 # HANDBOOK FOR DEPARTMENT CHAIRS

25th Edition
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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 works 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 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 counsels 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, taking into account 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 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 catalogue entries.

g. In consultation with the Dean, works 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 freshman 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."**

<u>Appointment and Term:</u>

The 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 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 take initiatives, 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 to 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 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 effect 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 of the Dean and others in trying to find solutions for difficult problems. The chair should take time, consider the options, talk to the appropriate people, and then make a decision.

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 the recruiting, evaluating, counseling, and retaining the department's most valuable resources--its faculty.

Annual Planning and 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 his or her 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 should 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 eventual determination of whether each goal has been achieved. The list of goals may well not include everything that 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 for 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.

Budgeting

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. Budgeting should be viewed as a deliberate, careful, purposeful decision-making process. 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.

Preparation of the Budget Request

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 justified clearly. "Justification" is simply a brief explanation (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 type. 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.

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.

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

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

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

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.

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

703003 - **Computer Software:** Explain 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 installation or maintenance of the software. If there are continuing costs for annual service or user agreements, identify funding source for these future expenses.

703513 - **Service Agreements:** This object category includes repairs or maintenance covered by a service agreement with an outside agency. Cite individually with 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, field work, etc.).

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.

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.

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.

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. A/V equipment and computer equipment should be requested 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, he will review each and determine what recommendations 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 that precision management is impossible. Nonetheless, it is most important to be vigilant about budgetary matters, to keep whatever departmental records as 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 WebAdvisor (For Employees, Financial Information) or Self Service (Financial Management). We expect that WebAdvisor will be discontinued in Summer 2020.

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 & 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 19th 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 check requests.) A W-9 form must be completed by the non-RC employee and must accompany the check request. See the Business Office webpage for the W-9 and other forms.

Receipts:

Save and annotate detail receipts for all expenses. Receipts must show what was purchased, not just a total dollar amount. For meals, be sure to get the detail 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 on the back of the request form or to a separate sheet of paper.

Check Run Schedule:
The Business Office processes **one** check run per week. Properly completed requests must be received in the Business Office by noon Friday. If you need a signature from the Dean's Office, the request should be brought over by 10 am 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 form provided at time of check-out; budget manager must sign; return card and receipts within 2 business days.)

- Purchase with own funds and file reimbursement (keep all itemized receipts and credit card slips) and fill out a Check Request form if over $50, or Petty Cash request if under $50. Tape the receipts; include two signatures.

- Dominos and Papa John's will/can direct bill the college (keep a copy of the itemized receipt, forward with account coding and authorized signature to the Accounting Assistant).

- Meals require itemized receipts and credit card slips; include 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, 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 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 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 form provided and submit to 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, <u>subtracting off the advance</u>). 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:
Include authorizing signature of budget manager, complete account number, date and PO number if appropriate. Copy for own record, send to Accounts Payable.

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 signs the invoice, check request, or travel form. If you don't 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 Web Advisor.

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 keeps their own hours online and submit a timesheet every 2 weeks. As chair, you get an email reminder and then authorize via WebAdvisor. Be sure to establish a back-up to authorize payroll if you will be away. The work schedule for a secretary is negotiated between chair and secretary. Any increase in total hours requires approval of 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 submitted every 2 weeks. The student payroll schedule posted on Payroll Office webpage. International students must have applied for and received a social security card before beginning work.

Balanced budget overall required:
Don't spend more than is allotted in your budget. It is okay for individual object codes 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 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.

Who to Contact in the Business Office

Paul Forkner – Controller - bookwalter@roanoke.edu - ext. 2407
- Supervises Accounts Payable & General Ledger operations
- Online support for budget officers
- Monitors Current Restricted Fund and Plant Fund (21 and 71 funds)
- Provides access to and addresses questions about Web Advisor
- Questions about your 21-and 11-accounts, problems viewing budgets online, access

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

Betty Wetmiller - Senior Accountant - wetmiller@roanoke.edu - ext. 2289
- Handles weekly check runs, purchase orders
- Oversees the college credit card program
- May Travel
- Expense and budget transfers
- Monitors grant program funds
- Online support for budget officers
- Questions about your 21-and 11-accounts, problems viewing budgets online, access

