Guide for Department Chairs

Cornell College
2009-2010

PREFACE

In Spring 2007, Dean Tooley requested that an advisory committee of the faculty be formed to review our Department Chair's Handbook. Knox had recently revised their guide for department chairs, with the support of a FACE grant, and had offered to share it with other ACM schools for adaptation. (See the preface to Knox's handbook, attached as an appendix.) The three of us took on the charge, and found that Knox's new handbook would indeed be a good starting point. Using the Knox handbook as a base, we revised it to bring it into line with Cornell's policies and practices.

We appreciated in particular that Knox's handbook is a "peer-to-peer" guide rather than a top-down statement of rules and regulations. It goes beyond policy statements to acknowledge and advise on the broad complex of tasks and issues involved in chairing a department. This handbook is a guide, and not legislation, so we have attempted to refer to legislation, institutional policy, and forms rather than duplicating those here, where appropriate. However, many procedures and expectations at Cornell are not documented formally elsewhere. While we envisioned a new department chair as our ideal reader, we also tried to make this handbook a useful and quick reference for more experienced chairs.

As the three of us worked on this project, we were sometimes startled to learn how differently our departments operate. New chairs often have only their department members to rely upon for information about chairing, and even experienced chairs may have had rare occasion to discuss chairing outside their own departments. This handbook tries to take such differences across departments into account, so readers may encounter procedures that may not have been used in their own departments. We hope that this handbook may open discussion among chairs regarding best practices.

We wish to thank the Office of Academic Affairs and the Committee on Administration for vetting drafts. We received particularly invaluable help from Ann Opatz. We also wish to thank the committee at Knox for allowing us to adapt their work to our institutional context.

Finally, we recognize that this handbook omits information on at least one subject that is critical for department chairs to have—namely, budgeting and ordering procedures. These are in flux due to the new administrative software, but this section will be incorporated once those procedures are finalized and the capabilities of the software are fully realized. Undoubtedly, other sections (such as the section on bidding) will need to be revised as well.

We welcome any feedback on this handbook and suggestions for future revisions. Please direct comments to Nancy Rawson in the Office of Academic Affairs.

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Advisory Committee on the Cornell College Guide for Department Chairs
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THE GENERAL PICTURE

ROLE OF DEPARTMENT CHAIRS

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

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

The big picture person

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

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

- the teaching of both introductory courses and upper-level courses across the department

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

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

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

- definition of positions in the department (when change is being considered)
- searches (various aspects, from approval of the search through to candidate choice)

- significant curriculum change
- some course logistics (e.g., over- or under-enrollment, caps)
- departmental contribution to interdisciplinary programs, including the college writing program

Gate keeper and first-in-line resource person—the face of the department
There's a lot of unscheduled traffic that comes to the chair—from students, staff, and faculty—so one needs to be more accessible as a chair than one might have been previously. This means that chairs have less access to one of the perks of faculty life**—**a relatively flexible schedule and the ability to do some of one's work away from the office. It's important to be in the office, with the door open, more than you may be used to, with certain times of the term especially important (e.g., during January, when students are declaring majors, and late February, when students are registering for classes). Prompt answering of e-mail will also be appreciated by all the people turning to you with questions. Much of this communication stems from the chair's role as point person for communication to and from the Registrar's Office, other departments, and the Office of Academic Affairs.

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

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

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

- another person in your department who has previously been chair
- other chairs
- the Dean (who may be able to draw on past experience as a chair as well as current experience as Dean)

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

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

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

the website of the American Council on Education: http://www.acenet.edu (under "Programs & Services" select "Department Leadership Programs")

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

other selected articles are available from the ACM office.

Get help with the big picture – a departmental review

Consider the benefits to the department—and to you as chair—of doing a departmental self-study, which can be very helpful for getting a larger perspective on the department. Such a review helps the department identify its strengths as well as challenges it may be facing (in the curriculum, staffing, facilities, alumni/ae success, etc.), and can help set an agenda for change. In addition, remember that departments considering significant curricular revision or innovation may apply for faculty development funding through the Office of Academic Affairs.

LENGTH OF TERM AND TRANSITION TO A NEW CHAIR

The usual length of term for a chair is three years; in small departments, it is not uncommon to take on a second term. Otherwise, there should be other people who can learn to do this, and it is good to share the responsibility. It is the Dean who appoints department chairs, in consultation with members of the department. If you know you want someone else in the job at the end of your term—or if you are in the middle of a departmental project that inclines you to stay longer—do initiate a conversation with the Dean.

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

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

DEPARTMENTAL CULTURES AND CHAIR STYLES

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

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

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

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

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

As department chair, your own habits and inclinations will have a significant impact on the life of the department. Consider whether you fit in smoothly with old patterns, or whether your style will necessitate some accommodation. Some of the factors that contribute to the style of a department chair:

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

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

collegial	functional
supportive	open-minded
communicative	cooperative

THE BIGGEST RESPONSIBILITIES

SEARCHES

The aim in faculty hiring is to recruit the very best among available candidates in any given field. The college wants to bring to Cornell persons who are highly educated, broadly interested, and committed to meeting the complex challenges of membership in the faculty at a small liberal arts college. In addition, the college wants to engage individuals whose ideas about teaching and learning are sufficiently flexible and imaginative to take full advantage of the block plan.

Cornell’s published guidelines for faculty appointments (see the Faculty Handbook) are in keeping with this general aim. Moreover, in keeping with the Equal Opportunity / Affirmative Action program, Cornell must ensure equal opportunity in employment and education regardless of race, color, sex, sexual orientation, religion, age, national origin, or disability. This policy can be found in the Faculty Handbook and on the Human Resources website.

Searches for tenure track and other full-time faculty positions are coordinated through the Office of Academic Affairs, and more specifically by the Assistant Dean. Chairs are encouraged to begin work on tenure track searches no later than early September in order that appointments can be made by February or March. Searches for tenure-track appointments will not be conducted after March 1.

Why searches are so important

It would be difficult to exaggerate the importance of searches to the department and the college, most especially searches for tenure-track faculty. Given how small our departments are, one person constitutes a sizable percentage of a department's identity and activity—in some departments as much as 50%. Each person in the department affects the success of the program, and a new person will invariably bring change to the department. It's really important that you learn enough about the candidates to anticipate what those changes might be, and that the department is enthusiastic about the contributions (including changes) that this person will bring. A search is about shaping the department, not just adding a person. Even if a department wanted to replicate exactly a person who's just retired or left for another job, this is never possible. Each search provides the opportunity for a department to think again about mission and identity, about new perspectives or approaches that might be brought in, as well as any common characteristics you would like to preserve. Because departments are so small, searches may be few and far between. This is all the more reason to see each search as an opportunity to diversify the department. Diversity in terms of gender, race, class, ethnicity, and region of country are important, as well as the obvious characteristics of field, methodology, intellectual perspective, or type of graduate training. The college is sometimes able to make "affirmative action hires" outside of a normal search process. See “Equal Opportunity/Affirmative Action Program for Cornell College” in the Faculty Handbook for policy details. As with any hire, an affirmative action hire must be carefully coordinated with the Office of Academic Affairs.

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

Requesting approval to conduct a search

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

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

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

When a tenure line is vacated, do not assume it will be filled without justification from your department. The department must submit a formal justification and proposal to the Committee on Administration, after consultation with the Dean. The procedure is described in the section of the Faculty Handbook entitled "Procedures: Initial Appointment of Faculty"; more detailed proposal guidelines are provided in the "Vacancy Review Procedures" document, approved annually by the Faculty Committee on Administration and available from the chair of that committee. The proposal requires departmental enrollment data, which may be obtained from the Office of Institutional Research.

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

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

Crafting the job ad

Your proposal to fill a tenure-track vacancy will include a draft of the job ad, composed collaboratively by the department. The type of ad will vary by department and by need. Sometimes a department is looking for very specific interests while in other circumstances a very open-ended description would be best. Check ads in your professional journal to get a sense of commonly used language and categories. Some disciplines have further requirements for the information that must be included. In addition to noting disciplinary requirements, the ad should note the desirability of interdisciplinary interests as a signal about the character of a college like Cornell (e.g., "Cornell College is committed to excellence in teaching and encourages interdisciplinary interests among its faculty").

One key element to take into account is how large the supply of candidates is in a given field. If the supply is very large—where an open-ended ad might generate several hundred applications—the department would probably be best off to define the job in such a way as to limit the number of applications. But sometimes the supply is small, and the ad has to be crafted more broadly. A middle ground, commonly used, is to make the primary field broad, and then list a number of preferred secondary interests. If leaving the description open ended, it can help to say that the strongest candidates will be those who complement the strengths of the current faculty. See sample ads in the appendix for examples of such language.

All ads require inclusion of the Cornell EO/AA statement concerning encouragement of applications from women and other underrepresented groups. See appendix for this statement, which appears on the Human Resources website. Also consult the Equal Opoprtunity/Affirmative Action Handbook, available on the Human Resources website.

Should your proposal be approved, the Office of Academic Affairs will place the ad, after consultation with the department regarding timing and choice of publications. The ad will be placed in the major job placement publication for your field, often now on the web as well as (or instead of) a print publication. National advertising, published in time for a reasonable lead time for applications, is central for insuring a wide pool of applicants; it is also necessary for complying with affirmative action procedures. The Office of Academic Affairs will also arrange for advertisements to be sent to major universities, and to departments that produce a large number of minority candidates. In addition to such national, public advertisement, it can be helpful to use personal contacts or more targeted communication to stimulate further applications. Anyone in the department can write to friends in major universities, asking them to mention the job to graduate students. An announcement can be placed on e-mail lists that are specialized by sub-field. The Office of Academic Affairs will arrange for the ad to be listed in the employment opportunities section of the Cornell website.

