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**Manual  
for  
Academic Department  
and Area Chairs**

**BSC**  
Birmingham-Southern College

**2022-2023**

Updated 8/19/22

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# Manual for Academic Department and Area Chairs

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Note: Portions of the material for this Manual were adapted, with permission, from the Lawrence University Manual for Academic Department Chairs.

## **Area Chairs (Wightman, Lupton, Wadsworth)**

### **I. Appointments and Terms**

Area Chairs are nominated by the Faculty and are appointed by the President upon the recommendation of the Provost, in consultation with the Faculty Advisory Committee. Area Chairs typically serve four-year terms and may serve only a single term. In order to serve the College as an Area Chair, a faculty member will have served previously as the Chair of an Academic Department. Newly appointed Area Chairs begin their term of service on June 1. Area Chairs are evaluated every two years by the Provost.

### **II. Duties**

1. Working with Department Chairs and Records to complete course planning sheets and academic schedules for each regular term.
2. Writing all pre-promotion reviews and summary evaluation letters for continuing senior faculty members (full professors, senior lecturers and professors of the library), and meeting with faculty members and Department Chairs as part of the faculty review process.
3. Working with Department Chairs to update and revise departmental guidelines for scholarship and creative work, as well as academic program mission statements and objectives. Providing feedback on annual departmental assessment reports.
4. Chairing regular meetings of their Area and reporting meeting summaries to the faculty.
5. Communicating and providing feedback on faculty and academic issues in weekly meetings with the Provost.

## **Area Chair (Krulak Institute)**

### **I. Appointment and Term**

The Chair of the Krulak Institute of Leadership, Experiential Learning, and Civic Engagement is a four-year, renewable appointment recommended to the President by the Provost. The Krulak Institute includes the areas of Eterm, contract learning, service learning and community engagement, internships, travel/study abroad and leadership studies. The Krulak Chair reports to the Provost.

### **II. Duties**

1. The Krulak Chair serves on the Provost's Cabinet and provides a voice for Engaged and Experiential Programs and related learning areas in institutional policy and strategic planning.
2. The Krulak Chair works with the Engaged and Experiential Learning (EEL) Program Directors to develop and review budgets.
3. The Krulak Chair conducts annual reviews of directors of the EEL Program.
4. The Krulak Chair facilitates collaboration among EEL Programs and other programs and College constituencies as necessary.
5. The Krulak Chair supervises and coordinates assessment of student learning and measures of organizational effectiveness within the EEL programs.
6. The Krulak Chair works closely with program directors to complete course planning sheets and academic schedules where appropriate. Coordinates schedules with the Area Chairs and the Provost's Cabinet.
7. The Krulak Chair assists directors in maintaining a presence and distinctive identity for Engaged and Experiential Learning Programs.

# Department Chairs

## I. Terms of Appointment and Responsibilities

The Provost, in consultation with members of the department, appoints the Chair of each academic department. Unless there are compelling reasons to do otherwise, the Provost appoints tenured faculty members to these positions. Most departments rotate the position approximately every three years, although the pattern may vary depending upon departmental size and composition. In departments with a sufficient number of tenured faculty members, some attempt should be made to rotate the responsibilities of the Chair among eligible candidates.

Department Chairs typically receive a course release for two out of three Exploration terms, depending on the size and complexity of the department. The specific terms of this course release will be negotiated with the Provost and determined with the interests of the department in mind. Naturally, the expectation is that the Chair will fulfill the responsibilities outlined in this handbook in return for the release time. Department Chairs are evaluated every two years by the Provost in consultation with the Area Chair.

### I.A. Appointments and Terms

Department Chairs shall be appointed for a term of one to three years by the Provost in consultation with the Department. Chairs may serve multiple terms. Newly appointed Department Chairs begin their term of service on June 1.