Rhonda Hibbitts - Accounting Assistant - 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

Paige Wygal - Accountant & Payroll Manager - wygal@roanoke.edu - ext. 2266
- Supervises Payroll functions; Student Loans-Campus Based

Kathy Lester - Payroll Coordinator - lester@roanoke.edu - ext. 2014
- Processes Monthly, Bi-Weekly and Student Payroll

Leighann Boyer - Human Resource Generalist - boyer@roanoke.edu - ext.2288
- Processes Stipend Request Forms
- Processes all regular employee (non-temporary) hiring paperwork
- Process all changes to regular employee (non-temporary) demographic data (address, pay, direct deposit, emergency contact, etc.)
- Submits background investigation forms for hiring of all personnel, including part time lecturers

Caroline Anthony - Benefits Coordinator - 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

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, 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, his or her responsibilities in regard to the curriculum, and other pertinent matters. Recruitment always requires full departmental involvement. In multidisciplinary 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. The department is required to develop plans for attracting into the applicant pool qualified minority and women candidates and to follow best practices for avoiding unintended bias at all stages of the search. If recruitment at professional meetings is deemed important, funds will be provided by the Dean's Office, as feasible, for one member of the department to attend a meeting for that purpose. Discuss this with the Dean before building it into your search planning.

2. Requests to create and fill new full-time positions for the following academic year) will be due by September 1 of the current academic year. These requests include tenure-track positions and one-year visiting or teaching associate positions.

   Requests to reauthorize tenure-track lines that are presently vacant or filled with one-year visiting appointments are also due September 1 of the current academic year.

   Requests to reauthorize existing one-year visiting and teaching associate positions are also due by September 1 of the current academic year.

   Each request should include a well-developed rationale for why your department wishes to add the new position or retain an existing one. In reviewing rationales, in information related to the following criteria is especially important:

   a. College strategic priorities: How does the creation of a new position or the retention of an existing position advance key strategic objectives of the College?
      (See: https://www.roanoke.edu/about/purpose_and_principles/strategic_plan_and_annual_goals) For example, will it enhance the appeal of the College and thus strengthen the College's applicant pool? Is it

part of creating a new academic program that will make the College more competitive with and/or distinctive from other leading liberal arts college?

b. Departmental vision: How does the creation of a new position or the retention of an existing position contribute to the department's vision for a stronger, more competitive, more distinctive program compared to those at other high quality liberal arts colleges?

c. Program load: Are course enrollments in a program or department substantially higher than the college average? If so, how much will a new position bring down course enrollments? Is the retention of an existing position necessary to keep enrollments from significantly increasing above the College average?

d. Program viability: Is a new position necessary to shore up a significantly understaffed program? Would the loss of an existing position significantly compromise the department's ability to offer the program?

e. General education: Is a new position needed in order for your department to meet its general education obligations? If so, how many new general education courses will the new position add? What will they be? Has the Dean's Office requested these courses? To what extent would the loss of an existing position undercut a department's expected contribution to the general education program? Which courses would be in jeopardy?

f. Accreditation concerns: Is a new position required because of mandates from external accrediting bodies, such as SACS? Would the loss of an existing position adversely affect a program's accreditation status? In what ways?

In developing your rationales, please put in the time and thought necessary to make your best case. Your requests will be competing against the requests from all other departments. The information you provide will therefore be very important in determining whether your case is stronger than a request from another department.

Also, note that no request will have strong rationales for every criteria. In fact, it will be unusual for a request to have strong rationales for more than one or two of the criteria listed above. So please be judicious in your developing your rationales; do not feel you need to say something about every criteria and do not overstate your case. Your rationales will be strongest when they are well argued and well-grounded in the available information.

Shortly after receiving your requests the Dean and the Associate Deans for 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 our 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.

Requests should be submitted in electronic form to the Administrative Assistant to the Dean by no later than September 1 of the current academic year. (Do not send paper copies.) If requests are not submitted by the September 1 deadline, requests may not be reviewed at all.