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

The search process should be carried out by the continuing members of the department, from the meeting where the definition of the position is discussed through to reading files and formal interviewing. (The exception to this is in the case of a phased retirement: although the person retiring may be continuing in the department for a defined period of time, this person will be treated as other retirees with respect to the search.) However, the departing faculty member may play a role in the search process, depending on the circumstances. For example, the departing person may have expertise that would be particularly helpful in judging the qualifications and accomplishments of candidates. In addition, the candidates may have questions which the departing person is uniquely qualified to answer. Accordingly, the specific role to be played by a departing faculty member should be determined on a case-by-case basis following consultation between the department and the Dean.

Planning out the search

Emphasize the importance of confidentiality regarding all information in the files and all departmental discussions about candidates. Go over search procedures with the department so that everyone is on the same page about how things will proceed. How will the files be managed and divided up (if at all)? Whom would the department like to request as the outside committee members, and what will be their role in the search? Who will be able to go to the convention for interviewing? If convention interviewing is not possible, who will be in on phone interviews? Will it be a conference phone call, individual, or both? What will be the role of students in the search? (See below for more detail on each of these steps.)

Internal candidates

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

> Talk with the person in the temporary position as soon as the ad for the job has been approved. It's important that they hear about the position from you, rather than from the job boards in your field. If you think they're an appropriate candidate for the job, encourage them to apply. If they're in the right field for the position, but you have doubts about how competitive they'll be in the search, you might temper the warmth of your encouragement, but it's best not to shut any doors; it would be outright illegal to suggest they not apply. Talk about what will happen as the search progresses; explain that they will be treated in the same way as external candidates, with the same interview events should they make the final cuts.
>
> It sometimes happens that an internal candidate is not strong enough to make it into the pool of candidates to be interviewed. It can be tempting to include them in the interview pool as a "courtesy," but this would be a mistake. If the search committee agrees that this person does not measure up to others in the pool, it would be better to break the news sooner than to string them along through the rest of the search.
>
> Explain that it is the custom at Cornell to ask internal candidates not to go to the talks of other candidates; that while such talks are understandably interesting from

the perspective of the internal candidate, it is not fair to the other candidates and can be uncomfortable for the department also. Mention that you know it will be difficult for them to see the search progressing (something everyone else in the department will be involved in, but not them), and that it will be especially difficult for them if the job ends up going to someone else, but that you hope going forward with a professional attitude on both sides will help. Make sure you give them a chance to ask any questions they may have about how this all will work.

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

File-reading

The Office of Academic Affairs will acknowledge each application and prepare a file for each candidate. If the number of applications is very large, there are ways to divide up the work so that not all search committee members have to read every file (even while they are welcome to do so):

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

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

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

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

An important reminder to those reviewing applications: Do not write on the applications themselves, as the documents may become evidence if for any reason a lawsuit were brought against the College.

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

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

Convention interviewing

The Office of Academic Affairs will support the presence of two faculty members at professional meetings for the purpose of conducting preliminary interviews. Convention interviews are an enormous help in sorting out candidates. Among the ten who all looked terrific on paper, some, invariably, will not shine in person. The goal is to end up with three candidates who will be invited to campus for a full interview, and to have some back-ups if none of the top candidates work out. Frequently, Cornell faculty interview fifteen to eighteen candidates over two days. This is intense and interesting work, but also exhausting.

The Office of Academic Affairs will schedule interviews in consultation with the department, and will send candidates packets that include general information about the college. Some scheduling considerations:

- Leave a little time between each interview so that you can jot down notes about the interview, compare opinions, read up on the next person, and stretch a bit.
- Try to leave 90 minutes for lunch to allow yourself a decent break. Lunch places near the convention hall are also likely to be crowded.
- Some departments prefer thirty-minutes for each interview, while other prefer forty-five. Schedule enough time to get a good sense of the candidate, but keep it short enough so that if the interview happens to bomb, you can make it through to the end comfortably. If you schedule fifteen minutes between interviews, this gives you some leeway if one or another interview goes a little longer than scheduled.
- Leave the last five minutes for the candidate to ask questions.
- Schedule in time after the final interview for search committee members to compare notes and come to a ranking of the candidates. It is much better to do this when candidates are fresh in your mind.

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

Research

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

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

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

Other
What other interests, academic or otherwise, would you bring to campus?
On what kinds of college committees would you be interested in serving?
(By law, all questions must be job-related.)

After the convention, the department decides which three or four people to invite to campus. These names are then submitted to the Dean. The Dean will want to review candidate materials and confer with the chair prior to inviting candidates to campus. If in the chair's judgment no women or minority candidates qualify for this top group, the dean may also want to review the files of the best women and minority candidates in the larger pool. Candidates in this final screening group should be informed regarding their interview status as soon as decisions are made, and top candidates who are not to be interviewed in the first round should be given positive feedback and should understand that they are not completely out of the running. Some chairs prefer to make calls to candidates themselves, but the Office of Academic Affairs also regularly provides assistance with notifying candidates of their status.

Setting up the campus visit
When a firm decision regarding on-campus interviews has been made, the chair should work closely with the Assistant Dean in the Office of Academic Affairs to plan the on-campus interview schedule.

The Office of Academic Affairs will provide on-campus interviewees with the interview schedule and an information packet, including information about the college and community, prior to their arrival on campus. See the appendix for a sample candidate itinerary.

The search committee, initial meeting
All tenure-track search committees include several students and two faculty members from outside the department. The department gives a few names to the Assistant Dean, who makes the requests to serve. With respect to outside faculty, it's most helpful to have

members who are connected to the discipline in some way, and whose judgment you will respect. You can also look to balance out the search committee on one or another factor. If all search committee members are tenured, it would be helpful to have someone more junior. If all are female, then someone male. You want faculty members (and students) who, when it comes time for the campus visit, will play a positive role in recruiting the candidates. It would be best to avoid those faculty members who have a particular stake in the outcome of the search (e.g., those who might be much more interested in one subfield than another).

With respect to student members, consider nominating five or six sophomores, juniors, and seniors, both men and women, who have been involved in the department in multiple ways and who are likely to make a good impression. (First-year students usually lack the experience necessary to provide a comprehensive view of the department and college.) Ask them to help in the search by attending the lunches, candidate talks, and organizational meetings. You can do this through an open call to majors for volunteers, direct solicitation of individuals, or some combination of the two. Stress that student participants must be available to attend all events.

Once membership has been determined, the Office of Academic Affairs will organize an initial meeting of the search committee. The College Affirmative Action Officer will attend and distribute the college's affirmative action policy. You will want to use this time to explain procedures, including the roles and expectations of outside faculty and students, and to introduce the candidates and their application materials.

The role of the outside faculty members

The role of the outside members can vary. The outside members do not go to the convention for interviewing, but should be involved in all aspects of the campus visit. When it comes time to decide on which candidate gets the offer, it is customary in some departments to allow the outside faculty and student members to vote (although decisions are as often decided on the basis of consensus rather than a formal vote); it is customary in other departments to vote after receiving input from outside members. Be sure to talk with both department members and the outside members early in the search process, so that there is agreement about the role of the outside members in the search.

Coaching students about their role during the campus visit

Explain to the students that they have (as do the faculty) a dual role in interacting with the candidate: we are evaluating the candidate, but we are also "selling Cornell" to the candidate; assessing and recruiting are both going on at once. Interviewees are strong candidates who may well have other options, so if the person looks good for Cornell, we want to let them know about what a good place Cornell has been for us—and might be for them. Of course we should also be honest about weaknesses where it is relevant—and perhaps even important—to mention them. But the general tone should be upbeat.

Emphasize to students that it is essential that they see all the candidates so that a comparative assessment can be done.

Encourage students to ask questions about each candidate's talk, either from the audience or during the reception following the formal question-and-answer time.

Campus visits always include a meeting with students familiar with the department, without faculty, often over lunch. For the purposes of comparison, encourage student to ask the same set of questions of each candidate, and perhaps to coordinate their questions in advance. The Affirmative Action Officer will stress that all questions must be job related, and will include a list of questions as examples that are off-limits (see the Equal Opportunity/Affirmative Action Handbook on the Human Resources website for examples). You might suggest questions students can use to get the conversation started. For example:

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

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

All search members, including students, should record their responses to each candidate immediately after each visit, to keep visits from blurring together in memory. Encourage students to record what positive contributions each candidate would bring to Cornell, as well as weaknesses. After all the visits have occurred, committee members will rank the candidates and note whether each candidate is acceptable or unacceptable. Explain that an "unacceptable" ranking is reserved for potentially serious problems. Let students know that once the position has been filled, whoever fills the position should be appreciated for what they uniquely bring to the college.

You may wish to discourage students from talking together about candidates before jotting down individual responses, and even before the final search committee meeting, as this can lead to "group-think." Explain that a diversity of responses can lead to a productive final discussion, and let students know that their comments and perspectives are extremely valuable.

Some guidelines for discussions with the candidate

<u>Topics that are off limits</u>: Discussions with the candidate while on campus should be wide-ranging; this is your chance to learn as much as possible about the candidate. But there are certainly topics that are off-limits—illegal. Even if you're really curious to know the person's marital status and whether a spouse/partner may be an issue in whether or not they would accept an offer from Cornell, *any such personal questions are illegal*. We may not ask about marital status, sexual orientation, whether the candidate has children or is planning on having children, religious affiliation, or physical handicap. (See below for appropriate questions in these areas once an offer has been made.) If the candidate brings up such information, you can continue the conversation, but do not use this as an opening to probe further. If the candidate asks about possible employment for a spouse/partner, talk about the college's willingness to help when it can, supplying an

example or two, but explain that discussions about this are best held just after an offer is made. The point is that our goal is to identify the best candidate for the job on the basis of their professional capabilities and their own personal qualities (e.g., curiosity, intelligence, etc.), not on the basis of our preconceptions of what might complicate the hiring process and/or the likelihood of a person's ultimate happiness at Cornell.