### I.B. Duties

Department Chairs work with the Area Chairs and the Provost's Office to ensure that the College maintains and develops viable, forward thinking academic programs. Specific responsibilities include:

1. Working with the Area Chairs to develop departmental class schedules and help coordinate the College's class schedule to reduce conflicts and ensure equitable distribution of courses.
2. Directing the development of departmental budgets and serving as the initial level of approval and responsibility for the expenditure of budgeted departmental funds.
3. Directing the assessment of the academic program in each of their departments and completing the annual Departmental Assessment Report. Working with department faculty to ensure that actionable assessment results inform departmental practice and curricular change.
4. Monitoring each term department members' submission of syllabi to academic assistants and submission of credit calculator forms for new courses.
5. Overseeing the hiring, mentoring, and support of adjuncts for the department.
6. Directing faculty searches within the department, and working with the Provost and the Promotion and Tenure Committee to help ensure that the most qualified candidate available is hired while being mindful of diversity.
7. Writing a departmental summary for faculty members undergoing second-year and fourth-year review and for candidates who are being considered for tenure and promotion. Writing regular evaluations of non tenure-track faculty and staff who directly support the department.
8. Working with the Registrar to ensure that departmental catalog revisions are made as necessary and by the designated deadlines.

9. Assisting new faculty members in becoming familiar with the College's teaching, advising, scholarship, and service expectations, as well as the College calendar and unit system.
10. Participating in student recruitment through conversations with prospective students and parents, assisting in preparation of public relations materials, and other coordination with the Office of Admission and Office of Communication.
11. Preparing and justifying requests for student assistants. Arranging for monitoring of their activities and approval of their time sheets.
12. Serving as the first formal contact for students who want to express concerns about curriculum, course scheduling, teaching, grading, and advising, and responding to a variety of student requests.
13. Calling department meetings and consulting with members of the department in fulfilling the duties described above.

## II. Recruiting Full-Time Faculty

Department Chairs normally coordinate the recruitment of new faculty members and supervise searches, although they or the Provost may delegate this responsibility to another member of the department in some cases, such as when the search is to replace a retiring Chair or when the expertise of another faculty member is particularly relevant. While the Chair is responsible for coordinating the search, he or she should call upon department colleagues and support staff as needed to conduct it. Chairs of searches are responsible for convening meetings of the search committee and interview panel, arranging campus visits by candidates, assuring compliance with equal opportunity employment laws during all phases of the search, acknowledging receipt of applications and notifying applicants when a position has been filled, managing recruiting costs, keeping the Provost apprised of the status of the search, and notifying the Provost of the department's recommendation. The President, with the advice of the Provost, makes the final decision on the hiring of any faculty member.

Policies and procedures for recruiting new faculty members are outlined in the *Faculty Handbook* Section III.A. If any of the required procedures result in unresolved conflict between the Provost and the Department Chair, the issue shall be resolved by the President.

### II.A. The Approval Process

Department Chairs should submit requests for full-time term faculty positions (non-tenure-track) and full-time tenure-track faculty positions on the appropriate forms (supplied by the Provost's Office) and by the stipulated deadline in the Spring term.

### II.B. The Search Process

1. Once a search has been approved, the search chair will meet with the Provost to discuss hiring and diversity plans.

In the Fall of 2006, the faculty adopted the following resolution related to faculty diversity:

*Faculty recruitment is critical to the promotion of racial, ethnic, and other diversity on campus. Accordingly, no faculty position search may commence until the Provost approves a plan, submitted by the department/program conducting the search, that maximizes the possibility of achieving greater diversity.*

In the case of searches for tenure-track positions, a department/program plan for achieving a diverse applicant pool must be submitted to the Provost in writing.

2. The Provost and the search chair will consult on the makeup of the search committee. The committee should consist of at least four full-time members of a department plus at least two additional full-time members of the faculty. In cases where the department has fewer than four members, appropriate selections should be made

from outside the department. Ordinarily the Chair of the department serves as the chair of the search committee, though there may be exceptions to this rule, and ordinarily retiring faculty members do not serve on committees searching for their replacements. Adjunct members of a department may not serve as members of the search committee, though departments are encouraged to solicit their input and involvement in the process, where and as appropriate.