3. <u>Forming and Training the Search Committee</u>
   a. The search committee must be selected and consulted before a job ad will be approved by the Dean.

   b. In multi-disciplinary departments, the committee should include a least one member of the department from a different discipline.

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

d. The chair will select a diversity advocate from among the committee members and schedule a meeting for the committee with the Associate Dean for Academic Affairs and Administration. This training of the committee must be completed before review criteria are established and before any applications are culled.

4. Advertising the Position
The chair and Dean will decide together where the ad should be placed. The decision will include strategies for obtaining applications from qualified minority and women candidates. All ads should be placed on the National Registry of Diverse & Strategic Faculty housed at Texas Tech. Our institutional password can be obtained from the Dean's Administrative Assistant, who will also place the ad on the College website.

The chair will draft the position notice for approval by the Dean. The notice should be approved by the hiring committee, conform to the best practices document guidance, and will normally contain:

a. the rank
b. qualifications as specified in the position description
c. the start date
d. the statement: "Salary commensurate with qualifications and experience"
e. the statement: "Excellent teaching and a strong commitment to scholarly or creative work is expected."
f. the statement: "Commitment to liberal learning expected"
g. 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; women and members of under-represented groups are especially encouraged to apply. We also 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."

Check with the Administrative Assistant to the Dean about the placement of ads.

5. Assembling Application Folders
In response to each application, the chair will send out an acknowledgement and information about the College. A completed application will include a letter, a complete resume, separate letters from at least three references, and academic transcripts, kept in a folder for review by the department.

6. Establishing Review Criteria
The search committee should meet to establish review criteria that align with best practices. The committee should carefully select criteria to be considered in initial and later rounds of screening. The search advocate should carefully consider whether unintended bias or proxy qualifications being considered could disproportionately eliminate otherwise qualified diverse candidates.

7. Screening Applications
a. The search committee should establish a winnowing process to narrow the pool to a list of up to twelve semifinalists. The search advocate should monitor this process to ensure that the winnowing conforms to best practices and the criteria selected by the committee.

b. Semifinalists are typically interviewed by phone or Skype. At least two committee members, or ideally the entire search committee, should participate in any phone or Skype interview.

c. Those candidates who do not rate highly enough to become semifinalists are so notified by the chair within a reasonable time, normally two weeks of the decision.

d. The chair should make certain that as much reliable information as possible is obtained on each semifinalist, using telephone interviews to clear up any questions that may arise, and adds new information to the application folders. Missing reference letters should be secured if possible.

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.

8. Interviewing Finalists

a. After the Dean has approved the list of finalists, he chair will contact each by phone or email to arrange for an on-campus interview. If recruitment funds are in short supply in a given year, it may be necessary to interview the top two candidates, then arrange for a third interview only if neither of the first two produces an acceptable candidate.

b. The chair will work out an itinerary for each finalist being interviewed. The itinerary should include ample interaction time with the Dean, an appointment with the Human Resources Director, a teaching demonstration to a class or student group, a research presentation, interviews with hiring committee members (individually or in small groups), opportunities to interact with students, opportunities for all members of the department to meet and interact with the candidate, and a tour of the department and campus.

c. It is important that the chair strive to keep recruitment costs within reasonable bounds. See the separate checklist for campus visits. Candidates will be reimbursed for transportation costs after the campus visit and must supply appropriate documentation. The chair should supply all expense reports with supporting documentation to the Administrative Assistant to the Dean immediately after each interview visit.

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

9. Selection Process

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. Each department member then rates each person interviewed, and the first choice of the department is determined. The chair then makes a recommendation to the Dean, who in turn recommends to the President.

10. 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. Upon approval by the Dean, the chair telephones the candidate to offer the position and to negotiate salary. 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.

Best Practices for Finding the Best Candidates & Avoiding Unintended Bias in Hiring

Buildings that lack ramps and elevators weren't 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 don't 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 to 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 <u>must not</u> 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 a 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 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 in implicit bias. We can also examine our processes more robustly to watch for bias.