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

Exit interview: It is important for the chair to have a conversation with the candidate toward the end of the visit. It's often convenient to do this on the drive to the airport, but if someone else is doing that task, time should be set aside before the candidate leaves for an exit interview. Give the candidate a chance to ask any final questions they may have. Tell the candidate what you project to be the timetable for the search, and when to expect a phone call from you. (If you are uncertain how to handle these calls, the Office of Academic Affairs will be able to provide suggestions.) Be sure you have current contact information so that you can reach them easily in the next few weeks (e-mail address, cell phone), and ask if there's anything that affects their timetable. It's natural for us to be curious about details of other interviews, but there's no need to ask about specifics. What is relevant is the timetable. Ask the candidate to let you know if they receive any other offer; it is sometimes possible to give information in advance of a final decision (e.g., an offer has been made to someone else and you're waiting for an answer, or where the person stands on your short list).

Making the decision

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

The Assistant Dean will reconvene the search committee, and the Dean may wish to attend, and to share an opinion about the candidates.

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

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

- ask the Dean for approval to bring in one or more additional candidates;
- hire no one and plan to search again the following year;

When the search committee is ready with its recommendation for hiring, notify the Office of Academic Affairs in writing so they can confer with the President before an offer is made. Include a brief, written recommendation including the committee’s rankings, a justification of the rankings, and an indication of whether each candidate is acceptable. This information will be important, should the first-choice candidate decline an offer.

If an offer is to be made, the dean and the chair will work together to negotiate with the candidate of choice to make the hire.

Should the candidate not be a U.S. citizen, extra work may need to be done by the College regarding visas and other matters. The Office of Academic Affairs has a good deal of experience with these matters and will assist the candidate.

The offer and its aftermath

Do not expect an immediate answer from a candidate to an offer. Of course it's great when they accept during the Dean's phone call, but candidates will often need time to think over the offer. They may have mixed feelings about the job, or they may be waiting to find out what happens with other potential employers. The Dean will extend a reasonable amount of time for the candidate to consider the offer, usually ten to fourteen days, depending on circumstances. Follow up the Dean's call with one of your own, a day or so later, to see if the candidate has any questions and to convey the enthusiasm of the department for this appointment. At this point, if issues about a candidate's personal situation come up—such as circumstances with a spouse or children—it is now fine to talk about it. You might want to initiate the possibility of such a conversation by asking: "Is there any way I can be of help as you make your decision? Are there any factors in the decision that I could give you information about?" If the candidate's partner/spouse is concerned about employment possibilities, ask for further information, including a c.v., and then talk with the Dean about any way the college might be able to help out.

The Dean might offer to bring the candidate and a family member to campus to help them make a decision. The department should be prepared to show the candidate around the area. It is a good idea to arrange a dinner with all members of the department, and perhaps family members, who can attend, to convey the department’s collegiality and offer various perspectives on the area and college.

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

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

Once the position has been offered and accepted, it is important to call candidates who were interviewed on campus in a timely way. The Office of Academic Affairs will follow the call with a personalized letter. Even when rejected, candidates appreciate consideration, and will think well of Cornell if treated as such.

Retention of Search Records
The Office of Academic Affairs will retain individual applicant files for a period of three years and other records relating to the search for an indefinite period of time.

Search Expenses
All expenses relating to the search are covered by the Office of Academic Affairs. Paperwork should be routed through the Office of Academic Affairs for proper processing.

Spring search for housing
A hire might wish to visit Cornell in spring to search for housing and to reconnect with future colleagues. The College may pay in part for this visit. Consider organizing a dinner or other social event with departmental colleagues.

NEW FACULTY ORIENTATION

Summer contact
The Office of Academic Affairs will be in contact with the new faculty member over the summer to discuss computer needs, housing, etc. Be sure that the new person has contact information for you during the summer, in case questions arise.

You might need to contact the new person regarding course descriptions, classroom preferences, or other matters that demand attention over the summer. Let them know of such deadlines as early as possible. It is best not to overburden the new faculty member with emails or phone calls, however, because they might be finishing a dissertation, completing another job, or preparing to move. However, it is appropriate to invite the new person to any planned summer activities (such as a conference or meeting hosted by the department) while making it clear that attendance is not mandatory. Department members might wish to send "welcome" emails or offers of assistance with making a smooth transition.

Once the new person arrives on campus, the Office of Academic Affairs will direct them to the appropriate offices for keys, ID, and other personnel matters.

New Faculty Mentor Program
Cornell's faculty mentoring program extends institutional support for new faculty by creating a special, informal relationship with a senior person outside the new faculty member's department. The Dean will ask you for suggestions. This relationship should complement the fundamental relationships with the department chair and the academic dean, providing opportunities for new faculty to enlarge their circle of collegial acquaintance in a non-evaluative context. The program encourages new faculty to consult freely with their experienced mentors about anything and everything connected with being at Cornell.

All-College New Faculty Orientation
During the week prior to the start of classes, the Office of Academic Affairs will sponsor an orientation session for new faculty to introduce them to one another and to provide basic information about Cornell. Faculty will have the opportunity to meet with the academic dean, the assistant dean, the registrar, the librarian, and other key people of interest to new faculty. Orientation sessions continue throughout the first year, focusing on topics of interest such as grading standards, writing assignments, the faculty governance system, advising, and writing letters of recommendation.

New faculty will receive assistance with the following, but check to see if they have any remaining questions:

Keys: The faculty member may want to check out keys to the assigned office, the building, and to other resources, such as technology cabinets.

Phone: Professional calls may be charged via an assigned, individualized code. Cornell's long-distance calling is remarkably economical, and faculty may wish to charge personal calls to their account also. Monthly statements will be sent by the Office of Information Technology, at which point personal calls that appear on the statement should be calculated and paid for at the cashier's window.

Office supplies: A moderate amount of office supplies (paper, pens, paper clips, etc.) may be charged to the department at the bookstore. If the bookstore does not have a needed item in stock, faculty secretaries can assist with catalogue ordering from the college's preferred vendor.

Photocopying: Photocopying for courses or a moderate amount of copying for other professional activities may be charged to the department using one's Cornell ID card.

Computers: For help on anything regarding computing, the faculty member may start by calling the Help Desk, x4357 (H-E-L-P on your phone pad), or by filling out a work order request at http://www.cornellcollege.edu/it/.

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

- Escort new faculty and guest to the opening reception.
- Have a social event or two that will introduce the new person to people in your department, as well as to people outside the department who may be of special interest. (Or, if you are unable to organize the event yourself, see that someone else in the department does so.)
- Escort the new person to the first faculty luncheon and the first Brackett House faculty social of the year.
- Check in with some regularity to see how things are going and to give the new person a chance to ask questions. Encourage other members of the department to do the same.
- Figure out the things specific to your area that a new person may need to know, and convey that information. For example, new faculty will need to know where supplies are kept and how to access the AV equipment in the classrooms they will use. Other recent hires in your area will be a good source of information about what was mysterious to them.
- Share documents that will help the new person learn about the make-up, concerns, and plans of the department (e.g., any recent curriculum proposals, the departmental assessment plan). Tell them about the department's ambitions and goals, its philosophy, its style—and ask them about their own. Explain the structure of the curriculum and how this new faculty member's courses fit into that structure.
- Give them a copy of the department budget, and explain availability of funding for office supplies, photocopying, etc.
- Discuss expectations one might have for students (and what students expect of us).
- Talk about grading practices, academic standards, etc.
- Invite the new person to sit in on your courses (and/or those of other members of the department).

- Go together to the first faculty meeting or two so that you can explain some things during the meeting (who’s who, etc.). Take some time to de-brief afterwards—this is a good opportunity to give some institutional history that will explain the weird things that happen at faculty meetings.
- Delegate to other members of the department any of the above that you don’t have time for, or where you think someone else could do it better.

CARE OF AND ATTENTION TO UNTENURED FACULTY

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

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

In the first year

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

Protection

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

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

In the case where the faculty member has not yet finished the terminal degree, there is a special urgency to keep the walls of protection high and other commitments light. You don't want to nag, but do check in on their progress. According to Faculty Regulations, a terminal degree is required for tenure. The Dean will have been in communication with the faculty member about this, but it's good for you to be as well.

With regard to teaching assignments: remember the enormity of the task of multiple new preparations in the first years of full-time teaching. Give new (and untenured) faculty first choice on courses and blocks. Ask what classrooms they prefer. Whenever possible, have them teach subjects they're already familiar with. If there's the possibility of their teaching multiple offerings of one course, let them do that so they have fewer preps. (Also see page 5 above.)

All of these protections for new faculty members mean more work for others in the department. There are perhaps some departments who take the opposite approach—giving a new person the least desirable courses, blocks, and departmental tasks, with perks going to the more senior faculty. But we strongly recommend the model we've put forward here: doing all you can to help a new faculty member get off to a good start, even when it means some sacrifice on the part of more experienced faculty. This model is likely to produce gratitude from the new faculty member, which is a more productive basis for a long term relationship than the resentment that is likely to be generated if treated as the lowest person in a departmental hierarchy.

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

Integration into the life of the department/college

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

- Introduce them to people beyond the department, people you see as potentially good resources for this particular person, both as peers and as potential mentors. Think of people with whom they may share intellectual interests, personal interests, family situations, etc.
- Find occasions to talk about teaching, and encourage attendance at Conversations About Teaching (CAT). Encourage departmental discussion on courses taught in common. Share syllabi, assignments, exams from these and other courses. If certain courses are taught in a sequence, be sure there's discussion so the new person is fully aware of the extent of coordination needed. Invite them to observe classes taught by others in (or outside of) the department, just asking permission first. Do offer your own classes as one possibility.

- Encourage them to present their current work on campus, perhaps as a SIG or HAIG talk (probably not in the first year, but before long).
- Consider inviting them to sit in on one or two advising sessions, perhaps in September to see a session with a first-year student, and later, to see a session with a major advisee.
- Socialize them into campus events. But be careful how you do this. Encourage participation, but don't apply pressure, and do make clear that no one has to attend every one of these events.
- Have an occasional social gathering for the department (or delegate this around the department).
- Remind them that part of your job as chair is to be an available first contact for just about anything. You can initiate them into the various offices and procedures for accomplishing all the various tasks. Encourage them to seek out anyone else in the department as well, should you not be readily available.

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

The RTP criteria and review process are outlined in detail in the Faculty Handbook. This section provides suggestions related to mentoring and professional development.

