget – neal@roanoke.edu – ext. 2285
- Business Office operations and endowment

Kandy Fetterman – Accountant and Payroll Manager – fetterman@roanoke.edu – ext. 2266
- Supervises Payroll functions
- Student Loan – Campus Based

Mary Catherine Yeakel - Accounting Manager - yeakel@roanoke.edu – ext. 2407
- Supervises Accounts Payable and General Ledger operations
- Online support for budget officers, problems viewing budgets online, access
- Cash Management and Bank Reconciliations
- Monitors Current Restricted Fund and Plant Fund (21 and 71 funds)

Who to Contact in Human Resources:

Caroline Anthony – Senior Benefits Administrator - anthony@roanoke.edu - ext. 2442
- Benefits questions, enrollment, and special enrollment
- Leaves of absence pertaining to Family and Medical Leave (FMLA) and Long-Term Disability
- Retirement benefits

Leighann Boyer - Human Resources Generalist - boyer@roanoke.edu - ext.2288
- Processes Stipend Request Forms
- Processes all regular employee (non-temporary) hiring paperwork
- Responsible for requesting background investigations, generating staff offer letters, and conducting new hire orientation, including part-time lecturers
- Oversees the staff performance appraisal system
- Serves as Wellness Program Liaison

Derre Ingram - Human Resources Generalist - dingram@roanoke.edu - ext.4920
- Processes all student employment hiring paperwork
- Processes temporary employee hiring paperwork
- Applicant Tracking System - JobScore

Kathy Martin - Associate Vice President for Human Resources - kmartin@roanoke.edu – ext. 2262
- Works directly with Cabinet and department directors/managers to assist them in carrying out their responsibilities on personnel matters
- Annually reviews and makes recommendations to Cabinet for improvement of the organization's policies, procedures, and practices on personnel matters
- Maintains responsibility for organization compliance with federal, state, and local legislation pertaining to all personnel matters