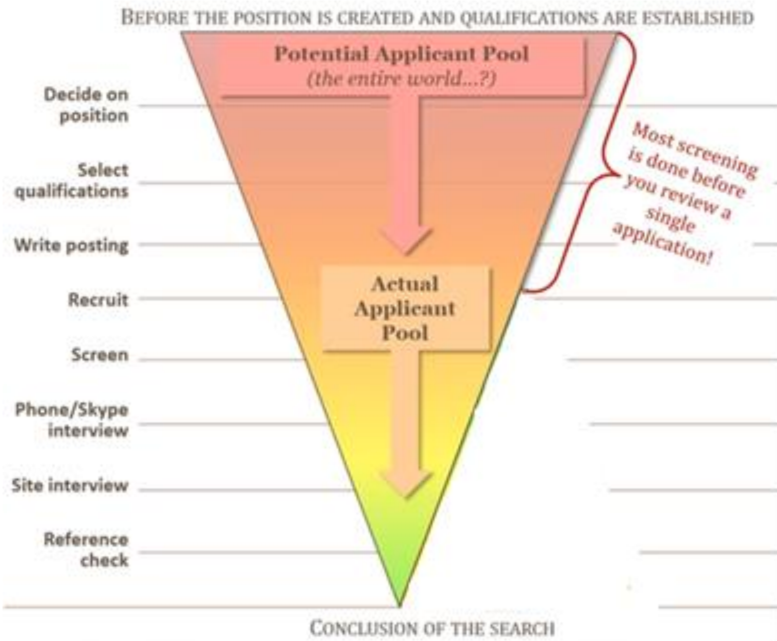
Best Practices at the Start of the Search

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 don't 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 to not 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 the rapid, subconscious thinking that is susceptible to implicit bias.

Rapid reviews can also result in 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. 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 Skype 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 point in the search to evaluate. See example on last page of this document.

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 Skype 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 aren't 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 retention of minority students, minority student organizations, and any cross-disciplinary programs appropriate for the discipline. Remember than 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 in at least one site aimed at diversifying the applicant pool
- provide 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 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

Standard language that must be included in all faculty search ads:
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; women and members of under-represented groups are especially encouraged to apply. We also 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.

Checklist for Tenure-Track Faculty Candidates Visiting Campus

1. Ad must be approved by Dean Smith before advertising. Send an electronic copy of the proposed ad to the Dean's Administrative Assistant. Appropriate places for listing and advertising will be determined in conversation between the hiring department and Dean Smith.

2. Files on all applicants should be maintained for three years on each applicant received in the search. The files should be sent to the Dean's Office once the search is completed if an applicant is **a foreign national / not a U.S. citizen**.

3. Top candidates (up to 12 semifinalists) will be reviewed by Dean Smith prior to their being invited to campus. Generally, only the top two or three candidates will be invited. All candidates need to be brought to campus within a 2-3 week window.

4. Upon approval of the Dean, the College will pay for up to <u>two</u> faculty to attend a conference to recruit and interview candidates there. In order to reduce expenses, faculty of the same gender are to share a room. Candidates are to be interviewed in a common area or a suite living room.

5. When faculty attend a conference to interview candidates, airline and room reservations should be made in a timely fashion to insure we receive the lowest rates possible.

6. **Check with the Dean's Administrative Assistant concerning Dean Smith's schedule before calling candidates or making any arrangements.**

7. The following appointments need to be made:
   - Dean Smith - 30-minute appointment for tenure track position. A packet of information should be sent to the Dean prior to the candidate's visit. This would include (1) cv, (2) candidate's cover letter, and (3) letters of reference.

   - Kathy Martin, Director of Human Resources - 30-minute appointment in order to complete background check information.

8. All candidates should teach a class and make a research presentation.

9. Check Dean Smith's schedule before choosing a time for the candidate's teaching and research presentation. Department should place an announcement for all faculty on Web Announcer several days prior to the presentation and encourage members of your department to attend.

10. Work with the candidate for economical flight arrangements and **have the candidate book their own flights**. Send the bill to the Dean's Office for reimbursement.