<u>Teaching</u>

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

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

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

Visiting classes is a key component of getting to know a colleague's teaching. RTP has provided a set of guidelines for class visits during reviews. Here are further suggestions for how to make the most of this element of evaluation of teaching:

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

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

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

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

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

<u>Research/creative work</u>

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

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

Emphasize the importance of the annual c.v. update: this is a faculty member's opportunity to list all that they've been doing. Advise them to maintain separate resource folders for each of the major criteria for review (teaching and advising, professional stature, commitment to liberal arts, and service), an efficient way to keep track of their work for the review narrative they will eventually need to produce.

When faculty have recent accomplishments, encourage them to make their achievements known, not only to the department (through you as chair), but also to the community, through the *Cornell Faculty Newsletter* and the OCC Campus Newsletter.
Encourage them to enhance professional development by networking outside the college.

Encourage them to go to at least one conference a year, even if they're not giving a paper.

Encourage them to seek funding from both internal and external sources. Talk to them about applying for faculty development money from the Dean (both for conference travel and for other research costs) when the call comes around. Encourage them to apply for outside grants or fellowships, and pass along pertinent information that comes across your desk. Faculty applying for outside funding must fill out a “Request to Pursue External Funding Form” (available online through the Office of Academic Affairs website), which sets the ball rolling; it also ensures that chairs are informed about potential complications in scheduling, should the grant include leave time. Let them know about help available from the Advancement Office for identifying funding sources, and writing and vetting proposals. Assure them that the college is very supportive when people get outside grants.

<u>Mentoring through the contract/tenure review process</u>
Eventually, you will need to share with the person under review the departmental letter regarding their work. (See the Faculty Handbook.) It is difficult to convey bad news, but if at all possible, we should keep the candidate's interests in mind. It will be difficult for a candidate to improve if they do not know what the department thinks are their weaknesses (in whatever area). And of course knowing what we perceive as their strengths is also very helpful.

Final caveat: One thing that is difficult about being chair is that your relationship with junior colleagues may change when you move from being just another departmental colleague into the chair's position. Perhaps being aware that this may happen can help ease the discomfort. It might help to preface remarks with what “hat” you are wearing: colleague, chair, senior faculty member, etc.

SHARED APPOINTMENTS

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

For the college's policy on shared appointments, and for how responsibilities are to be divided, see the Faculty Handbook.

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

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

- Request two offices. College practice is to give each person in a shared position their own office, if space is available.
- Don't expect each of them to be on campus as much as a full-time person. It may help you to know their schedules, so that you can help people concerned about not being able to find them.
- Advise them to be careful of their time.
- When dividing up departmental tasks (including the advising of majors), give each person only half as much as you give to a full-time faculty member. But do get both people involved (rather than designating only one of the people as doing departmental service), as both need to contribute as "citizens" within the department and the college. You can insure this happens by rotating larger jobs or dividing up smaller jobs between them.
- Whenever possible, accommodate course scheduling that the sharers would like to try out. For example, if they share childcare, they might need non-overlapping teaching schedules. Assuming this can work with regard to departmental offerings, give it a try.
- Understand that it may take more time for a half-time person to build up a student following, simply because they are teaching fewer courses. Be sure to include a "gateway" course in each person's course schedule from time to time, so that they

are introduced to a good number of the students who may eventually become majors.

- When evaluating faculty in shared appointments, always keep in mind that you are evaluating two individuals in part-time appointments, not one combined entity. Be aware that you will have less data on each person than you would for a full-time person (half the number of teaching evaluations, some proportion less of service and research/creative work). The qualitative standards remain the same, but the quantity of data will, in most areas, be less. And because of the rotation of some aspects of work (e.g. committee assignments, some departmental tasks), there will be flux in the record, with more activity in some years than in others.

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

There are different ways in which you will become aware that two people applying for a position are interested in a job-share. One common approach is that the two individuals will submit two dossiers, but their cover letters will cross-reference the application of the other. They may say they are interested in a job-share only, they may say that they would like to be considered individually as well as in a job-share, or they may not specify. If one or both of the people make it to the interview stage, it is up to you and the search committee to decide if it makes sense for both of the people to be considered, or if you are interested in only one of them. It may be that the qualifications of one person greatly outweigh the other's, or it may be that the field of one is far away from anything that would be helpful to the department. Whatever path you decide on, be frank from the outset: that you're interested in only one person, or in both.

RELATIONSHIP TO TENURED FACULTY

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

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

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

RETIREMENT

Looking ahead to retirement

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

The details of timing of retirement are worked out between the retiree and the Dean of the College, who will consult with the chair as needed. Some faculty members may be interested in a phased retirement plan, and should consult with the Dean regarding options. The retiree should also talk with the Director of Human Resources for issues regarding benefits after retirement.

See the next section of this *Guide* on "Planning a Retirement Celebration" for help on the arrangements.

Involvement in the department after retirement

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

Planning a retirement celebration

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

The first step is to speak with the retiree, in order to determine their wishes for the events and to anticipate a date. The usual arrangement is to hold an all-campus reception on the OC or Bracket House, followed by a faculty dinner in the Commons, where the faculty member is presented with “Recollections” by students and colleagues, and the gift of a rocking chair or side chair. However, the retiree might prefer a smaller gathering, wish to meet off-campus, or have an altogether different celebration in mind. Furthermore, the department might wish to host an art show, a symposium, a musical performance, or some other event in honor of the retiree as part of the celebration. In any event, the Office of Academic Affairs can provide support as you plan, and should be consulted early. Here are the main tasks involved:

- Speak early with the person retiring to firm up the date and place, and to learn about their vision of the event.
- Customarily, an important object at the retirement party, an object then given to the retiring faculty member, is a notebook full of recollections about this person from former students and colleagues. If this option seems fitting, request from the Alumni Office a list of your alumni/ae majors from the years the retiree has taught at Cornell. (Be sure to ask that the list include unmarried as well as married names.) Ask the retiree for names of other former students (not only majors) who were significant in their career. Write these students, as well as any former colleagues no longer at Cornell, asking them to send in letters. Ask Alumni for help with the mailing (address labels, etc.) Be prepared to remind faculty colleagues of the deadline for submitting contributions.
- Ask whether h/she would like the customary Cornell chair (choice of rocking or side chair), and notify the Assistant Dean.
- Reserve the locations.
- Arrange with AV for a microphone to be in the room and possibly on the OC.
- Line up the speakers and emcees for the reception and dinner. This is perhaps the most important part of the event. You want a range of people who know the retiree well, in a variety of capacities. Do consider the Dean as one of the speakers, as he/she has an important voice to offer from the institution as a whole—the retiree has not just been a member of the department. You may also consider former students. Make a tentative list and then ask the retiree him/herself how this looks, or for other suggestions on who knows them best. You'll want about 4-5 people, speaking for perhaps 2-5 minutes each.
- Order the food from Sodexo. They have a catering list that will give you an overview of the different items available and their prices. Typically, guests pre-pay for their own dinners, indicating a choice of entrees (if available) when they RSVP to invitations.
- The Dean's Office will work with the Office of College Communications to send out dinner invitations: you will want to work with the person retiring to prepare the list.
- Plan for a gift from the current members of the department. If you've had to dig into your own pockets for the rocking or side chair, it can be that. It's nice to have some lasting token of the department's farewell.

The emeriti citation to be read at commencement
This is another very important public moment for the retiree, and whatever you write also goes into the permanent record of the faculty. You can request samples from previous retirements from the Office of Academic Affairs. Ask the retiree for a full curriculum vitae, so you have a view of his/her whole career.

DEALING WITH COMPLAINTS AND PROBLEMS CONCERNING FACULTY

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

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

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

One faculty member in the department complains about another.
Review the advice for dealing with complaints from students; some of the same advice will hold in this situation. But the situation is more serious, because the problem will not dissipate at the end of one term; long-term collegiality within the department is at stake. Assess the level of severity of the complaint, and take into account factors that may be contributing to conflict and/or misunderstanding (such as gender, seniority, cultural differences, personality differences). Unfortunately these situations can lead to ongoing discomfort in the workplace and therefore need to be handled with appropriate care. It is probably best to seek advice from the Dean sooner rather than later.

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

- Dropping a course entirely and absorbing the students elsewhere.
- Hiring a visitor to teach the course.
- Having one or more colleagues cover classes. (If a faculty member acquires a significant overload by covering a colleague's course, additional compensation or a course release is not automatically granted, but advise that faculty member to consult with the Dean on that question.)

If a faculty member will be gone more than three days, they should fill out a Family and Medical Leave Request Form, available at the Human Resources website.

THE DEPARTMENT CURRICULUM

The big picture

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

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

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

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

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

Consider talking about the curriculum in the context of a departmental review. (See above for more on departmental reviews and self-studies.) Whether or not you do a review, the occasional half-day or day-long departmental retreat off-campus can be useful as dedicated time for the department to talk together. You are likely to accomplish as much in a one-day meeting as you have all year in sporadic, short, department meetings.

A retreat can be especially useful to jump-start a large-scale discussion, or to wrap one up. Through the Office of Academic Affairs, you can apply for funding of such a retreat.

Note that changes made to departmental and interdepartmental majors and minors should be submitted to the Sub-committee on Academic Programs and must be approved by the Faculty. Often, the chair of Programs is willing to read a draft and to suggest revisions.

Individual new courses

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

- a faculty member wants to do something new
- students have expressed interest in a new offering
- the department is looking to connect with college needs (e.g., courses that will fulfill a graduation requirement like writing courses).

Note that if you are at all unsure about the permanency of a new course, you can propose it the first time as a topics course with a subsequent proposal as a regular offering if you decide to go that route. A topics course may be offered twice, then it must be proposed by the department as a regularized course to be repeated.

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

All new course proposals need approval by the Committee on Academic Affairs. In addition, this committee must review all proposed course changes (as well as changes in majors and minors) except:

- changes in frequency of course offerings
- prerequisite additions, substitutions, and/or deletions of prerequisites within the department or program
- changes in only the course description or only the course title when such changes do not constitute a substantial change in the content of the course
- changes in course numbers that do not result in changes in the level of the offerings

If the change to an existing course description represents a substantial change in the course content, the department must submit it as a new course proposal.