3. Students may not serve as members of the search committee. Student participation in the search process, however, is crucial, and departments should ensure that mechanisms are in place to provide a thorough and reliable representation of student views.
4. In appointing outside members of the search committee, the department shall make its recommendations to the Provost. While there is no single standard for selecting the outside committee members, departments should bear in mind such factors as disciplinary appropriateness, the requirements of interdisciplinary programs, gender balance, diversity, and the need to bring an institutional perspective to bear on all hires.
5. Once the Provost has approved the appointment of the outside members of the search committee, the committee as a whole should meet to discuss how to conduct the search. Among the issues that should be considered at this meeting are the strategies for attracting a strong and diverse applicant pool, the nature of the screening process, and the schedule for reviewing candidates. Particular strategies for attracting applications from underrepresented minorities should be considered, including placing announcements in appropriate publications and contacting particular graduate programs and professional organizations.
6. It is appropriate though not necessary for the full search committee to determine that some sub-set of the committee will conduct the early screening of applications. All members of the committee, however, should have access to all applications. As the pool of applicants is narrowed, it becomes increasingly important that all members of the committee participate fully in the search process, and by the time candidates are brought to campus, full participation by all members is essential.
7. Ordinarily the search committee, or some agreed upon sub-set of the committee, will review letters of application and supporting materials and establish a list of candidates to be interviewed at a national meeting, whenever possible and practical. For disciplines that do not have an appropriate national meeting, phone or video interviews should be conducted with this group of candidates. At least three members of the search committee should be involved in the establishment of that list, and all members of the committee should be consulted prior to its final establishment. An interview team, whenever possible comprised of the search committee chair plus at least one additional member of the committee, will meet with or speak with the candidates and report back to the full committee, which in turn will identify a group of three to be invited to campus. Approval of this group of three finalists must be obtained from the Provost, who may suggest a further review of the list of candidates if any of the finalists do not appear to meet the requirements of the job description or the needs of the College as a whole. If references have not been consulted prior to this point, they should be contacted by a member of the committee before the campus visits. Information gained during those conversations should be provided to all members of the search committee.
8. Once on campus, the candidates meet with all members of the search committee, the Provost, the Promotion and Tenure Committee (promotion-track candidates only), a representative group of students, and other members of the faculty, staff, or administration as appropriate. In arranging such meetings, the search committee should especially bear in mind departments, offices, and interdisciplinary programs with which the candidate might naturally interact. Candidates should also make public presentations and/or teach classes appropriate to their disciplines while on campus. The entire faculty should be notified of the time and place of the presentation or class.
9. After finalists for a position have visited campus, all members of the search committee should meet to discuss the finalists not only in relation to qualifications and potential contributions to the discipline, but also to the institution as a whole. General education, institutional initiatives, and developing directions should be considered. When discussions are concluded, a committee vote should be taken. Prior to this meeting, written responses should be solicited from other faculty members, staff members, and students who met with the finalists. All members of the committee, but no others, vote. The results of this vote, along with each candidate's

strengths and weaknesses, are communicated to the Provost as the committee's recommendation. The goal in all such discussions should be consensus. In cases where the vote is not unanimous, the specific details of the vote—that is, how members of the committee from inside and outside the department voted, along with other germane information—shall also be communicated to the Provost, so that their decision may be as fully informed as possible.

10. The Provost's approval must be secured before any offer of employment can be made, and the Provost will communicate the offer of employment to the candidate.
11. All appointments are subject to the approval of the President.

## **II.C. Advertising**

The chair of the search committee should work with members of the committee to write advertisements and decide where to place them, and both the text of the notices and their placement should be approved *in advance* by the Provost. The Provost will give the search chair budgetary guidelines; expenditures that are likely to exceed these guidelines should be discussed with the Provost in advance. Advertisements for full-time faculty positions will normally appear in the major recruitment publication(s) of the relevant disciplinary associations. Advertisement for full-time visiting positions (non-promotable) may be more regional or local in scope. In some cases, and only with the prior approval of the Provost, they may also be placed in the *Chronicle of Higher Education* or other general publications. For most positions, advertisements in periodicals targeted to underrepresented ethnic or other groups will also be appropriate (see the section on diversity below).