11. Make all arrangements for picking up and returning candidate to the airport.

12. When possible, candidates should stay in Monterey House. Contact Diane Wing to make reservations. If Monterey is unavailable, make lodging arrangements and "direct bill" to Roanoke at one of the following hotels. 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.
    - Comfort Suites on Wildwood (540-389-7171)
    - Holiday Inn - Wildwood Road (540-389-2424)
    - Holiday Inn - Airport (540-362-8254)

13. Schedule meetings with your department, members of the search committee, and any other faculty who might have an interest in the candidate. (Sometimes departments have an open period when anyone can come and meet the candidate.)

14. Entertainment and restaurant expenses should not be excessive or extravagant. Use both on-campus and off-campus venues for meals. Avoid the most expensive restaurants. Alcohol purchases should be limited to one glass of wine, beer or cocktail per person. The Dean's Office will pay expenses for no more than three people (including candidate, faculty members, students or spouses/significant others) per meal. Forward your Check Request with an ***itemized*** receipt to the Dean's Office for reimbursement. (This is required of the Business Office.) Departments will be responsible for any expenses that are excessive or extravagant. If the whole department wishes to meet the candidate at one time, consider a large group on-campus discussion with refreshments or dessert.

15. After a candidate has accepted the position, the department chair will contact all individuals who were interviewed telling them another person has been selected and thanking them for their interest. The conversation should focus on positive attributes about the applicant and avoid negatives or getting into discussions about how the person chosen was superior.

16. Each applicant, whether they were interviewed or not, should receive a letter thanking them for their application and advising them that the position has been filled.

Checklist for Visiting & Lecturer Faculty Candidates Visiting Campus

1. The ad must be approved by Dean Smith before advertising. Send an electronic copy of the proposed ad to The Dean's Administrative Assistant. Appropriate places for listing and advertising will be determined in conversation between the hiring department and Dean Smith.

2. Files should be maintained for three years on each applicant received in the search. The files should be sent to the Dean's Office once the search is completed if an applicant is **a foreign national/not a U.S. citizen**.

3. Top candidates will be reviewed by Dean Smith prior to their being invited to campus. Generally, only the top one or two candidates will be invited. All candidates need to be brought to campus within 1-2 weeks.

4. Make a 30-minute appointment with Kathy Martin, Director of Human Resources, to complete background check information.

5. All candidates should teach a class. Making a research presentation is optional.

6. Check with The Dean's Administrative Assistant concerning Dean Smith's schedule before choosing a time for the candidate's teaching presentation. Make sure to send out a campus-wide invitation to all faculty to attend the presentation.

7. Work with the candidate for economical flight arrangements and **have the candidate book their own flights**. Send the bill to the Dean's Office for reimbursement.

8. Make all arrangements for picking up and returning candidate to the airport.

9. When possible, candidates should stay in Monterey House. Contact Diane Wing to make reservations. If Monterey is unavailable, make lodging arrangements and "direct bill" to Roanoke at one of the following hotels. 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.
   - Comfort Suites on Wildwood (540-389-7171)
   - Holiday Inn - Wildwood Road (540-389-2424)
   - Holiday Inn - Airport (540-362-8254)

10. Entertainment and restaurant expenses should not be excessive or extravagant. Use both on-campus and off-campus venues for meals. Avoid the most expensive restaurants. Alcohol purchases should be limited to one glass of wine, beer or cocktail per person. The Dean's Office will pay expenses for no more than three people (including candidate, faculty members, students or spouses/significant others) per meal. Forward your Check Request with an ***itemized*** receipt to the Dean's Office for reimbursement. (This is required of the Business Office.) Departments will be responsible for any expenses that are excessive or extravagant. If the whole department wishes to meet the candidate at one time, consider a large group on-campus discussion with refreshments or dessert.

11. After a candidate has accepted the position, the department chair telephones all individuals who were interviewed telling them another person has been selected and thanking them for their interest. The conversation should focus on positive attributes about the applicant and avoid negatives or getting into discussions about how the person chosen was superior.

    Each applicant, whether they were interviewed or not, should receive a letter thanking them for their application and advising the position has been filled.

Information for Department Chairs 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.
It is important that the Dean's Office, Human Resources, and International Education staff be aware of serious international candidates early in the hiring process so we can determine their employment eligibility. HR makes the initial inquiry about employment eligibility in their meetings with candidates during site visits. International Education can follow up with candidates if there are questions about eligibility.

