# Department Chair and Program Director Resource Guide

**UPDATED January 2021**

***Carthage College***

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***Editor***

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# I. Introduction and Acknowledgements

This Handbook is a work in progress and an attempt to gather as much information as possible into one source to assist Department Chairs and Program Directors, both new and returning. Some information may not apply to all departments/programs. Similarly, some information may apply only to departments and not programs, and vice versa.

**The links in this Handbook are live links; you may need to download the document to activate those links**.

This Handbook stems from countless questions posed to countless individuals whose guidance, sharing of information and documents, and cheerful willingness have helped structure this endeavor. There are many thanks to spread across campus, but in particular I wish to express my gratitude to:

Heidi Baehr and Cindy Welch, Administrative Assistants - for *everything*!

Brigid Patterson and the Office of the Registrar - for everything they do to assist departments/ programs, and especially for teaching me how to sort data in Excel reports.

Division Deans: Corinne Ness - for encouragement and guidance from the inception of this project; and Deanna Byrnes and Jackie Easley for their input.

Chris Grugel, LIS Instructional Technology Librarian - for teaching me how to use OnBase.

# II. Transition of Chairs/Directors

It is recommended all incumbent Chairs/Directors keep records as needed to pass on to incoming Chairs/Directors to facilitate the transition of leadership. While former Chairs/Directors are invaluable sources of information, they shouldn't be expected to be on-call as providers of FAQs.

# III. Department/Program Development, Maintenance, and Evaluation

## A. Mission of Department/Program

The Mission of each department/program is most likely already developed. However, as each unit develops and/or changes over time, make sure any changes to the Mission are communicated to key constituents, including respective Deans and Divisions, Registrar (for catalog content), Communications Office (for print and online content), etc.

## B. Strategic Plan of Department/Program

The Strategic Plan of each department/program is most likely already developed. However, as each unit develops and/or changes over time, make sure any changes to the Strategic Plan are communicated to key constituents, including respective Deans and Divisions, Provost, etc.

All academic programs at Carthage undergo a regular program review typically every six to seven years. This involves external evaluators to help ensure currency, effectiveness, and quality. Program reviews include a self-study that considers enrollment trends, assessment data, a review of the curriculum, a review of faculty professional activity, and examination of external trends in the discipline. The program review is focused on continuous improvement, and concludes with the drafting of a five-year action plan developed by the department, and discussed with the Divisional Dean and Provost's Office.

## C. Student Learning Outcomes of Department/Program

The Student Learning Outcomes (SLOs) of each department/program are most likely already developed. However, as each unit develops and/or changes over time, make sure any changes to the SLOs are communicated to key constituents, including all faculty in the department/program.

Chairs/Directors should work with departments/programs to have SLOs for graduates in the major/minor, as well as SLOs for non-majors/minors. These SLOs will mostly differ from course-specific SLOs throughout the department/program; however, course-specific SLOs should reflect and support the SLOs of the department/program.

## D. Assessment of Department/Program

The ultimate goal of academic assessment is the improvement of student learning. We must also document our assessment activities to demonstrate that we are appropriately reflective regarding student performance and responsive in pursuing opportunities to improve our courses, pedagogy, and curricula. The **Annual Assessment Report** seeks to identify the department/program learning outcomes assessed for the year, the means of assessment, a brief description of what was learned from assessment activities, and most importantly, what will be done in response to the information gathered regarding student learning. Responses can be as simple as revising the way topics are presented in a required course or revising specific assignments. Departments/Programs might also alter the scaffolding of learning experiences in a sequence of courses in the curriculum. Rarely will assessment work lead you to a significant revision of the major curriculum; but when it does, it should be documented as well.

Periodically, you should review the SLOs for the major and the department's/ program's **Assessment Plan**. If SLOs or an approach to assessment have been revised, an Assessment Plan should be updated. Assessment Plans and Reports of other departments/programs can be found at www.carthage.edu/assessment.

Assessment Reports (and Updated Assessment Plan if changes have been made) are typically due to the Provost by June 1.

In addition to college-wide assessment efforts, some departments/programs may be required to complete additional assessments for the purpose of discipline-specific accreditation, licensing, etc. Chairs/Directors in these areas should work with their respective Deans and professional organizations to accomplish this.

Assessment activities should coincide with and advance the Strategic Plan and SLOs of the department/program.

# E. Personnel Management

## 1. Appointments/Typical Loads

**a.** Full-time tenured/tenure track appointment/6 courses per academic year (AY) and 1 J-Term course in 2 of 3 AYs

**b.** Full-time ongoing contract appointment/6 courses per AY and 1 J-Term course in 2 of 3 AYs

**c.** Full-time terminal contract (1-2 years)/6 courses per AY
Additional obligations, such as J-Term, advising, or service are determined at the time of the appointment.

**d.** Post-doc appointment (3 years)/4 courses per AY
Opportunities for Post-docs to teach courses as an overload may exist and are negotiated with the Deans depending on Department/Program needs.

**e.** Limited term appointment (not full-time)/.75 load (6 courses per AY or 5 courses plus other duties per AY

**f.** Adjunct (per course or academic duty)/up to 6 courses per AY

## 2. Searches for Full-time Continuing Faculty Positions (tenure-track and ongoing three-year contract)

**a.** Faculty Position Requests (FPRs)

The Provost’s Office invites proposals for new **full-time continuing faculty positions (tenure-track and ongoing three-year contract)** to begin in a fall term. The timeline for the proposal and review process is provided by the Provost via emails and as part of the Position Request materials. Searches for approved requests will be conducted during the following academic year, with new faculty members joining the faculty in the academic year following the search. For your reference, a common data set created will be provided showing enrollment trends for each department/program. Requests for temporary (part-time or non-continuing full-time positions) should be made to your divisional Dean. Please discuss any proposed full-time continuing position requests with your Dean prior to submitting a request. Any questions about the position request process and/or the provided data can be directed to the Associate Provost for Planning and Assessment. The form for Faculty Position Requests can be found on the Provost’s website - For Faculty: Forms.

In addition to the items on the FPR form, you will need to create a rationale for the request (1,000-word limit). You might wish to address the following:

- Department/Program enrollment trends
- Faculty workload (teaching, advising, service, etc.)

- Department/Program participation in general education offerings or obligation/ability to provide required courses for another department/program
- Relationship of proposed position to curricular needs (disciplinary expertise)
- Relationship of proposed position to issues identified in program review, assessment activities, or accreditation requirements
- How the proposed position will support the mission and strategic goals of the department/program and the College.

The timeline for the search process will vary depending on the academic calendar. However, below is an approximate example:

- Mid-to-late February - FPR form and data sent to Chairs/Directors
- Mid-to-late March - Chairs/Directors consult with divisional Deans to discuss potential position requests
- Late March - FPRs due via email to the Associate Provost for Planning and Assessment
- Early April - All FPRs will be posted on Provost's website for review by the Carthage Community
- Mid-to-late May - Recommended positions announced

**b.** **Faculty Search Guidelines** provides information on how to proceed with an approved/authorized search for **full-time continuing faculty positions:**

i. Search Committees
ii. Announcement and Advertisement
iii. Application Data
iv. Review of Applications
v. Interviews
vi. Recommendations
vii. Elements of the On-Campus Visit
viii. After On-Site Visits
ix. When a Search is Concluded
x. See Appendix C - Onboarding Worksheet

## 3. Searches for Limited Term/Terminal Contract Faculty

It is recommended you keep an updated file of possible limited term and terminal contract instructors. You may have some materials from previous hires (CVs, syllabi, etc.). You also may be forwarded contact information from the Office of Continuing Studies of people who have expressed their interest in teaching part-time at Carthage.