COURSE SCHEDULING

Well-timed messages from the Registrar's Office will keep you on track with procedures for preparing a roster of courses for the upcoming year, and a provisional schedule for the following year. Course scheduling is a big and complex job, as it calls on you to balance out the interests and skills of each member of the department, and then to balance faculty preferences with the needs of students (both majors/minors and non-majors). The better relations are within the department, the easier it will be to work out this balance in an amicable way. Here are some of the things to take into account.

WHO teaches which courses?
There are somewhat different issues involved in introductory and more advanced courses.

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

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

Courses contributing to the First-Year Academic Program: By faculty legislation (2009), the Faculty Handbook states, “It is expected that all academic departments will contribute to the First-year Academic Program on a regular basis.” This program currently consists of First-Year Seminars (FYS), offered in blocks 1 and 2, and First-Year Writing Courses (FYW), offered in blocks 2 through 9. The first-year program is designed to help students understand and meet academic expectations at the college level, and it is important to the college as a whole, (For example, such programs have been shown to be important for retaining students.) Consider how your department can contribute to this program, while best sharing the responsibility among department members. The Writing Program Committee is available for consultation on the development of writing courses, and the Associate Dean of the College can provide consultations on the First Year Seminars. If you believe that your department will encounter hardship in contributing to the program, speak with the Dean of the College, who may help you to generate creative solutions.

WHEN are which courses taught?
Over the course of the year: The big task of the chair in scheduling is to think about which courses need to be offered in a given year, in which terms, and in how many sections. Which courses have to be available for majors? What about foundations courses that are open to all? Or 200-level courses that might get a mix of majors and

non-majors? Which courses must be offered in a strict sequence? You want to aim for a fairly even spread of different levels of courses throughout the year. Look at the previous year's schedule and enrollment figures (old Course Schedules are available on-line through the Registrar's website) to see if there were any problems, or if it might serve as a model. You might want to have a guideline in place for balancing the various needs, which would help to make sure everyone is on the same page. Examples of possible guidelines include: that each semester, you will offer two 300-level courses; that each semester, the department will offer a course for non-majors; that no block includes more than one course in a given subfield, and so forth.

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

Another kind of extra-departmental consideration has to do with non-departmental courses taught by someone in your department. For example, someone in your department may be in a position to teach a section of Introduction to Women’s Studies or Introduction to Ethnic Studies. Such teaching contributions are very important to the college, even while they sometimes create difficulty within a department. The curriculum is built on the strength of the departments, but the college at the same time encourages faculty to have broad interests and to work collaboratively. It is not easy to balance these sometimes conflicting goods. It is easiest to be generous in approving a non-cross-listed course in one of the interdisciplinary programs when it is only an occasional request, not an annual offering. But even when the request is for regular teaching in the interdisciplinary program, see if there is a way to accommodate the needs of both the program and your department. If the person's teaching "out" presents a serious hardship to the department, consider talking to the Dean about the possibility of a visitor hire within the department to cover for the absence.

Other considerations

Although course caps cannot be changed without approval from the Academic Affairs Committee, departments are free to reserve a number of seats for incoming first year students. There are no college rules about the number of seats to save for first year students but it is in the best interest of the department to make as many seats available to first years as possible without creating difficult situations for returning students. The Registrar will provide information about the expected number of first-year students and the number of returning students in each class, and will work with departments in developing course schedules and in establishing returning student caps on introductory courses. (For more on returning student caps on introductory courses, see “Over-Enrollment” below.)

For some departments, the allocation of classrooms is a critical and contentious issue. Certain rooms, such as language and science laboratories or art studios, are dedicated for specific purposes. In most departments, the chair coordinates the departmental room requests, and submits these to the Registrar, sometime in the spring. Encourage department members to be as flexible as possible when making room requests. The Registrar’s Office does the best job it can to assign classrooms equitably but a bit of good planning from the department and timely communication with the Registrar can make a big difference in the teaching and learning experience.

Complicating factors

You think you've got everything figured out, and then one of these happens:

- A person goes on leave for one or more terms (sabbatical or family leave; directing an off-campus program). It's *good* for people to take such leaves, even though it means you'll have some juggling to do, especially if you're not authorized to hire a replacement (which is more likely to happen for a year's leave than for a one- or two-term leave). In addition to the absence of the courses the person would have taught, people are expected not to have advisees while they are on leave, and not to direct independent studies. Some faculty carry on with these anyway, but this is to be advised against! It is important for them to make the most of their leave. If they say, "But I'll only be gone for one term, so I don't want to inconvenience others," your reply should be, "All the more reason for you to stop the advising and independent studies—you have so little time for leave that you should use it to the maximum for your project." Check that advisees are reassigned in the latter portion of the term preceding the leave; this can be done by you or by the faculty member going on leave.
- A person has course release time for a specific college task: for example, directing an all-college initiative. These tasks are important to the college. Try to be proud that someone from your department has been asked to take on one or more of these, at the same time that you try to figure out how to make up for the gap in departmental offerings.
- A faculty member would like to team-teach a course. The college has no fixed rules for how teaching load is counted for a team-taught course, but for a two-person team-taught course, the common practice is to give full teaching credit to both people for one course. You need to consult with the Dean on any team-teaching arrangement.

Producing the final version of the schedule will take time, and may require multiple stages of negotiation not only internally to the department but also across the college. Following the first and even subsequent submission of schedules, the Dean and Registrar may ask you and other departments and programs to make changes based on the distribution of available seats across the year. It is good to be as accommodating as possible, but you will also need to consider the impact of such changes on majors and on the department schedule as a whole.

ENROLLMENT MANAGEMENT

At the close of each registration period, each chair receives a printout showing enrollment numbers for the courses being offered. Problems are of two kinds: over-enrollment and under-enrollment. The Dean and Registrar monitor course enrollments, and will contact you if they notice red flags. Here are the ways these problems are typically dealt with.

Over-enrollment
Each faculty member with an over-enrolled course will receive a copy of the roster and wait list from the registrar. Sometimes, a bidding tie means that there is no clear candidate for the last spot(s) in the course. In this instance, the faculty member can note a preference for which tied students to let into the course; otherwise, the registrar will use a randomized process to make the selection. Students who are excluded will add a course during Accommodation Evening.

As Chair, you have several options for managing over-enrollments, and should be in touch with the Registrar should you choose any of these:

Ask the teacher whether s/he would be willing to let in another student. This is only feasible if the number over-enrolled is relatively small, and the designated classroom, if applicable, has sufficient space. Discourage over-eager faculty from letting in too many students (often a temptation for untenured faculty), as too big a class is often not good for the overall quality of the course from both the student and teacher perspective. By legislation, the course cap may be “exceeded by no more than four students” (see the Faculty Handbook).

Keep the course cap as originally set. If the course is severely over-enrolled, speak with the Dean and Registrar about the possibility of adding another section of the course. In some cases, the Registrar will approach you about the feasibility of doing this from the department’s perspective. Perhaps a department member teaching an under-enrolled course can change their course roster, or perhaps the Dean would be willing to hire a visiting faculty member to teach that section. In other instances, it might be in the best interests of the students, department, and faculty to channel students into another course (perhaps a qualified visiting faculty member would be difficult to hire, and the course will be offered again in the following semester).

When seat spaces at the college are tight, try to avoid—during spring registration—overenrolling introductory courses and cutting into spaces otherwise reserved for first-year students. The Dean and the Registrar may be counting on a certain number of open seats for first-year students in planning for the upcoming academic year. Consider whether, instead, upper-level students can be nudged into upper-level courses for which they have pre-requisites. You may need to explain this to your department faculty.

Under-enrollment
The Dean monitors pre-enrollment, and any course with fewer than six students enrolled will raise a red flag and can be cancelled by the Dean. Such courses are always

considered on a case-by-case basis. If there is very low enrollment before Accommodation Evening, you might wish to advertise courses through email to advisors or through campus flyers. If the course will be taught by a visitor, you could share information about the instructor. If the course is still under-enrolled after Accommodation Evening, it might be best to cancel the course and have the faculty member do something else. It might be that they can offer a second section of a course that is heavily enrolled, or that some special project for the department or college can be assigned. Any such scenario needs to be discussed with the Dean.

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

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

Accommodation Evening

All advisors of students who did not receive all of their requested courses are required to attend Accommodation Evening. As Chair, you will need to coordinate with colleagues to be sure of adequate departmental coverage.

MAJORS AND MINORS

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

Signing up new majors; assigning advisors

Major Declaration Cards are due on February 1 of the sophomore year, in preparation for spring registration. Advise departmental colleagues who have heavier advising loads to decline new advisees, and to steer students toward faculty with lighter advising loads. The distribution of advisees in your department can be obtained from the Office of Academic Advising.

For short-term leaves, you may also need to get involved in lining up a substitute advisor, as faculty on leave are not responsible for advising. In the case of a semester or longer, the Office of Academic Advising will redistribute the faculty member's advisees. (Some faculty who will be on leave for only a term or two and who will be in town may say that they'll continue advising. Discourage them from doing so! Leave time is precious.) When the faculty member on leave returns, it is appropriate for former advisees to return, unless they are happier where they landed.

Substitutions

Many requests will come to you for approval of substitutions of various sorts, that is, for something to count towards a major requirement other than the designated course. These requests often come because of scheduling problems, but may also be to take advantage of a course that is a logical substitution just on its own merit (e.g., a special topics course newly offered). You have a large amount of discretion on this. If you're unsure about what you should allow, talk with others in the department; the previous chair may be of special help. Some departments have a written (or unwritten) policy that has been developed regarding substitutions of particular kinds of courses. When you agree with the student's request for substitution, send a brief e-mail to the Registrar, copied to the student.