To ensure equal treatment of all candidates, you should not 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 Director of International Education.

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, the Dean's Office, HR, and International Education should be notified of any candidates who may need these visas as early as possible.

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, Human Resources, or International Education staff can provide more information.

If you have questions regarding international candidates, please contact the Director of International Education.

Roanoke College 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 full-time, tenure-track 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 the Office of International Education of the sponsorship decision.

In the first month following a positive sponsorship decision, the Office of International Education will begin working with the instructor and an immigration attorney to assemble the documentation required for the permanent legal resident petition. The Office of International Education 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.

<u>**Reminders for Participants in a Faculty Hiring Campus Visit**</u>

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 positive 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.

Evaluation of Faculty Performance and Determination of Annual Salary

The chair's duty in evaluating departmental faculty is one of the most important that he or she performs. 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 knowledge that their academic performance will be examined from time to time by someone qualified to do such 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 to 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):

Change in Annual Salary

a. Department chairs will evaluate annually the performance of each department member (see Section 2.5, Faculty Handbook).

b. Department chairs will recommend to the Dean of the College the merit portion of the annual salary increases for each department member. The salary recommended shall reflect the chair's evaluation of the department member in the areas of teaching and advising effectiveness, professional development, and professional service.

c. The Dean of the College shall, after discussing the chair's performance evaluation and salary recommendation, make a determination of the salary change for each individual and will confer with the chair before making a final decision.

d. The chair shall meet with each department member to provide the salary information.

e. Each department member has the option of meeting with the Dean (with or without the department chair) to discuss the salary information. (If this meeting occurs without the chair and if the Dean feels a change in salary may be in order, the Dean will notify the chair and offer to have a meeting with the chair.)

f. At the conclusion of this process, the Dean sends salary letters to individual department members.

g. Faculty members who have been granted reassigned times will be evaluated by the Dean of the College for compensation adjustments based upon their performance on the tasks for which their reassigned times were granted. Compensation adjustments for all non-chair faculty members will be allocated based upon the percentage of reassigned time and teaching time by the Dean and appropriate department chair, respectively. For example, if Professor Jones has a teaching assignment of five courses and two units of reassigned time, then Professor Jones' department chair will recommend the amount for 5/7 share of the compensation, and the Dean will assign the other 2/7 of the compensation.

Program Evaluation Process (PEP)

Guidelines for the Evaluation of Academic Programs

August, 2020

Program Evaluation Process

The academic major, general education, and honors programs are scheduled to participate in a formal review as specified in the Faculty Handbook Section 3.4.1. Additionally, administrative units follow the same general guidelines. Program Evaluation Process:

Program evaluation guidelines specify that all academic major, general education, and honors programs be formally evaluated at least once every six to eight years, through a program evaluation process. The system was established by the Dean of the College in cooperation with the Dean's Council to ensure programs are nationally competitive and regionally distinctive. Each program evaluation is facilitated by the Office of Institutional Effectiveness and Assessment consistent with the process outlined in the evaluation guidelines. Using core data provided by the Director of Institutional Research as well as benchmark data from other institutions, the department chair, in consultation with program faculty, conducts a self-study preparing a report assessing program strengths and weaknesses. For the review of the general education program, the self-study is completed by the Associate Dean for Academic Affairs and General Education with the General Education Group. For the review of the honors program, the self-study is completed by the Director of the Honors Program with the Honors Advisory Group.

Typically, for each program under review, external evaluators visit the College to interview students, faculty, and administrators. For reviews of the general education and honors programs, an advisory panel consisting of the Director of Institutional Research, the Director of Institutional Effectiveness and Assessment, and three faculty members (one from each academic division) participates in the process as stated in the guidelines. For academic major review, an independent advisory panel is formed only if requested by the Dean or department chair. When needed, faculty members for panels are recommended by FAC and appointed by the Dean.

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) works with program faculty and the Dean of the College to develop a 5-year strategic plan.