Chairs/Directors should discuss their needs for limited term and terminal contract faculty with their Deans prior to scheduling and staffing in order to assure funding at the division level.

Limited term and terminal contract faculty are hired through the Deans and the Office of the Provost.

## 4. Searches for Adjunct Faculty

It is recommended you keep an updated file of possible adjunct instructors. You may have some materials from previous hires (CVs, syllabi, etc.). You also may be forwarded contact information from the Office of Continuing Studies of people who have expressed their interest in teaching part-time at Carthage.

Chairs/Directors should discuss their needs for adjuncts with their Deans prior to scheduling and staffing in order to assure funding at the division level.

Adjunct faculty are hired directly by the Chairs/Directors.

## 5. Mentoring

Chairs/Directors should be strong mentors to and ardent advocates for faculty, both new and continuing. In addition to the responsibilities of Chairs/Directors to guide and lead their peers, all faculty should be kept aware of the following information and/or opportunities for engagement, professional development, and the nurturing of collegiality:

**a.** New Faculty Orientation - A three-day session for new, full-time faculty every August.

**b.** Teaching Commons **-** The Teaching Commons supports the instrumental role of the Carthage faculty in establishing a vibrant intellectual culture essential to the mission of the College. To this end, the Commons provides a coordinated set of activities informed by the interests of the individual faculty member and of the larger community.

To kick off each academic year, the Teaching Commons coordinates the Fall Teaching and Learning Conference. This two-day event features a bit of technology and pedagogy for everyone, including teaching and learning training sessions, a strolling lunch with technology tables, and hands-on break-out sessions.

**c.** Support for Part-Time Faculty

- i. Part-Time Orientation Guide
- ii. Connecting and Reconnecting - A session held in late August for new and continuing part-time faculty
- iii. Website (forthcoming)

**d.** Mentoring new and ongoing faculty should occur at the Department/Program level in addition to College-wide initiatives. Understandably, Chairs/Directors are often the first person faculty contact for assistance; consider identifying other members of the department/program and delegating mentoring duties to them.

## 6. Evaluation of Faculty

**a.** Annual Evaluation of Faculty

From the *Carthage College Faculty Handbook*
*https://www.carthage.edu/live/files/2941-facultyhandbooksept2016pdf*:

**"4.9 Faculty Effectiveness**

Evaluation is essential to the improvement of the academic community, the development of the academic program, and the strengthening of the quality of instruction. The Provost and the faculty share the responsibility for the evaluation of Carthage College Faculty Handbook Page 31 professional performance and instructional effectiveness. The College provides recognition and rewards, such as promotions, salary increases, and opportunities for development, which are commensurate with the results of the evaluation process. The Provost is responsible for the implementation of the evaluation process. Review of faculty performance involves a process of information gathering. The information compiled about faculty members is used by department and divisional deans to develop letters of assessment, by the Personnel and Tenure Committee to reach its recommendation, and by the Provost to make personnel decisions. The information compiled, along with other materials, also is used to identify opportunities for faculty development. Evaluative methods and materials are used with the primary intent of making sure that those who must be evaluated for reappointment, promotion, and tenure are evaluated in a way which is consistent, clear, and fair. Evaluative methods and materials are also used in relation to compensation decisions with the intent of identifying those few faculty members who fall outside the norm of general salary policy.

**4.9.1 Annual Faculty Evaluation**

Each faculty member sends an Annual Report of Professional Activities to the Provost each year which documents three areas of professional performance: teaching effectiveness, scholarly activity, and service.

**4.9.1.1 Role of Department Chairs and Program Directors in Annual Faculty Evaluation**

The Department Chairs and Program Directors have the responsibility for evaluating faculty members within their Departments and Programs.

The Department Chair/Program Director:

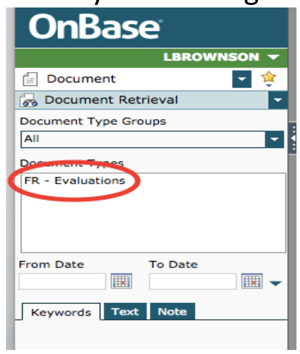
- visits all tenure-track and annual/multi-year faculty members at mutually agreed times, at least once per year.
- receives copies of the compilation of student evaluations for all courses taught in the department or program each term.
- writes a brief response to the annual report of each faculty member with a primary appointment in the department or program.
- writes a letter of assessment for each faculty member with a primary appointment in the department or program under consideration for reappointment, tenure, or promotion. The letter must be reviewed with the faculty member and sent to the Provost **by the first Monday in October**. The faculty member may choose to write a response to the letter and send it to the Provost.

Faculty members teaching less than full loads are evaluated by their department chair or program director using a compilation of materials and student evaluations."

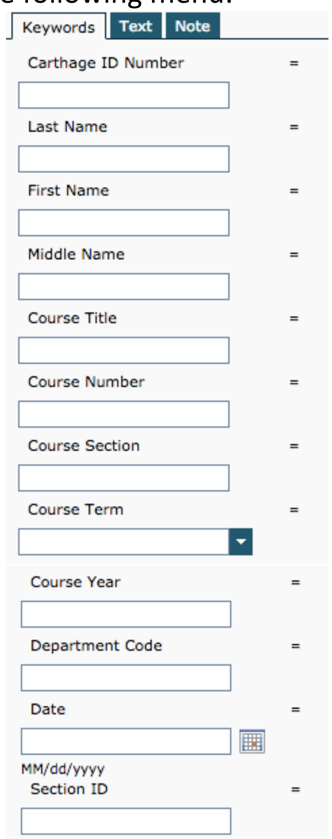
**b.** Other Evaluation of Faculty

In addition to the annual evaluations and should the need arise, Chairs/Directors may access the Student Evaluations for members of the department/program.

Go to OnBase and log in with your Carthage credentials. Then click on FR - Evaluations

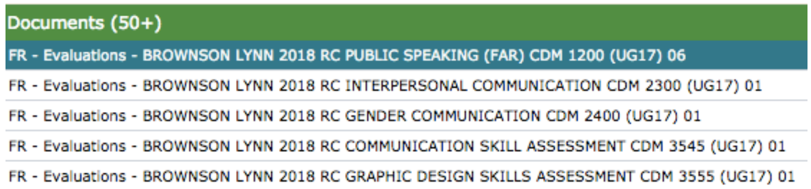



This will take you to the following menu:




You may select specific courses, sections, terms, etc. from this menu.

Or you can enter the name or ID number of the faculty member to access all their evaluation records (that were completed). Then select the data you're searching for by clicking on a particular record.




### **7.** Annual Report of Professional Activities

Every spring, the Provost will send out a request for faculty to complete the Annual Report of Professional Activities (AKA Professional Activities Report/PAR). Faculty also will receive a summary report from the Office of the Registrar with course and advising data for the academic year.

The PARs are to be completed by all full-time faculty and are typically due to the divisional Dean by July 1 (with a cc to the Chair/Director). The Deans will gather PARs for each department/program and share with their Chairs/Directors.

There is no longer a requirement that Chairs/Directors write a response to every PAR. Instead, Chairs/Directors are asked to read the reports, and to have conversations with faculty as needed or desired.