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

- <u>One specific Cornell course substituting for another</u>, either a course from within or outside the department; this may be an independent study. Some departments routinely allow such substitutions, while others do not.
- <u>One specific course from another institution substituting for a departmental offering</u>. If the student has transfer credit for the course and you approve the substitution, send an email to the Registrar, copied to the student, to that effect. The student may request transfer credit by submitting a "Transfer of Credit Petition" to the Registrar. The form can be found on the Registrar's website.

Social occasions
Different departments have different customs for socializing with students. It's common to have one gathering a year to which all majors are invited, and perhaps also a reception for seniors or one for recently declared majors. If your department gathers with majors for other reasons (e.g., a regular colloquium), a special large-group gathering is less important. If you think your department might be able to do something a little more fun, a little less work, a little more productive of faculty-student interaction, or whatever, ask around for what other departments do. It's nice to have a gathering at a faculty home, but on-campus venues (e.g., The Ratt) or off-campus establishments are also possible. If the gathering is at a home, give some forethought to the serving of alcohol. In any gathering of majors (except, perhaps, for graduating seniors), there will be some students who are not of legal drinking age. The safest approach is to serve no alcohol at all. If you break the law and serve a minor, there is no protection from the college. Even if all the students are of legal age (e.g., a spring-term gathering for seniors), you may want to consider the wisdom of serving alcohol, and, if you do decide to serve, to also be sure that students will be able to return to campus safely (e.g., by the use of designated drivers). See the Student Handbook (*The Compass)* for the policy on alcohol on campus.

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

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

Contact with alumni/ae
It's great for majors to have a chance to listen to and talk with alumni/ae who have gone on and done interesting things. You might occasionally make an effort to bring back alumni/ae to talk with students. Or, if you know someone interesting is coming back for a

visit, set up lunch or a session with students; sometimes Homecoming provides good opportunities for such a gathering, although fitting a gathering into the busy Homecoming schedule provided by the Advancement Office can be challenging.

Some departments do an annual or occasional newsletter, gathering information from alumni/ae and then sending out news of the department and its alumni/ae. The Alumni Office will be happy to help you by providing names and addresses upon request. Other departments keep up-to-date web pages on the activities of their alumni/ae. If you are comfortable with online social networking sites, Departments and Programs may consider a presence on Facebook or a similar site as a way to stay in touch with alumns.

Prizes

Most departments have prizes designated for majors (or for work done in the department). There are a variety of tasks involved in the awarding of prizes, depending on the criteria for the awards. If a prize is based on GPA in the department, you need to request that information from the Registrar with at least one week's lead time. (More would be appreciated!) If it's based on written work, you need to solicit entries and arrange for a judge. If you're not sure of the criteria for one or another award (and some of them are fairly arcane), ask at the Office of Academic Affairs. You (or someone you delegate) will also need to attend the annual academic awards dinner in late spring, and announce department award-winners.

Keeping track of student achievements

From time to time you will receive queries asking for lists or examples of student achievements in your department. Queries come from various sources: Admission, College Communications, Career Services, the Alumni Office, and the Office of Academic Affairs. In order to have the information on hand for these requests, and also to inspire or encourage students and faculty within the department, it is a good idea to keep a running list of whatever you happen to find out, including information that comes from alumni/ae. The Career Services and Alumni Relations offices also welcome any updates on alumni/ae that you can send. You might want to have a Word document into which you type the information as it comes to you, or a file into which you put notes for later organizing.

Information to keep track of:

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

ASSESSMENT

The College follows a continuous, four-year assessment cycle, over which time every department conducts a focused self-evaluation. In addition, the College is reviewed every 10 years for the purposes of reaccreditation by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA). The review is a college-wide project that consists of multiple points of exchange between the College and the Commission. This process is coordinated by a college committee of faculty and staff, with oversight provided by the Office of Institutional Research and Assessment.

Although assessment can be viewed as added work, departments can also view it as an opportunity to learn more about what our students are learning, and to make desired improvements to the academic program or student-based departmental culture. Effective assessment projects do not need to take on *everything* in an academic program at once, nor do interventions need to be onerous. Good assessment plans are focused and provide "feedback loops" that can be invaluable in determining where you can best, and even most efficiently, effect improvement in your department.

Since these cycles (both assessment and accreditation) have long durations (years), and to foster continuity, each department is expected to have a person who has been trained, by the Director of Institutional Research, in the procedures related to these evaluations. This role may be assigned to you, or to someone else in your department. Training will include advice on creating thoughtful and efficient assessment plans.

If someone else, this point person may need help from you, the chair, as they fulfill their duties. You can assist them in a number of ways, such as:

- Documenting department decisions as well as discussions about assessment.
- Keeping records of exemplary student achievements during and after their Cornell years.
- Conducting occasional department brainstorm sessions.
- Keeping a list of immediate and future departmental goals and needs.

These strategies will help your assessment point person as he/she works to fit your department's activities into the complete picture of the College's assessment efforts.

THE DAY-TO-DAY TASKS

DELEGATING

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

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

- club advisor
- organizer of social events for majors
- information on internships, careers, and/or graduate school in your discipline
- information about alumni/ae
- information about achievements of current students
- supervising student worker(s), e.g., department secretary, lab assistants
- updating the letter for prospective students sent out by the Admission Office
- updating the department webpages
- assessment data
- cultivation and stewardship of donors
- supervision of special departmental funds
- some of the tasks involved in a faculty search
- arrangements for guest speakers
- visiting classes of untenured faculty (shared among tenured faculty)

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

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

DEPARTMENT MEETINGS

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

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

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

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

- curriculum: everything from individual plans for a new course to changes in major requirements. This is an important topic to bring up in the fall, in case you need to get started on proposals, which are due in October.
- delegation of departmental tasks: if you put these up on a board for all to see, it may be easier to divide up responsibilities equitably.
- events planning (for majors, speakers, information sessions, etc.).
- course scheduling for the next year: some aspects can be done by communication with individuals. Many chairs do an initial solicitation to individuals, asking what their preferences are for teaching in the coming two-year period. Then they make up a draft schedule, and have a department meeting so everyone can look it over together and work things out. If you're having trouble getting cooperation (e.g., no one volunteers to teach 1st or 9th block), bringing up the issue in the face-to-face setting of a department meeting may help. Such a meeting will also encourage the sense that these are the *department's* offerings, not just a collection of individual courses.
- enrollment: if you've got a problem with regard to over- or under-enrollments.
- budget: review of previous year's expenditures; discussion of any unusual expenditures expected/needed in the coming year or two.

- admission issues: You might invite counselors from the Admission Office to a meeting in order to talk with the department—to familiarize new people in Admission with the department, or all people in Admission with new faculty and/or new curricular developments in the department.
- assessment: You might invite the Director of Institutional Research to discuss your department's assessment plan in the context of college-wide assessment.
- program enhancement: Department members may have good ideas about how the department can take advantage of competitive resources (e.g., planning grants, the Presidential Fellows Program, the Beta Omicron Distinguished Alumni Visitors program, Dimensions funding, Berry Center funding) to enhance the departmental goals.

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

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

How often to meet?

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

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

How to help ensure that meetings are productive?

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

ROLE OF NON-TENURE TRACK POSITIONS

Types of non-tenure track appointments

Non-tenure track faculty contribute in important ways to Cornell, and your department may oversee several types of positions. Non-tenure track faculty may be short-term block visitors, lab instructors, or continuing, part-time faculty, among other possibilities. They may be graduate students who are looking for a temporary position on their way to a tenure-track job, or long-term members of the local community. The types of positions available at Cornell are outlined in the Faculty Handbook. Whatever the position, non-tenure track faculty should be integrated into the department where possible (without burdening faculty with inappropriate responsibilities) and should always be treated with professional regard and consideration.

Orienting new faculty in non-tenure track positions

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

Place in the department

Should non-tenure track faculty be included fully in departmental matters and meetings? This may vary according to the type of position and specific situation, but it is a good idea to include them on the departmental mailing list so that they are informed of everything. Invite them to meetings and events, while also making clear which are professional obligations and which are extended as a matter of courtesy. If you are uncertain what level of obligation (e.g., advising, overseeing independent studies) are appropriate for a particular type of non-tenure track position, you should consult with the Dean. It is customary for the chair to introduce new department visitors at the first faculty meeting of the block. The Office of Academic Affairs will notify you in advance of the meeting if you are expected to make such an introduction, so that you can encourage the faculty member to accompany you.

Evaluation

Short-term visitors are not in the college review system, but you should keep a file on each person, including their teaching evaluations, syllabi, notes about student comments, etc. Take time to talk with them to ask how they're doing, and to give them feedback on what you have observed/heard. You, or someone in your department, may need to visit a class. Not only will this help you to assess where you can be helpful in ensuring a successful course, and whether you would wish to rehire that person if a future opportunity arises, but a visitor searching for a tenure-track position may be grateful for a letter of recommendation from someone who has observed their teaching. Continuing non-tenure track faculty *are* reviewed periodically, so the file you should keep and the discussions you should have with them are the same as for tenure-track faculty. Also see the Faculty Handbook on procedures related to part-time staffing, including “Support and Evaluation of Temporary and Regular Part-Time Faculty.”

SABBATICALS AND LEAVES

Every spring the Dean sends around a list of who is eligible for sabbatical leaves. Look this over to see when people in your department are coming up. Family leaves also affect staffing in the department. For obvious reasons, these are often scheduled on shorter notice than other leaves. Requests for family and medical leaves go directly from the prospective person on leave to Human Resources, and the “FMLA Request Form” is available online at the Human Resources website. Employees sometimes prefer confidentiality during medical leaves, or during the early months of a pregnancy or adoption process. (Regulations about leaves can be found in the Faculty Handbook.)

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

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

Timing complications
The timing of sabbatical should be considered well in advance. The Office of Academic Affairs will let you know who is eligible to apply for leave and when. (They will also prompt the person who is eligible to apply, about one year in advance.) What happens if more than one person in the department is eligible for leave in the same year? Here are the possibilities (assuming just two people eligible):

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

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

WORKING WITH FACULTY SECRETARIES AND OTHER SUPPORT STAFF

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

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

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

Faculty secretaries

Faculty secretaries technically report to the Assistant Dean, but their primary role is to support faculty. You should feel free to ask any faculty secretary for assistance. If you are fortunate enough to have one, get to know the faculty secretary in your building. What are their particular strengths? What kind of work do they take particular pleasure in? What previous experience do they have that might be tapped?