Program Evaluation

Six-year Cycle; Beginning 2019

2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
French	Literary Studies	History	Music	Art History	Sociology
Spanish	Creative Writing	Political Science	Biochemistry	Biology	Philosophy
Theatre	Communication Studies	Business Administration	Chemistry	Physics	Psychology
Criminal Justice	Health & Phys. Ed	Environmental Studies	Art	Mathematics	Actuarial Science
Economics	Health & Exercise Science	Teacher Licensure & Health/PE (TEAC)	Sport Management	Computer Science	Education, Professional Studies
Christian Studies / Religious Studies			Public Health Studies	International Relations	Elementary Education

The 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 of Educational Outcomes -- A listing of your department's educational outcomes for your major(s) and responses to the three Analysis Questions from each program's Assessment Report:
    1) What changes (in curricular structure, content, pedagogy, or other) were made this year that you believe improve student learning?
    2) What do the data you collected reveal about student learning? Did student learning improve in any ways as a result of past changes?
    3) Do you plan to make any changes for next year that could improve student learning?

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.

Evaluation of the Chair and the Department

The procedures followed for the evaluation of chairs are similar to those for the evaluation of other faculty members:

- Teaching and advising
- Professional growth and development
- Service

To provide a body of data for use in the evaluation the chair prepares an evaluation packet. The packet contains the kinds of materials described in the Faculty Handbook for faculty evaluations, plus materials that bear on the chair’s responsibilities. The latter should consist of a personal assessment for the calendar year just past plus any relevant backup materials. The chair's packet is due no later than 15 May; the department's annual report is due no later than 15 June.

Using the chair's evaluation packet, the annual report, and any other relevant information available, the Dean will assess as fairly and objectively as possible the chair's professional effectiveness, accomplishments, and contributions for the year.

The Dean will provide the chair with a narrative that speaks to findings of the evaluation, and will suggest actions that are recommended during the following evaluation period. Attention will be given both to accomplishments deserving of praise and to areas in which there is perceived need for improvement.

Employment of Part-time Faculty

Instruction by part-time faculty members is an integral and important part of the program of instruction at Roanoke College. The primary purposes of including teaching by part-time faculty are (1) to provide expertise not represented in the roster faculty of a department, and (2) to make courses available to students in "overflow" situations, i.e., when the demand in a given term cannot be met by roster faculty without creating overloads. The buffer represented by part-time IFTEs (instructional full-time equivalents) can also be valuable to a department in times of enrollment decline, making the retrenchment of roster faculty unnecessary.

Part-time faculty will carry one of two titles:

Adjunct Lecturer. Part-time faculty hired to teach specific courses on a term contract basis. The title "Adjunct Senior Lecturer" may be accorded "to a part-time per course teaching faculty member in recognition of distinguished teaching service to Roanoke College by having taught at least ten units." (Faculty Handbook, Sec. 2.1.4)

Adjunct Professor. A part-time per course faculty member "who is a full-time ranked faculty member of another institution." (Faculty Handbook, Sec. 2.1.4.3)

No matter the good intentions of the department and administration of a college, and the value of employing lecturers notwithstanding, the use of part-time faculty can result in problems and sometimes hard feelings. The department chair is in the best position to minimize such complications. Particularly if there is an "expectation gap" between college and part-timer, the lecturer can quickly slip into a sense of being unappreciated and even exploited. Almost inevitably, experience teaches that a part-time faculty member who is repeatedly hired to teach large loads comes to feel like a second-class, underpaid citizen of the college--despite the fact that contracts were freely signed, and despite the fact that the intent of the college is to have them feel like first-class part-time citizens, not like second-class, tenure-track citizens.

The policies outlined in this handbook are intended to fill the need to select highly able part-time faculty, to reward them fittingly, to help them feel appreciated without misunderstanding the nature of their employment, and to attend conscientiously to the quality of teaching they provide.