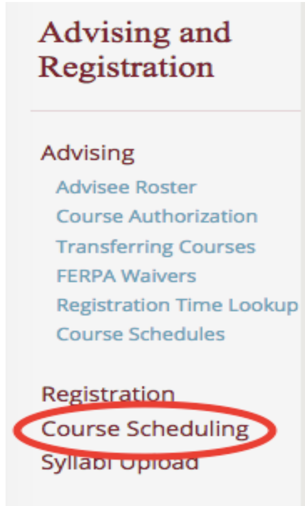
### **8. Guidelines for Tenure, Sabbatical, Promotion, and Appointment Renewal Requests**

# IV. Working with the Registrar

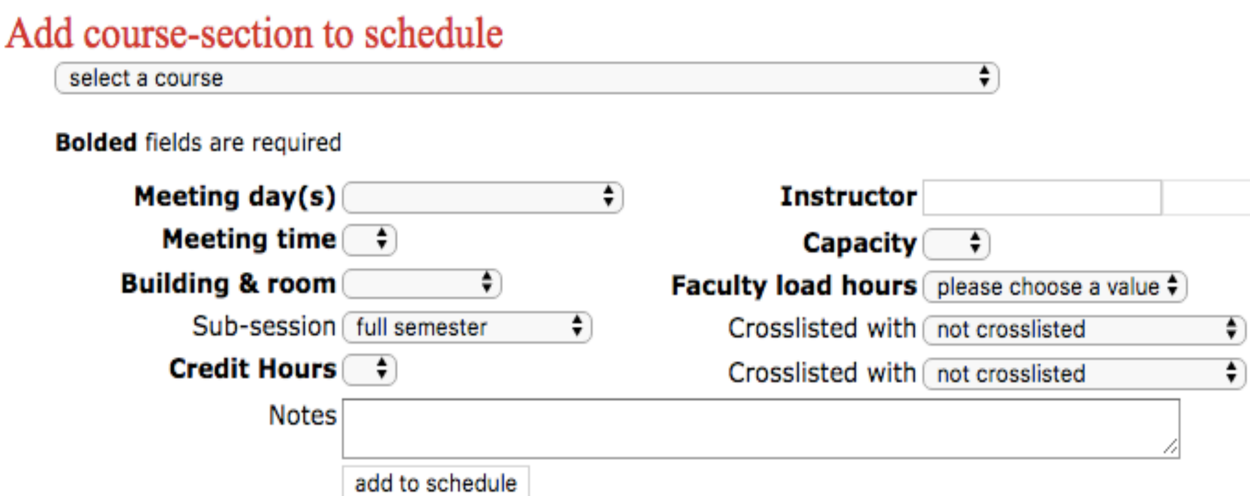
## A. Scheduling Courses

Every fall, Chairs/Directors should be working on course offerings/schedules for the *following* academic year (fall, J-term, spring) in order to submit it to the Registrar in December. This allows the Registrar to set the schedule and publish it in time for academic advising in the spring. The schedule for the full academic year is due in December.

To schedule courses, Chairs/Directors should go to the Advising/Registration tab in the portal, and click on Course Scheduling in the left navigation bar.




Chairs/Directors will **select the appropriate term and department**, and need to enter the following:




When selecting the course from the drop-down menu, be sure to select the correct option you are offering (e. g. if a course is being offered as Writing Intensive, select the course code that contains the “W”; for Global Heritage, the course code that contains the “B”; for Carthage symposium, the course code that contains the “S”). If you are cross-listing a course with another department, both departments must list the course in their offerings and the departments must define how many seats should be reserved under each designation.

The “Notes” section is for anything you may want to communicate to the person who does the scheduling in the Office of the Registrar. This may include things like specially arranged times and/or locations, 1st 7 weeks or 2nd 7 weeks sections, registration restrictions, etc. Notes that room information that is submitted is a room request. The Registrar’s Office tries to accommodate requests as much as possible.

**THE “COPY” SECTION IS DELETED!** LIS is working on the “copy” feature but it’s not an option yet.

It is important to note that classrooms are limited, especially during "popular" times/days, for both faculty and students. Occasionally, the Registrar may ask you to move some classes due to a lack of space. To avoid having to make changes late in the process (within a few weeks of the start of advising), be sure to utilize the full classroom schedule blocks:

| MWF - Monday, Wednesday, and Friday | | |
|---|---|---|
| Period 1 | 8:00am | 9:05am |
| Period 2 | 9:15am | 10:20am |
| Period 3 | 10:30am | 11:35am |
| Period 5 | 1:35pm | 2:40pm |
| Period 6 | 2:50pm | 3:55pm |
| **TR - Tuesday and Thursday** | | |
| Period 7 | 8:00am | 9:40am |
| Period 8 | 9:50am | 11:30am |
| Period 9 | 12:30pm | 2:10pm |
| Period 10 | 2:20pm | 4:00pm |
| *Period 12 | 4:10pm | 5:50pm |
| Period 18 | 6:30pm | 8:10pm |
| * (5000 level courses and those with an earlier section) | | |
| **MF - Monday and Friday** | | |
| Period 4 | 11:45am | 1:25pm |
| **MW - Monday and Wednesday** | | |
| *Period 11 | 4:10pm | 5:50pm |
| Period 17 | 6:30pm | 8:10pm |
| * (5000 level courses and those with an earlier section) | | |
| **S - Sunday** | | |
| Period 19 | 6:00pm | 9:00pm |
| **M - Monday** | | |
| Period 13 | 6:00pm | 9:00pm |
| **T - Tuesday** | | |
| Period 14 | 6:00pm | 9:00pm |
| **W - Wednesday** | | |
| Period 15 | 6:00pm | 9:00pm |
| **R - Thursday** | | |
| Period 16 | 6:00pm | 9:00pm |

## B. Catalog Changes

Changes to the Catalog are requested by the Registrar around the midpoint of each spring semester. These changes are typically due to the Registrar by the end of May. Changes may include revisions of course descriptions and/or course titles, changes to prerequisites (additions/deletions), etc.

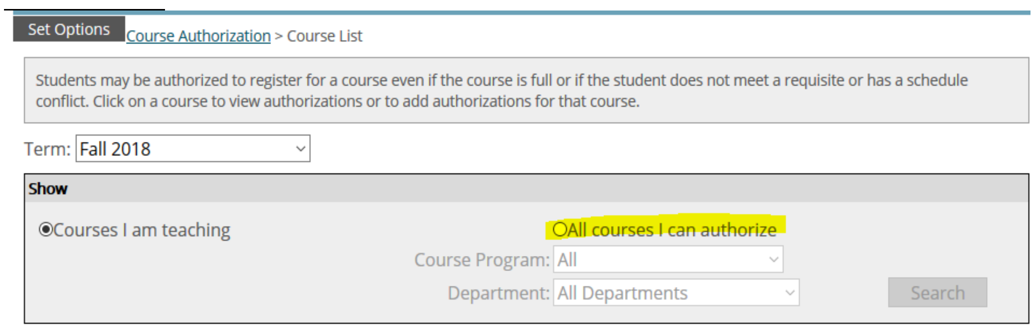
The Registrar will receive official notice of curriculum changes and course proposals following the appropriate curriculum approval process throughout the academic year.