With colleagues in the department, chairs of searches should contact members of appropriate graduate departments at other institutions to solicit applications from or nominations of suitable candidates.

For tenure-track positions, a plan for achieving a diverse applicant pool must be submitted to the Provost in writing prior to approval for submitting advertisements. Departments should develop contacts at institutions that typically educate a large number of minority candidates. Likewise, departments should take advantage of disciplinary resources, including professional organizations.

## **II.D. Interviews**

The chair of the search should consult with the Provost before inviting candidates to visit the campus. When the list of those to be interviewed has been agreed to by the Provost, the search chair should offer the invitation to candidates and negotiate the dates of the visit. Once dates have been agreed upon, the discipline's academic assistant can work with the candidates to make travel and housing arrangements. The Provost's Office will provide information about procedures and accounts to which travel should be charged. Appropriate out-of-pocket expenses incurred by members of the faculty in the course of searches will be reimbursed by the Provost.

The interview team should remain identical for all candidates for a single position. Search chairs should work with interview panel members to establish the schedule for candidates and assure that those being interviewed feel welcome and informed about BSC and the greater Birmingham community. All candidates should be scheduled for an appointment with the Provost; promotion-track candidates should also be scheduled with the Promotion and Tenure Committee. Candidates should meet, in one setting or another, with all department members and with faculty members in other departments and interdisciplinary programs likely to be working closely with the new faculty member. Search chairs should ensure the participation of students in the search process. Students should meet with all candidates interviewed on campus and have an opportunity to make their impressions known to the department. Whenever possible, candidates should be asked to teach a class in addition to or in lieu of a more formal public presentation.

Search chairs are responsible for ensuring that all participants in interviews understand the appropriate procedures for conducting interviews. Candidates should be escorted to and from all meetings, should be given appropriate time to collect their thoughts—especially prior to public presentations—and should be treated courteously and professionally. The law and professional ethics both require that interviewers, whether or not they are formal members of the interview panel, avoid questions about family, children, marital status, ethnic background, religion, age, abilities not related to the job, and sexual orientation. Questions about these matters, even with a disclaimer that the candidate need not answer

them, place the College at risk of legal action (**see Appendix A**). The chair of the search should immediately remove any member of the interview panel who asks such questions, and should report that action to the Provost. Search chairs should consult with the Provost about current legal obligations and restrictions during searches.

Although a retiring faculty member whose position is being filled can and should be encouraged to participate in discussions about the search, to attend and evaluate candidates' presentations, and to be part of social events integral to the search, he or she should not, under most circumstances, be a member of the interview panel. It is a matter of professional courtesy that a faculty member should not play a dominant part in the College's choice of their successor.

## **II.E. Budgets**

The budget for faculty recruitment resides in the Provost's Office. The Department Chair should monitor expenses and not exceed the amount allocated for a given search. Normally no more than three candidates will be brought to campus to interview. Exceptions may be approved by the Provost in advance.

## **II.F. Travel**

Once agreement has been reached on dates for the campus visit, the department assistant, in consultation with the Department Chair, should arrange for the candidate's travel. Airfare and other travel expenses will be paid for upfront by the College, but should the candidate fail to make the campus visit, they are required to reimburse the College.

All candidates should be encouraged to travel via the most economical mode of transportation. Planning well in advance can help to hold down the costs of airfare (i.e., making a plane reservation three or more weeks in advance is usually less expensive than buying a ticket within a week or two of travel) and Search Committees and Department Chairs are encouraged to provide sufficient planning time to find reasonably priced fares. Non-refundable airline tickets, coach class, should be purchased.

The department assistant should arrange for the candidate's lodging in the Bruno Suite or make the candidate's hotel reservation at an area hotel with which the College has a negotiated reduced rate.

All travel arrangements/reservations should be made using a Birmingham-Southern Purchasing Card and not personal debit/credit cards. Appropriate account numbers for candidate travel should be requested from the Provost's Office when reconciling Purchase Cards purchases.

## **II.G. Meals**

On-Campus: the College will provide meal cards for the candidate's on-campus meals and no more than four faculty members per meal should be present.