1. Development of a Part-Time Faculty Roster

   The process described below has been created to maintain a roster and complete personnel files of qualified people who are interested in teaching part-time at the college.

   a. For each department, specialties are identified for which the department should have qualified people available to teach on an occasional part-time basis.

   b. The department, consulting with others both inside and outside the department, as may be necessary, collects names of part-time faculty prospects.

   c. A letter of inquiry and indication-of-interest form are sent to prospects, who are asked about their interest in being placed on a part-time teaching roster, their academic specialties, their frequency of availability, and other relevant matters.

   d. The department reviews all indication-of-interest forms received, makes whatever further inquiries may be in order, and determines which people are good candidates for the part-time faculty roster.

   e. Candidates are asked for transcripts, letters of recommendation, and other materials the department may require. Department members review the materials received; chairs make up a part-time faculty roster for the department.

f. The roster is kept up-to-date by annually polling each person listed to determine interest in continuing; adding new names by the process outlined above; and removing names of people whose work has not met college standards or who have indicated they are no longer available.

g. Personnel files are kept in the office of the Dean of the College for all active members of the part-time faculty roster. These files will contain undergraduate and graduate transcripts, letters of recommendation, information on student evaluations and other evidence of teaching effectiveness.

2. Orientation

In order to assure that part-time faculty providing instruction are fully acquainted with college and departmental policies and practices and know how to obtain the services needed in support of their instruction, the office of the Dean will provide, at the beginning of each term, an orientation session for all new part-time faculty.

3. Evaluation

The process described below has been developed to assure that courses are being taught by part-time faculty with effectiveness comparable to that of courses taught by tenure-track faculty and to be able to document teaching effectiveness of part-time faculty.

a. At the conclusion of each course taught, the part-time faculty member will provide the department chair with a brief written analysis of how the course has gone. Included in this will be any indications of teaching effectiveness, as seen by the instructor, and any special circumstances that he or she believes need to be emphasized.

b. At the end of the academic year the department chair completes a brief evaluation form for each course taught by a part-time faculty member, indicating clearly that the instruction has either met or not met college standards. A copy of the form is given to the faculty member and placed in that person's personnel file. The chair is encouraged to discuss the evaluation with the faculty member.

4. Qualifications

To assure that the credentials and demonstrated effectiveness of the part-time faculty member meet institutional standards and the stated standards of the Southern Association of Colleges and Schools, the department chair will certify to the office of the Dean that the prospective part-time faculty member has completed at least 18 graduate semester hours in the teaching discipline and holds a least a master's degree or holds a minimum of a master’s degree with a major in the teaching discipline or has outstanding professional experience and demonstrated contributions to the teaching discipline (and whose credentials are formally approved by the Associate Dean for Academic Affairs and Administration). All faculty must have earned their highest degree from a regionally accredited institution or, if from an institution outside the United States or a non-accredited institution, show evidence of appropriate academic preparation. All faculty must be proficient in oral and written communication in the language in which assigned courses are taught.

To remain on the part-time roster, the faculty member must demonstrate to the satisfaction of the department chair and the Dean that they are providing instruction that is comparable with college norms. When student ratings or other information suggest that this standard is not being met for a given course, the Dean will so indicate in writing to the instructor and the department chair. Should there not be evidence that any perceived problem has been remedied in the next course taught, the part-time faculty member will no longer be eligible to teach at the college, and his or her name will be removed from the part-time roster.

5. Limitations on the Utilization of Part-Time Instructors

   In order to assure that a department does not become overly dependent on part-time instruction to meet its needs, that de facto exploitation of part-time faculty does not take place, and that unintended expectations for employment do not develop on the part of individual people who are teaching on a part-time basis, the department chair and Associate Dean for Academic Affairs and Administration will prepare staffing plans that call for not more than 15% of the instruction in the department to be provided by part-time faculty. (Note: In doing such calculations, instruction provided by academic staff of the college is not included.)

   The employment of any one individual part-time person usually will be limited to no more than four teaching credit units for the fall and spring terms combined.

6. Appointment of Part-Time Faculty

   A chair who wishes to hire a part-time faculty member will request authorization from the Associate Dean for Academic Affairs and Administration. The Associate Dean will review the overall departmental staffing picture, taking into consideration other relevant factors. The Associate Dean for Academic Affairs and Administration will issue appointment letters to part-time faculty and the chair will receive a copy. The part-time faculty member will indicate acceptance by signing and returning the letter to the Associate Dean's office.