## C. Course Authorizations

### 1. Waivers of Prerequisites and Registration Requirements

In many departments where only one major exists, Chairs can grant a prerequisite waiver or waiver of a registration requirement using the advising/registration tab in the my.carthage.edu portal. In the navigation bar on the left of the advising/registration page, Course Authorization is found under the Advising Section.

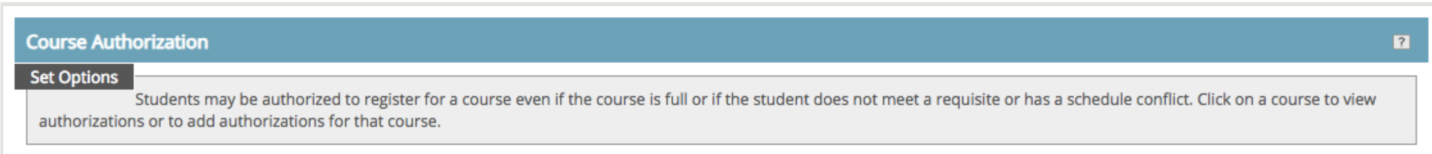
The Chair will want to select "All Courses I can authorize" in order to add an authorization for a course they are not teaching.




For other departments with multiple majors, Chairs of the department must submit waivers of prerequisites or registration requirements to the Registrar via email for courses offered in the Chair's department.

### 2. Course Overflows

In most circumstances, if faculty are willing to add students to a full/closed class and the physical space permits, they can authorize a student using the advising/registration tab in the my.carthage.edu portal. In the navigation bar on the left of the advising/registration page, Course Authorization is found under the Advising Section.




## D. Course Substitutions and Waivers

A student may ask to have one course substituted for another in order to fulfill their major or minor requirements. If you approve of such a substitution, email the Registrar, clearly stating which course is substituting for the required or elective course.

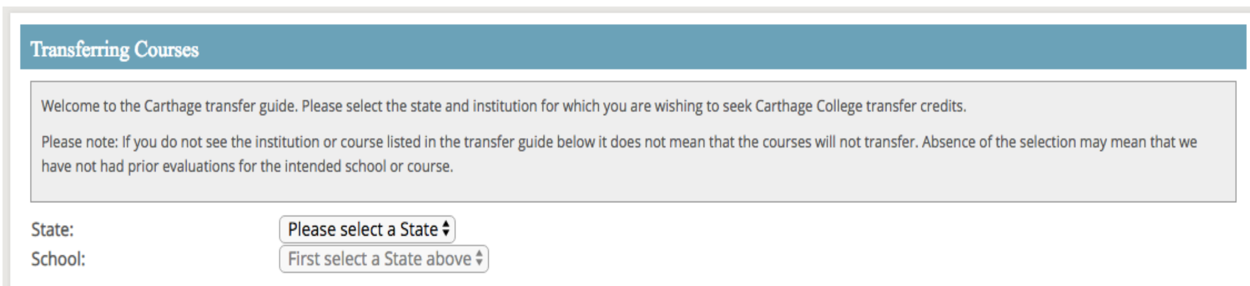
**Note:** The Registrar cannot process a course substitution until a student is registered for or has completed the course intended as a substitute.

In some cases, you may determine it is appropriate to waive a major or minor requirement for an individual student. This approval also must be emailed to the Registrar in order for the student record to be updated appropriately.

## E. Evaluation of Courses for Transfer Credit

From the *Carthage College Catalog*:
**"Transfer/Correspondence Courses**. A student enrolled at Carthage who wishes to apply transfer or correspondence courses taken elsewhere to Carthage must secure advance approval from the involved department chairperson and the Registrar by the end of term prior to enrollment in the course. Upon receipt of an official transcript from institutions accredited by the Higher Learning Commission and similar regional associations, appropriate value will be given for comparable courses or areas taught at Carthage. Courses at other institutions are counted as part of a student's term load. Credit will only be transferred for courses in which a grade of C- or better is earned. Credit will not be transferred from a junior college after a student has accumulated 68 credits. College-level courses taken in high school are credited on the same basis as other transfer credits, provided that the courses have not been counted for entrance requirements. These courses must appear on a college transcript. The maximum total credits allowed for specialized testing (CLEP) and correspondence courses is 32. Transcripts from institutions outside of the United States must be evaluated by Educational Credential Evaluators, Inc. (ECE)."

If a course from another institution previously has been approved for transfer credit, typically no action is required by the Chair/Director. You can see what courses have previously transferred for credit in the Advising/Registration tab of the portal. Students have access to this as well; they should check here first before seeking further approval.


However, if a student is requesting authorization for transfer credit for a course that has not been previously approved, the request may come directly from the student or from the Registrar. Sometimes it is difficult to evaluate a course based on a brief description. You may want to request additional documentation, such as syllabi, etc., in order to make a better informed decision. Also, if the course is outside your particular area of expertise, consult with your department/program peers for additional input.

# V. Money Matters

## A. Department/Program Budgets

Chairs/Directors should receive periodic budget reports from the Business Office. Additionally, the Administrative Assistant for your area has access to these budgets and can assist you.

## B. Salaries

### 1. Faculty

Faculty salaries are negotiated by the appropriate Dean during the hiring process, with approval from the Provost.

### 2. Student Workers

Departments/Programs need to have permission from the Dean to hire student workers, as budgets for student workers are held in the division.

**Work Study and Campus Employment**

**Student Employment Changes - Information for Campus Employers**

**Student Employment Agreement**

### 3. Department/Program Service Fellows

Each spring, the Office of the Provost will seek requests for Service Fellows. Faculty Service Fellows are typically juniors and seniors employed by the Department/Program. They are like an RA or TA in that they work for and represent the department/program. It is an honor to be asked to be a Service Fellow--the position is intended to be recognition for the students. The work hours/duties are determined by the Chair/Director. There are a limited number of positions available and requests are accepted on a first-come first-served basis. If your positions are approved, names of students will be requested shortly thereafter. Requests must be submitted each year.

If the Provost has approved Faculty Service Fellows for the department/program, most students will not be paid outright, but rather will receive a credit toward their student account balance. If a student has a zero balance (e.g. due to a full scholarship), the student will receive their stipend as a payment. Funds for Service Fellows come from the Provost’s budget, not from a department/program.

## C. Equipment

#### 1. Capitalization

Capital purchases and equipment should be planned in advance in coordination with the Deans, and must be approved by the Provost. In some circumstances, other parties also should be consulted, such as the Director of Buildings and Grounds, etc.

Capital expenses are for the purchase of fixed assets that exceed $5,000. Examples of capital expenses are in the 80000 series of accounts for capital projects.

#### 2. Non-capitalization

Purchases less than $5,000 should not be capitalized; they should be expensed through the 70000 series of accounts, according to the nature of the expense.

Chairs/Directors will need to sign receipts for equipment delivered. Typically, the Administrative Assistant will alert you when there is paperwork to be signed.

## D. Supplies

#### 1. Office Supplies

Regular office supplies can be ordered through the Administrative Assistant. Often, an Administrative Assistance will request faculty to submit details for an upcoming order (typically through Staples).

**2. Special Supplies**

Any special supply purchases have to be approved by the budget manager (Chair/Director) first. Types of supplies should be expensed through the 70000 series of accounts, according to the nature of the expense.

Chairs/Directors will need to sign receipts for supplies delivered. Typically, the Administrative Assistant will alert you when there is paperwork to be signed.