Student employees

Each department has a budgetary line that covers a number of hours of student work for the department. At the end of the academic year, you will be asked for names to include on the following year's payroll. Consult with your department colleagues on their student preferences; you are responsible for dividing work-study time equitably among department members, and submitting those hours to the Office of Financial Assistance. Advise colleagues to find sophomores, for continuity over a few years.

Tasks to get help with

Here are some of the tasks you might ask a support staff person to do. The list below has the most straightforward tasks at the top and the more complicated (or the most needing of confidentiality) towards the bottom. Except for helping with confidential materials (e.g., assessment data) , you could ask either a student employee or a faculty secretary to do most of these; it will depend on who is available to you and what their particular skills and talents are.

- photocopy
- pick up and sort mail. It helps to have a set of cubbyholes or mail boxes in the department. In addition to sorting mail by person, the chair's mail can be sorted into "junk" and regular.
- bring mail to mailroom
- check books out of library
- complete errands around campus; e.g., a trip to the bookstore for office supplies

- organize and keep up the departmental bulletin boards
- make up posters or do other publicity for departmental events
- type up notes, e.g., meeting notes, reading notes, lecture notes
- stock common supplies; e.g., department letterhead, office supplies, printer paper.
- order desk copies and exam copies
- help with gathering travel info (though it may be easier to do it yourself)
- help with events—e.g., ordering food, room reservations, chair set ups
- help keeping up-to-date with various campus deadlines
- organize data of various sorts
- assist with administering or tracking the departmental assessment plan
- help maintaining the department website
- coordinate student employees in the building

Other possible sources of help

Staff in the Office of Academic Affairs: The staff in the Office of Academic Affairs have a wealth of information and advice on how to do things, and can point you in the right direction to get the help that you might need.

CULTIVATION AND STEWARDSHIP OF DONORS

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

Gifts to departments tend to come in three forms: endowed funds, restricted funds, and objects (such as an art collection). Gifts, especially in the form of endowed funds, can be an enormous resource, opening up enhanced opportunities for faculty and students. Gifts might fund faculty research, outside speakers, departmental colloquia, library expenditures beyond the college budget, and prizes and scholarships for majors—depending on the gift agreement. All funds must be used in accordance with the gift agreement letter. To obtain a copy of a gift agreement, contact the Office of Academic Affairs or College Advancement. .

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

Cultivation

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

If, instead, a potential donor has approached you, let the Advancement Office know, and they'll give you advice about what to do next. Keep up your end of communication with alumni/ae who might be potential donors. Cultivation can be a very long process, over many years. It can also happen that even a long series of pleasant contacts will come to naught—this is a normal part of the process and should not discourage you from trying with another person.

Stewardship

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

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

Fundraising

Have an idea about fundraising for the department—for example, an appeal to alumni/ae for support of a particular project? Any solicitation of funds must be done in close consultation and cooperation with Advancement, as it is important to insure that faculty and Advancement are not working at cross-purposes. You'll want to talk with Advancement about issues of timing, audience, and purpose; they can also provide a list of departmental alumni/ae with current contact information. If you've got a good idea, they will help you realize it.

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

BUDGETS & MONEY TRANSACTIONS

Managing the departmental budget

Once you've been appointed chair, you will be in charge of the departmental budget. Every department has at least one budget (the basic departmental budget) and may have more (e.g., endowed funds). At the beginning of each academic year, a member of the Office of Academic Affairs will distribute information about the budget, including account numbers over which you have purview.

Some chairs, at the beginning of the year, make copies of the budget for everyone in the department. This way everyone knows how much there is available. If you have a new person in the department, it's a good time to explain matters related to the budget, for example: buying office supplies through the bookstore in order to save money, etc. You might also distribute the end results of the previous year's budget if you would like others in the department to see how the year finished up.

Responsibility for some accounts may be shared in the department. For example, a line devoted to campus visitors may be delegated to another member of the department who coordinates a lecture series. However, as the person who sees the big picture, you will need to be generally aware of expenditures and be available if department members need assistance.

A miscellany of things to know about the budget:

- It is important that the department stay within its annual budget .
- Departmental funds unspent in one fiscal year do not rollover into the next.
- Check the budget every month or two to see how you're doing.
- The student salary line may not be drawn on during the summer. If you need student help during the summer, consult with the Dean, or consider applying for student faculty/research money through the Office of Academic Affairs.
- If you find yourself consistently overspending in a particular category, talk to the Dean about reallocation within the budget, or possibly increasing the amount in that category.
- The fiscal year runs from July 1 through June 30.
- Mistakes happen. If you see a line that looks odd (e.g., a large amount spent where you think it unlikely), go into the transactions to see where the money was spent. It is not uncommon for a charge to be debited to the wrong account number. If you have any question at all about this, ask the Assistant Dean or the Business Office for help. If needed, the Business Office can trace the transaction back to the original paperwork.

Money transactions

As chair, you have signatory power for all the accounts associated with the department. When spending money *internally, on campus*, all you have to do is give the appropriate account number and sign (or the e-mail equivalent)—e.g., for charging at the bookstore, paying for copies at the service center, or ordering catering from Sodexo. You will often be asked to sign off on department members' requests for advances or reimbursements with respect to funds outside the college, and you will need to obtain another department member's and/or the Dean's signature on your requests.

Other transactions that might occur: purchasing office supplies; arranging honoraria and other expenses for visitors; making payment for visitors' travel arrangements; transferring funds from one department to another (to pay, for example, for the use of Kimmel Theatre); obtaining a travel advance or reimbursement for travel.

Purchasing and other transactional procedures are in flux (2009-10), due to the shift in administrative software. Questions related to the budget should be addressed to the Business Office. You should also consult the college's "Travel and Entertainment Expense Reimbursement Policy," available in the Cornell College Staff Handbook on the Human Resources website.

PAPER FLOW

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

Official stuff
Some times of the year are busier for chairs than other. The busiest time is often in spring when various end-of-the-year activities need to be planned.

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

Much of the unsolicited mail can be tossed, but some of it will need attention, or at least filing. The latter includes unsolicited letters from individuals seeking to teach in the department. Colleges do not fill regular positions from such letters, but if the person looks at all interesting, it's good to keep the letter on file in case the department suddenly needs a temporary hire. Other potentially useful stuff includes things like brochures or flyers on graduate programs, internship opportunities, events in the region, etc. Have a system for keeping track of this kind of thing—it might be posted on a departmental bulletin board, or kept in files for the use of students and advisors.

MAINTAINING THE DEPARTMENT WEBSITE

Cornell's "Technology Policy," available on the Information Technology website, states that "each academic department or program … must designate a content provider responsible for the content of its official Web pages" (4.1.3).

Some department websites include a "News and Announcements" section that needs to be updated on a frequent basis. Others only have content that is more or less permanent, such as the faculty listing and departmental policies. In considering the design and content of the department website, it is important to be realistic about how often you can review and update it for accuracy.

The department's content provider should consult with the Office of College Communications on website design and producing effective content, and can get training and support from Information Technology regarding the content management software that is used to update official campus websites.

APPENDICES

SAMPLE FACULTY JOB ADS

Biology: Cornell College, a private undergraduate liberal arts college, invites applications for a tenure-track appointment in its Department of Biology. We seek an ecologist/organismal biologist to teach introductory courses for majors and non-majors, an ecology course, a course on the biology of organisms (such as vertebrate or invertebrate biology), an upper-level course in his/her area of expertise, and an undergraduate research course. The new faculty member will be expected to involve undergraduate students in collaborative research projects. Appointment at the assistant professor level to begin in late August 2010. Ph.D. required; post-doctoral experience preferred. Cornell College has attracted national attention for its distinctive academic calendar under which faculty teach and students take one course at a time in month-long terms. The College is committed to excellence in teaching and encourages interdisciplinary interests among its faculty. Send letter, vitae, graduate transcripts, statements on teaching philosophy and research interests, and three letters of reference to Ms. Ann Opatz, Assistant Dean, Office of Academic Affairs, Cornell College, 600 First Street SW, Mount Vernon, IA 52314-1098. Formal consideration of applications begins November 2, 2009. Cornell College is an EO/AA employer. www.cornellcollege.edu

French. Cornell College, a private undergraduate liberal arts college, invites applications for a tenure-track appointment in French. We seek a generalist with a post-1700 area of specialization, with preference given to those with expertise in Francophone, cinema, or area studies. Candidates must have native or near-native fluency and will teach courses in language, literature, and culture at all levels. Appointment at the assistant professor level to begin in late August 2010. Ph.D. required; college teaching preferred. Cornell College has attracted national attention for its distinctive academic calendar under which faculty teach and students take one course at a time in month-long terms; full-time faculty teach six of the nine terms. The College is committed to excellence in teaching and encourages interdisciplinary interests among its faculty. Send letter, vitae, graduate transcripts, statement of teaching philosophy, three letters of reference, and statement of teaching and research interests to Ms. Ann Opatz, Assistant Dean, Office of Academic Affairs, Cornell College, 600 First Street SW, Mount Vernon, IA 52314-1098. Formal consideration of applications begins November 25, 2009; preliminary interviews to be conducted at MLA. Cornell College is an EO/AA employer. www.cornellcollege.edu)

Medieval/Early Modern Europe. Applications and nominations are invited for a full-time, tenure-track assistant professorship to begin in the fall of 2004. Teaching responsibilities include three introductory courses and three advanced level seminars. Preference will be given to candidates with specialty in western European history. Ph.D. and college teaching experience preferred. Cornell College, a private undergraduate liberal arts college, has attracted national attention for its distinctive academic calendar under which faculty teach and students take one course at a time in month-long terms. The College is committed to excellence in teaching and encourages interdisciplinary interests among its faculty. Send letter, curriculum vitae, and three letters of reference to: Ms. Ann Opatz, Office of Academic Affairs, Cornell College, 600 First Street West, Mount Vernon, IA 52314-1098. Formal consideration of applications begins November 19, 2003. Preliminary interviews at AHA convention. **Cornell College is an EO/AA employer.**

EO/AA STATEMENT

This statement appears on Cornell's Human Resources website. A version of this statement may appear in job ads.