## E. Conference/Professional Travel

Full-time faculty planning to travel for conferences or other professional meetings must complete and submit a **Professional Travel Request Form** (updated August 2018) available from the Provost's website (For Faculty: Forms). This form requires the signature of the Chair/Director. This form should be submitted at the beginning of a term or at least four weeks before proposed travel.
In most circumstances, the Provost will provide monetary support for faculty presenting at conferences. For faculty attending but not presenting, partial support may be possible.

Upon completion of professional travel, faculty should complete and submit a **Travel Expense Report** also available from the Provost's website) or a hard copy (AKA the pink form) is available from the Business Office. This form requires the signature of the Chair/Director.

Note: It is important to make sure the appropriate department/program account (3-digit number) and budget codes (5 digit numbers) are used for each item (e.g. air travel, ground transportation, hotels and lodging, meals, miscellaneous travel)

### 1. Travel Reimbursement from Provost's office

WORKDAY procedures will begin in 2021 for travel reimbursement. Training on the new system will begin in January and continue through the remainder of the year.

Faculty seeking reimbursement from the Provost for expenses incurred for professional travel should submit a Check/Reimbursement Request form with original receipts attached. This form is online Check/Reimbursement Request or can be obtained in hard copy from the Business Office (AKA the green form). The form requires two signatures, typically from the Chair/Director and the appropriate Dean.

### 2. Travel Reimbursement from Department/Program

For part-time faculty, a department/program may provide partial monetary assistance for professional travel. If so, the Travel Expense Report is completed and submitted (with original receipts) for signatures from the Chair/Director and the Divisional Dean/Provost.

### F. Other Reimbursements from the Department/Program

For expenses other than travel, faculty may submit a Check/Reimbursement Request (also available in hard copy from the Business Office - green form), with original receipts attached. Again, this form requires two signatures, typically originating from the Chair/Director.

Note: It is important to make sure the appropriate department/program account (3-digit number) and budget codes (5 digit numbers) are used for each item (e.g. food and catering for events, equipment and facilities rental, awards, books, copying and printing, etc.).

## VI. Interaction with and Responsibilities to Students

### A. Working with Majors/Minors

Chairs/Directors have access to students' unofficial transcripts, degree audits, etc. ONLY if the student has an academic advisor in your department/program. For example, if a student is a double major, they may have only one advisor who is not in your department. If you need to work with such a student, invite the student to meet with you and have them sign in to their portal and ask to see their information.

### B. Email Contact with Majors/Minors

Similar to the limitation in the section above, a Chair/Director may not be able to create a complete and updated email group (e. g. all majors, all minors, certain majors/minors, etc.) if some students do not have a primary or secondary advisor in your area. As Chair/Director, you can email "all advisees" from the Advising/Registration tab in the portal, but that list will **not** include those students who have an advisor in a different department/program.

To deal with this problem, you can use the monthly report sent to Chairs/Directors by the Data Reporting Specialist of the Office of the Registrar. These reports are called "(Department/Program Name) Automated Majors and Minors for (Term/Year)."

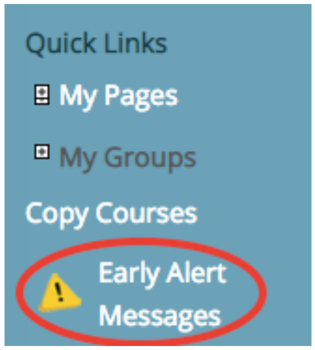
With some time and effort, you can perform all kinds of data sorts to create email lists to suit your needs (see Section VII.C.3 for instructions). You also may submit a Data Request Form to the registrar, but there may be some delay.

### C. Center for Student Success

### D. Student Alerts

Faculty who have concerns about a Carthage student and/or fear a student's success may be at risk can submit an Early Alert. Alerts are particularly encouraged in the first few weeks of the term for first year students, but alerts are welcome at any time for any student who may be struggling.

Access to Early Alerts can be found on any tab of the my.carthage.edu portal under Quick Links in the left navigation bar:




## E. ADA Compliance/Accommodation

[Learning Accessibility Services]

[Learning Accessibility Services - For Faculty and Staff]

## F. Department/Program Advising

### 1. Advising for Registration

Typically, new faculty are not expected to do academic advising during their first year at Carthage. However, it is recommended Chairs/Directors mentor faculty as they take on their new roles as Academic Advisors. You might invite a peer to sit in on some of your own advising meetings. Teach them how to use the portal to view their list of advisees, to find/use the Degree Audit, and to clear a student for registration.

Additionally, it is recommended you reiterate to your faculty that students are responsible for understanding and following their chosen curriculum and that we are here to guide them. Encourage your faculty to clearly inform their advisees of their own responsibilities for planning their academic path.

### 2. Professional/Other Advising

Students and/or parents/guardians may contact you regarding internship opportunities, what minor or second major may complement your program, possibilities for graduate school, employment prospects, etc. If you are so inclined and knowledgeable about such matters to talk with students and their families, take advantage of the chance to explore potential paths with them. If not, or in addition to, encourage your peers to be available to students for advising beyond registration for classes, especially if your peers have particular expertise in areas most relevant to students' interests and concerns.

## G. Grade Challenges/Appeals

In the case of a student who is disputing a grade (either on an assignment/exam or a final grade), it is recommended the student work within the usual chain-of-command.

- The student should talk in person with the instructor to try to resolve the issue.
- If a reasonable resolution is not reached between the student and the instructor, the student can ask to meet with the Chair/Director. If the student already has met with the instructor, the Chair/Director should gather information from the student and the instructor.
- If meeting with the Chair/Director does not satisfy the student, the student can ask to meet with the Dean.
- If meeting with the Dean does not satisfy the student, the student can ask to meet with the Senior Associate Provost.

## H. FERPA and Student Records Policy

From *Carthage College Community Code - Student Records Policy*:

"The Family Education Rights and Privacy Act of 1974 ("FERPA") became effective November 19, 1974. Carthage College implemented the following procedures to comply with the intent of the Act.

Students have the right to review and inspect substantially all of their education records maintained by or at the institution. A written request must be made to the Office of the Registrar or the Office of Student Life stating the specific record that the student wishes to examine. After receiving the written request, an appointment will be scheduled within a reasonable amount of time, but in no case more than 45 days after the request has been made. Review and inspection of the student records will be made in the presence of staff.

Information that is public includes name, address, enrollment in a course and/or program, year in school, and telephone number. Nonpublic (personally identifiable) information will not be released from an education record without the prior written consent of the student except under one or more of the conditions listed below:

- The disclosure is to a parent or legal guardian of a student under the age of 21 of information regarding any violation of any federal, state or local law or of any rule or policy of the College governing the use or possession of alcohol or a controlled substance if the College has determined that the student has committed a disciplinary violation with respect to such use or possession.
- The disclosure is of the final results of any disciplinary proceeding conducted by the College against a student who is an alleged perpetrator of any crime of violence (as that term is defined in Section 16 of Title 18, United States Code) or a non-forcible sex offense, if the College determines as a result of the disciplinary proceeding that the student committed a violation of the institution's rules or policies with respect to such crime or offense. The information shall include only the name of the student, the violation committed and any sanctions imposed by the College on the student. The College may include the name of any other student such as a victim or witness, only with the written consent of that other student. The College will notify victims of sexual assault of the outcome of any disciplinary proceeding against the alleged perpetrator.
- Student grades, disciplinary letters and other informational correspondence will be sent to the parents unless a student is classified as an independent student.
- Carthage College reserves the right to share educational information with succeeding institutions as allowed by current legal provisions. Carthage destroys disciplinary records 5 years after a student leaves the College.

- The FERPA regulations allow for non-public student information to be shared with faculty, advisors, coaches and other staff on a need-to-know basis."

In other words, according to the Registrar, if a student has added an academic FERPA waiver, it allows the opportunity to speak with someone other than the student regarding their academics. However, it does **not** require us to do so. Furthermore, the FERPA waiver does not allow someone other than the student to take action for them.

### I. Dealing with Parents/Guardians

Particularly in light of the FERPA guidelines and instructions from the Registrar noted above, Chair/Directors are **not obligated to engage with students' parents/guardians**. Nor are any members of the faculty obligated to do so. However, sometimes parents/guardians will contact the Chair/Director, especially if their student is not satisfied with an outcome after having met with an instructor. Some parents/guardians may try to use the "I'm paying for their college so you have to talk to me" ploy. It is recommended you try to resolve any issues with students directly, making it clear to them that it is their responsibility to be their own advocate. If involvement of a parent/guardian becomes necessary, you should refer them to the Dean and/or Senior Associate Provost.

### J. Carthage Resources for Assisting Students

1. **Health and Counseling Center**
2. **Center for Faith and Spirituality**
3. **Equity and Inclusion**
4. **Center for Student Success**
5. **Tutoring Center**
    a. **Academic Coaching**
    b. **Supplemental Instruction**
    c. **Peer Tutoring**
    d. **The Writing Center**
6. **Career Services**
7. **Financial Aid**

## VII. Other General Responsibilities of Chairs/Directors

## A. Special Events

1. College
2. Division
3. Department/Program

## B. Update Department/Program Information (as needed)

1. Department/Program Website
2. Department/Program Print Materials
3. Department/Program Social Media Outlets
4. Curriculum Guides - with Director of Center for Student Success

## C. Assigning Academic Advisors

### 1. For Students Transitioning from First-Year Advisors to Faculty Advisors

Around mid-August, you should receive an email from the Director of the Center for Student Success regarding students transitioning from first-year advisors to faculty advisors in your department/program: "Attached you will find the list of last year's students who need to transition to faculty advisors at the start of this school year. Please add a column of names indicating who you would like these students assigned to within your department and send the spreadsheet back to me. We will begin transitioning these students (right before school starts) and will send an email confirmation to the student and their new faculty advisor as an introduction. The roster of students was determined by the following criteria:

- Formally declared program of study
- Registered for fall classes
- Any missing transcripts submitted
- 28 or more credits earned

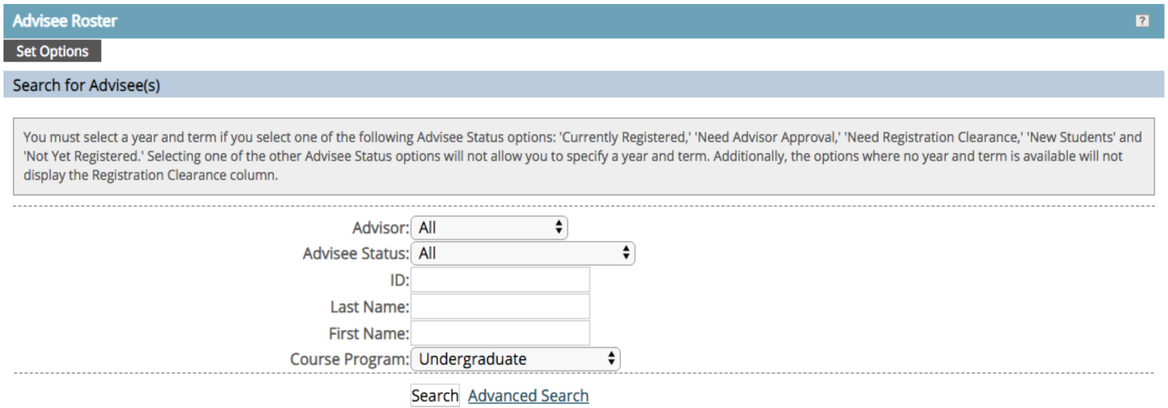
There will be a second, smaller round of students moving to faculty advisors in early October before the advising period for J-Term and Spring. This group will mostly consist of new transfer students coming in with a high number of credits, with the goal being to connect them with faculty advisors faster for more appropriate advising within the major."

### 2. For Students Changing Majors

Additionally, throughout the year, you might be contacted by the Registrar regarding new majors (typically students who have changed majors at Carthage or transfer students). You will have to assign faculty advisors for these students as well if they haven't selected one already using the online form from the Registrar in the Registration portal.

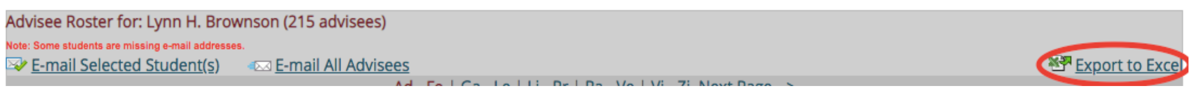
## 3. How to Access and Work with Your Advisee List

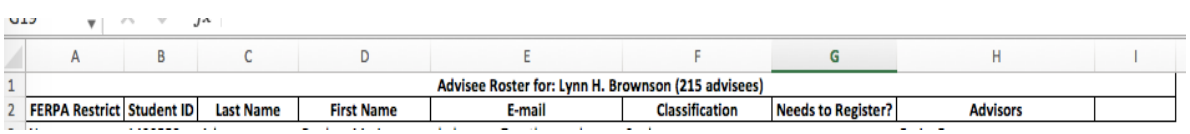
In the Advising/Registration portal, you can search for all advisees in your department/program.




To see how many advisees each faculty member currently has, here are *suggestions* for sorting and working with the data on the spreadsheet (entitled "Attendance"):

When you get the full advisee list from the portal, you can export to Excel to work with the data.

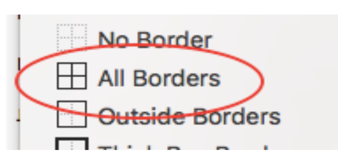


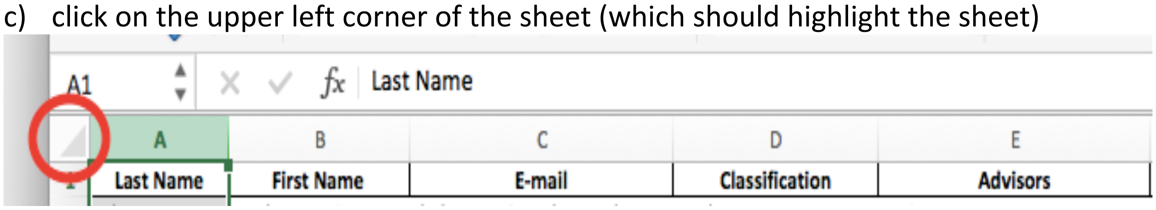

To sort the data, follow these instructions:

a) delete unneeded information:
   i. row 1 (with your name, which is a merged cell)
   ii. columns: A (FERPA), B (Student ID), and G (Needs to Register?)