Cornell is an affirmative action/equal opportunity employer and is committed to creating a diverse workforce. In compliance with federal and state laws, Cornell employs and promotes personnel without discrimination because of race, color, sex, sexual orientation, religion, age, national origin, or disability.

POLICY ON INTERNAL CANDIDATES

Internal candidates are defined as candidates who are already employed at the College. Assuming that they are well qualified for the position at issue, they bring attractive qualities of institutional knowledge and experience to the search. At the same time, their close acquaintance may result in some awkwardness during the search. Accordingly, one goal of searches at Cornell is to be clear, sensitive and professional where internal candidates are concerned. These guidelines are intended to help those involved in the search realize that goal The department chair or administrative head is encouraged to meet with the dean at any point during the search process to discuss concerns or procedure.

Pre-Application Process

The faculty department chair or administrative department head will meet with qualified internal candidates to notify them of the vacancy, provide a copy of the advertisement, discuss the search timetable, and offer assistance and advice.

Application Process

Internal applicants must submit materials as required in the advertisement. References may include internal persons, but not those employed in the department involved. (Presumably those persons will offer their perspective in the course of the search process.)

The Office of Academic Affairs will notify the department chair at the time formal application is made by an internal applicant.

The department chair will notify members of the department of the internal candidacy, and will direct department members to be discreet and sensitive to the candidate during the search process. All search-related matters are confidential, and confidentiality is crucial where internal candidates are involved, particularly when the internal candidate is teaching or otherwise working at Cornell during the search process.

Preliminary Screening

When the internal candidate is included in the group of candidates to be interviewed at an association meeting or by conference call, the department will conduct a preliminary interview similar in length and substance to those offered other candidates. The internal candidates will receive all information that is provided to other candidates.

If the internal candidate is not included in the group to be considered beyond preliminary/final screening, the chair or head will meet with the candidate to inform him/her of the screening committee's decision.

On-Campus Interviews

The internal candidate will be granted the same interview schedule as the other candidates who are invited to campus, but will be given the option of forgoing the campus tour.

Final Selection

If the internal candidate was included in the group of candidates interviewed on campus, the chair or head will arrange a meeting with the internal candidate to convey the outcome of the committee's deliberations.

If the internal candidate is the first choice in the search, the dean will negotiate with him/her as with any external candidate. If the internal candidate is not the first choice and is highly ranked, the candidate will be notified of his/her status and will be kept informed as the search progresses. If the search committee determines the internal candidate is not acceptable for the position, the candidate will be informed that s/he is no longer under consideration.

Revised 11/08

SAMPLE CADIDATE ITINERARIES

Candidate for the Classics Teaching Position
in the Department of Classical and Modern Languages

Accommodations: *Brackett House — Garden Room*
418 Second Street West
Mount Vernon, Iowa 52314
319-895-4425

Tuesday, February 3, 2009

10:55 a.m.	Arrival at Eastern Iowa Airport (American Airlines flight #3966 from Chicago); transportation to Brackett House provided by Airport Transportation Service
12:30 – 1:30 p.m.	Lunch with **Sally Farrington-Clute** (Spanish) and **Marcela Ochoa-Shivapour** (Spanish), Keeler Dining Room, The Commons
1:45 – 2:15 p.m.	**Jennifer Rouse**, Consulting Librarian for the Arts and Humanities, Cole Library
2:15 – 2:45 p.m.	**Vickie Farmer**, Director of Human Resources, Business Office, first floor, Old Sem
3:00 – 3:30 p.m.	**John Gruber-Miller** (Classics), College Hall 312
3:30 – 4:00 p.m.	Free time to prepare for presentation, Law Hall 221
4:00 – 5:00 p.m.	Presentation by the candidate, Law Hall 221 *(Title of Presentation)*
5:00 – 5:45 p.m.	Reception for the candidate, Moosehead Lounge
6:00 p.m.	Dinner with faculty members of the search committee in Magee Dining Room, The Commons Dessert and evening with the search committee at Brackett House

Wednesday, February 4, 2009

8:00 – 9:00 a.m.	Continental breakfast at Brackett House with **John Gruber-Miller**
9:00 – 10:00 a.m.	**Devan Baty** (French) and **Carol Lacy-Salazar** (Spanish), College Hall 317

10:00 – 11:00 a.m.	**Diane Crowder** (French), College Hall 310
11:15 – 12:00 noon	Language teaching presentation, Martin Luther King Room, The Commons
12:00 – 1:00 p.m.	Lunch with student members of the search committee in Keeler Dining Room at The Commons
1:15 – 2:15 p.m.	**Chris Carlson**, Vice President for Academic Affairs and Dean of the College, second floor, Old Sem
2:30 – 3:30 p.m.	**Charles Connell** (German), and **Lynne Ikach** (Russian) College Hall 309
3:30 – 4:15 p.m.	**Chris McOmber** (Art) and **Joseph Molleur** (Religion), Prall House
4:15 – 4:30 p.m.	Exit interview with **John Gruber-Miller** and **Marcela Ochoa-Shivapour**, Brackett House
4:30 p.m.	Depart for Eastern Iowa Airport with Airport Transportation Service (American Airlines flight #4183 departs 6:10 p.m.)

Candidate for the Teaching Position in the Department of History

Accommodations: *Brackett House – Hilltop Room*
418 Second Street West
Mt. Vernon, IA 52314
319-895-4425

Wednesday, February 18, 2009

12:26 p.m.	Arrival at Eastern Iowa Airport (Northwest flight #3323); **Prof. Givens** will meet you in the boarding area; lunch and tour of the Iowa City area with Prof. Givens
2:30 - 3:00 p.m.	Tour of the campus with student member of the search committee (meet at Brackett House)
3:00 – 3:30 p.m.	**M. Philip Lucas** (History), College 205
3:30 – 4:00 p.m.	Free time to prepare for presentation, Hedges Conference Room
4:00 p.m.	Presentation by the candidate, Hedges Conference Room *(Title of Presentation)*
5:00 p.m.	Reception, Hedges Conference Room
5:45 p.m.	Dinner with faculty members of the search committee in Keeler Dining Room at The Commons

Thursday, February 19, 2009

	Breakfast on your own at Brackett House
8:30 – 9:30 a.m.	**M. Philip Lucas**, History, College Hall 205
9:30 – 10:30 a.m.	**Robert Givens**, History, College Hall 213
10:30 – 11:00 a.m.	**Mikki Smith**, Consulting Librarian for the Social Sciences, Cole Library
11:00 – 12:00 p.m.	**Catherine Stewart**, History, College Hall 208
12:00 – 1:00 p.m.	Luncheon with student members of the search committee in Keeler Dining Room at The Commons

1:00 – 2:00 p.m.	**Kirilka Stavreva**, English, and **Cynthia Strong**, Chemistry, South Hall 200
2:00 – 3:00 p.m.	**Chris Carlson**, Vice President for Academic Affairs and Dean of the College, second floor, Old Sem
3:00 – 3:15 p.m.	**Lindsey Hotz,** Assistant Director of Human Resources, Business Office, first floor, Old Sem
3:30 – 3:45 p.m.	Exit interview with **Catherine Stewart**, College Hall 208
3:45 p.m.	Depart for Eastern Iowa Airport (meet at Brackett House; Northwest flight #2953 departs at 5:20 p.m.)

SAMPLE END-OF-THE-YEAR LETTER TO DONOR

June 2, 2008, 2008

[DONOR NAME
DONOR ADDRESS]

Dear [DONOR]:

As you know, the Cornell English Department celebrated its annual Awards Night on May 14th, 2008. The event was filled with literary readings, live music, original artwork, refreshments, and the awarding of prizes for academic and creative work. Families of awards winners came as far as Missouri and Colorado to surprise their students, and the evening culminated with the unveiling of the 2008 *Open Field*, Cornell's student-edited literary magazine.

It has been an exciting and eventful year for us. We welcomed the department's newest member, Rebecca Entel, who earned her PhD from the University of Wisconsin-Madison in 2007, to teach American Literature and Fiction Writing. Glenn Freeman, poetry professor and author of the award-winning volume *Keeping the Tigers Behind Us* (2007), spearheaded a vibrant reading series, featuring visiting writers Sasa Stanisic, Sheryl St. Germain, Marthea Harvey, and others.

The program continues to flourish. Next year, acclaimed poet Ross Gay, whose work has appeared in *American Poetry Review*, *Atlanta Review*, *Harvard Review*, *Columbia: A Journal of Poetry and Art* and other national publications, will teach a Distinguished Visiting Writer's seminar on advanced poetry. Mike Conklin, long-time, award-winning journalist with the *Chicago Tribune*, will lead a Distinguished Visiting Writer's workshop on feature-writing. The Readers Series will continue to bring upcoming and experienced writers to campus under the Professor Freeman's leadership.

Student interest in creative writing, both nationally and at Cornell, has never been stronger, and we thank you for supporting a growing community of creative writers and thinkers on our campus. As department chair, I welcome your comments and questions throughout the year.

Sincerely,

[CHAIR NAME]
Chair, Department of English
mmouton@cornellcollege.edu

CC: Brenda Tooley, Dean of Academic Affairs, Cornell College
Steve Miller, Associate Director of Development, Cornell College

PREFACE TO KNOX HANDBOOK

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

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

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

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

The Chairs Guide Working Group
Penny Gold, editor
Nancy Eberhardt
Lori Haslem
Dennis Schneider

ACKNOWLEDGMENTS FROM KNOX HANDBOOK

We are grateful for the support of the Mellon-funded Faculty Career Enhancement (FaCE) Project of the Associated Colleges of the Midwest. The enthusiasm from the ACM for our project and the provision of stipends to the working group made all the difference between a good idea and a finished product.

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

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