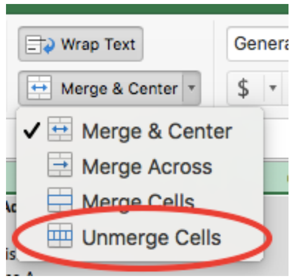
b) if you want, highlight entire sheet and select "all borders" to help demarcate columns and rows



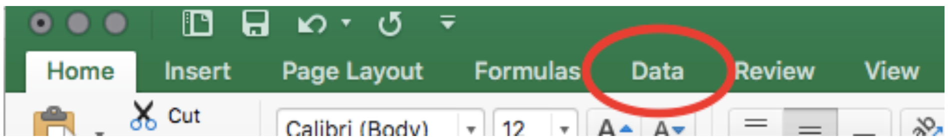

c) click on the upper left corner of the sheet (which should highlight the sheet)



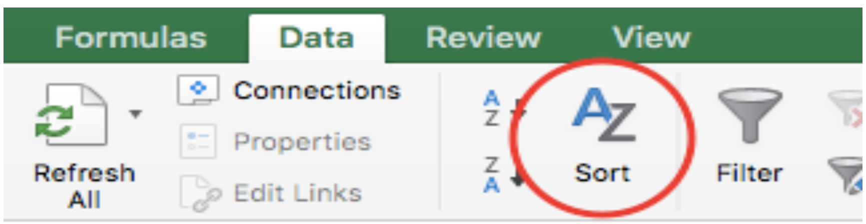
d) click on “Merge & Center” and then select “Unmerge Cells.” This will allow you to sort the data as you wish



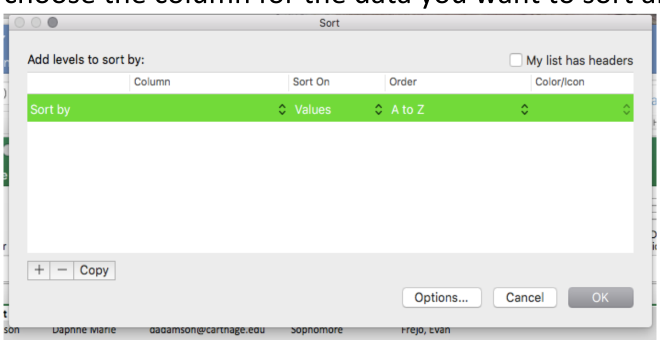

e) click on “Data”

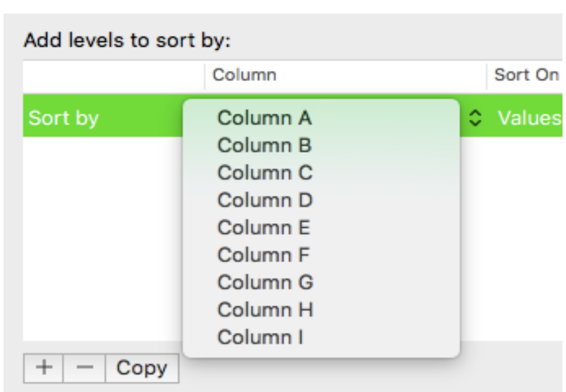



f) click on “AZ Sort”




g) choose the column for the data you want to sort alphabetically




h) click OK and then you’ll be able to see how many advisees are assigned to each advisor.

It is recommended to take into consideration the following when assigning advisors to students:

- faculty area of expertise
- faculty load (e.g. full-time faculty may have a larger group than limited-term)
- a fairly equitable distribution of advisees to faculty members

### 4. Registration Specialists

First year students will automatically be registered by the Registration Specialists in the Registrar's Office.

## D. Course and Curriculum Planning

It is recommended to think about future course offerings, giving consideration to enrollment trends and assisting students to move through their curricula in a timely manner. This would also help you and your Dean develop and work with a staffing plan.

Developing and using a course rotation helps both faculty and students with advising and planning students' course selections for future semesters. It is important to note that any course rotation is merely a guideline, representing a department's/program's best intentions, and is subject to changes based on enrollment, staffing, space, etc.

## E. Textbooks and the Bookstore

The bookstore needs to have book orders before registration begins for each semester. The College (not the bookstore) needs to comply with HEOA (Higher Education Opportunity Act) regulations and have textbook requirements ready at the time of student registration. Falling out of compliance puts our Federal funding at risk. Faculty must indicate their textbook selections (including required, recommended, **or no book at all**) using AIP (coming soon in 2021), which will replace Faculty Enlight. or by emailing the bookstore (bookstore@carthage.edu). The Bookstore Manager can address any questions you may have about HEOA and ordering books.

The Bookstore will notify Chairs/Directors about courses in their departments for which no textbook information has been submitted. Encourage faculty to meet submission deadlines and to make their requirements clear to the students.

# VIII. Appendices

**A.** Contact Information

**B.** Chair/Director Calendar (Gantt chart)

**C.** Onboarding Worksheet

# Appendix A
# Contact Information

| Title | Name | Email | Phone | Office |
|---|---|---|---|---|
| **College-Wide** | | | | |
| ***Office of the Provost*** | | | | |
| Provost, Chief Academic Officer | David Timmerman | dtimmerman | 5850 | LH 303 |
| Executive Assistant to the Provost & Senior Associate Provost | Sue Grover | sgrover | 5850/5823 | LH 316 |
| Senior Assoc. Provost, VP for Academic Affairs | David Steege | dsteege | 5847 | LH 316A |
| Assoc. Provost for Planning and Assessment | Dana Garrigan | dgarrigan | 2373 | LH 303 |
| Faculty Information Specialist | Wendy Williams | wwilliams | 6226 | LH 303 |
| ***Office of the Registrar*** | | | | |
| Registrar | Mary Duckworth | mduckworth1 | 6541 | LH 431 |
| Schedules and Facilities Coordinator | Diane Collins | dcollins2 | 2119 | LH 431 |
| Data Reporting Specialist | Michael Jonas | mjonas1 | 6173 | LH 431 |
| ***Business Office*** | | | | |
| Human Resources Information Specialist | Julie Morse | jmorse1 | 6456 | LH 329A |
| Accounts Payable Coordinator | Elaine Biehn | ebiehn | 6005 | LH 434 |
| ***Teaching Commons*** | | | | |
| Co-Directors of Teaching Commons | Dennis Munk | dmunk | 2157 | LH 422 |
| | John Kirk | jkirk1 | 6029 | DSC 188 |
| ***Bookstore*** | | | | |
| Manager | Pamela Robers | probers | 5778 | SU |
| ***Advising Office*** | | | | |
| Director of Center for Student Success | Melissa Burwell | mburwell | 6028 | TWC 111 |
| Director of Learning Accessibility | Diane Schowalter | dschowalter1 | 5802 | HL 214 |
| **Arts and Humanities Division** | | | | |
| Dean | Corinne Ness | cness | 5733 | JAC 129 |
| Administrative Assistant | Heidi Baehr | hbaehr | 5859 | JAC 211 |
| Administrative Assistant | Cynthia Welch | cwelch | 5742 | LH 241 |
| **Natural and Social Sciences Division** | | | | |
| Dean | Deanna Byrnes | dbyrnes | 2371 | DSC 282 |
| Administrative Assistant | Cherie Puidokas | cpuidokas | 5856 | DSC 167C |
| Administrative Assistant - NSS & PS | (vacant) | | | |
| **Professional Studies Division** | | | | |
| Dean | Jacqueline Easley | jeasley | 2375 | LH 322 |
| Administrative Assistant | Josie Kick | Jkick | 5826 | LH 324 |
| Administrative Assistant - PS & NSS | Deborah Usinger | dusinger | 5833 | CC 213 |
| Administrative Assistant - Nursing | Karry Hill | khill2 | 6511 | LH 342 |

| All College Programs | | | | |
|---|---|---|---|---|
| Senior Associate Provost | David Steege | dsteege | 5847 | LH 316A |
| Executive Assistant to the Provost & Senior Associate Provost | Sue Grover | sgrover | 5850/5823 | LH 316 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

# Appendix B
# Chair/Director Calendar

*These are approximations for visual representation. Consult the official Academic and Faculty Calendars for details.*

| TASK | JUL | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Transition of leadership | | | | | | | | | | | | |
| Fill staff vacancies for Fall | | | | | | | | | | | | |
| Pre-AY activities | | | | | | | | | | | | |
| Build schedule for next AY | | | | | | | | | | | | |
| Begin searches for approved positions | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Advising for J-Term/Spring | | | | | | | | | | | | |
| Registration J-Term/Spring | | | | | | | | | | | | |
| Fill staff for J-Term/Spring | | | | | | | | | | | | |
| FPR/data to Chairs/Directors | | | | | | | | | | | | |
| Chairs/Directors discuss FPRs w/Deans | | | | | | | | | | | | |
| FPRs due to Provost | | | | | | | | | | | | |
| Review of all FPRs | | | | | | | | | | | | |
| Approved positions announced | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Work on end-of-year activities | | | | | | | | | | | | |
| Advising for Fall | | | | | | | | | | | | |
| Registration for Fall | | | | | | | | | | | | |
| End-of-year activities | | | | | | | | | | | | |

# Appendix C
# Onboarding Worksheet

*Developed by Cindy Welch, Heidi Baehr, and Corinne Ness*

| | Task | Completed By | Notes |
|---|---|---|---|
| **Offer** | verbal offer extended over phone | dean | should include whether moving expenses will be covered, research/start-up costs, etc. |
| | email confirmation of offer | dean | includes benefits summary from HR |
| **Acceptance** | new hire notifies dean of acceptance | new hire | |
| | notify Provost's office of acceptance | dean | |
| | confirm terms and send handbooks | dean | |
| | complete letter of appointment template | dean | give to Faculty Information Specialist in Provost's office |
| | complete Personnel Action Form | dean | give to Faculty Information Specialist in Provost's office; acts as the pay request |
| | provide CV for new hire | dean | attach to Personnel Action Form |
| **Appointment Letter** | appointment letter sent to new hire | HR | uses info from letter of appointment template |
| | request transcripts from new hire | HR | included in the appointment letter |
| | new faculty member added to faculty/staff list serve | HR | |
| | new faculty member added to directory | HR | |
| **HR onboarding** | Faculty Information Specialist sends Personnel Action Form to HR | HR | |
| | background check initiated | HR | HR notifies new hire and dean of procedures in an email |
| | results of background check communicated to Provost's Office | HR | |
| | record created in CX | HR | |
| | ID number generated | HR | sends copy of ID number and proximity code to admin assistant for the division |
| | email account created | HR | |
| | employment eligibility confirmation and tax forms | HR | happens during new faculty orientation |
| | benefits enrollment | HR | happens during new faculty orientation |
| | parking pass | HR | happens during new faculty orientation |
| | welcoming to local community information | HR | provides information on living in local community, resources, etc. |
| **Business Office** | processes Personnel Action Form to initiate payroll | payroll specialist | receives PAF from HR (chain of action - Dean, Provost's Office, CFO, HR, payroll) |
| **Provost Onboarding** | assignment of office | Provost's office | |
| | office cleaned for move in | Maintenance | |
| | office furniture needs identified | dean | |
| | office furniture moved in or purchased | Dean | paid for by Provost's office? |

| | | | |
|---|---|---|---|
| | office phone requested | Provost's office | phone number shared with new hire, dean, and admin assistant for division |
| | office key requested | Provost's office | |
| | communicate office location/availability date | Provost's office | |
| | communicating pre-semester activities and new faculty orientation dates | Provost's office | |
| **Division onboarding** | welcome email | dean | sends a welcome email to connect the faculty member to admin, department, etc. |
| | additional key needs identified and requested | dean | completes key request form; keys are picked up by new faculty member in mailroom |
| | confirm copy card needs and notify LIS | dean | notifies LIS of proximity code and budget codes for copy needs |
| | identifies primary point of contact for arrival on campus | dean | makes sure faculty member has a contact for arriving, moving in, getting "welcomed" |
| | Technology and Information Access Form | dean | completes with faculty member for computer hardware, software, and digital permissions |
| | updating divisional list serves | admin assistant | adds names of new hires to divisional list serves |
| | informing division members | dean | sends email to divisional list serve to notify of faculty changes; over summer, includes retirements, leaving, and new hires |
| | Bridge Post announcing new hire | dean | |
| | bio for the Carthage web site | dean | send to communications office - Elizabeth Young |
| **Department onboarding** | | | |
| | registrar notified of course assignments for new faculty member | department chair | |
| | faculty member provided sample syllabi for courses | department chair | |
| | courses assigned in CX | registrar | |
| | bookstore notified of new hire for text requests | department chair | |
| | introduction to colleagues | department chair | a welcome dinner or a meet and great is encouraged; can be hosted by chair, or a member of department |
| | first day welcome | department chair | provides a short tour of campus, arranges meeting with admin assistant for general office procedures overview |
| | IRB training | | as needed |
| | swipe access to spaces | department chair | requests swipe access from security for any special access to rooms or labs |
| | business cards | department chair | gives link to online form to request business cards |
| **General Office processes** | office supply needs identified and ordered | admin assistant | |
| | mail room and mail box identified | admin assistant | |
| | copying processes | admin assistant | |
| | copier code access | admin assistant | admin assistant talks with LIS to provide proximity number and details for copying access so new hire can make copy charges on ID |
| | additional proximity card access granted | admin assistant | let LIS know if proximity card access to specialized spaces like labs is needed |

| | | | |
|---|---|---|---|
| | office phone number and instructions overview | admin assistant | provides new hire with directions to phone functions (voice mail, etc.) and gives phone number |
| | order name plates for office door | admin assistant | Straz and Clausen name plates created by communications office; others created by mailroom, mounted by maintenance |
| **New faculty orientation** | confirms new faculty orientation dates | New Faculty Orientation Coordinator | |
| | ID card issued | HR | |
| | parking passes | HR | |
| | benefits information and ipay | HR | |
| | overview of teaching commons | New Faculty Orientation Coordinator | |
| | overview of strategic plan, mission, and goals | New Faculty Orientation Coordinator | |
| | overview of faculty travel forms and processes | New Faculty Orientation Coordinator | |
| | class lists, grades, Schoology | New Faculty Orientation Coordinator | |
| | campus waking tour | New Faculty Orientation Coordinator | |
| | LIS overview | New Faculty Orientation Coordinator | |
| | student life overview | New Faculty Orientation Coordinator | |
| | checks login for email and portal for access | New Faculty Orientation Coordinator | class lists as well as tabs for employees |
| | how to make copies | New Faculty Orientation Coordinator | |
| | Title IX compliance training | HR | HR sends an email to describe the online training; an email with login is sent from lawroom.com for the actual training |
| **Wellness and Engagement** | welcome to TARC | TARC staff | |
| | welcome to fine arts events with calendar | dean of AH | |

# IX. Index