Off-Campus: the College will pay a maximum of \$50.00 per candidate per off-campus dinner (inclusive of tax and tip). In addition, a maximum of three (preferably fewer) faculty members may accompany the candidate to an off-campus meal, subject to the same per person dollar limit. All off-campus meals should be paid for using a Birmingham-Southern College Purchasing Card and not a personal debit/credit cards. Any alcohol purchases must be made separately and by personal means; there will be no reimbursement for alcohol from the College.

Other appropriate, out of pocket expenses may include parking, mileage, and tolls. These will be reimbursed when a Birmingham-Southern Purchasing Card cannot be used. Mileage will be calculated and reimbursed rather than fuel charges.

## **II.H. Reporting and Record-Keeping**

Applications may be handled through e-mail or an online process. At the conclusion of a search, the (paper and/or electronic) files of all applicants should be maintained in the respective department's office for four years. While search chairs are responsible for keeping search records, they may utilize administrative support throughout the search process.

## II.I. Offers of Employment

Normally, an offer of appointment is first tendered orally by the Provost. Once a candidate accepts an offer, the President or the President's delegate sends a formal letter of appointment to the candidate. This letter describes the position, including its tenurability, states the length of the appointment, and indicates salary and fringe benefits. The letter also outlines the College's expectations, both specific and general, of the new faculty member. The terms of the initial letter of appointment are subject to amendment by yearly contracts, letters of reappointment, promotion, or termination, or by other letters from the President relative to the terms of the faculty member's affiliation with BSC.

Note that Department Chairs do not normally extend offers of appointment to selected candidates. Once the offer has been extended by the Provost or the Provost's delegate, the Department Chair may — but is not required to — contact the candidate if that would be appropriate and helpful to the candidate's deciding whether to accept the offer. Without the Provost's explicit prior knowledge and approval, Department Chairs should not raise issues of salary or benefits with candidates who have been offered positions. Common sense should guide a Chair's responses to a candidate's questions about such issues, but the underlying principle is that only the Provost or the Provost's delegate may make an offer of salary and benefits or negotiate those terms of employment.

After a candidate has been hired, the search chair will notify all other applicants of the completion of the search process.

## III. Recruiting Part-Time Adjunct Faculty

Department Chairs are responsible for hiring adjunct faculty members, as well as coordinating their mentoring and support. The process for adjunct hiring is outlined below.

1. Department Chairs submit requests for adjunct positions on the appropriate form provided by the Provost's Office.
2. Department Chairs confirm with the Associate Provost that adjunct funding has been approved.
3. Department Chairs identify and interview candidates. Department Chairs should contact the Provost's Office if there are questions about a candidate's credentials meeting required accreditation standards.
4. After an offer of employment has been made by the Department Chair and accepted by the candidate, Department Chairs will forward the candidate's CV electronically to Rhonda Constance at rconstan@bsc.edu.
5. Department Chairs will provide the new adjunct with a digital packet which includes forms necessary for completing the hiring process and the *Adjunct Faculty Handbook and Resource Guide*. Department Chairs should review the *Adjunct Faculty Handbook and Resource Guide* and all topics on the new adjunct orientation checklist with the new adjunct (**see Appendix B**).
6. The new adjunct must then complete the following steps:

### **Step 1**

Email your CV to Rhonda Constance at rconstan@bsc.edu.

### **Step 2**

Fill out the *Application for Adjunct Instructor Position* form (found in the *Adjunct Hiring Procedure and Digital Packet*) and forward to Rhonda Constance at rconstan@bsc.edu.

### **Step 3**

Call 1-205-226-4702 or email Wes Newman at wnewman@bsc.edu to schedule an appointment to have your fingerprints taken. You will need to fill out only the top portion (*Personal Information*) and take the fingerprint forms (found in the *Adjunct Hiring Procedure and Digital Packet*) to the appointment. You will need to sign where it says *Applicant Signature*. You will need to return the fingerprint cards along with completed, signed forms and copy of valid driver's license to Rhonda Constance in Munger 104.

#### **Step 4**

Order an *official transcript* showing your highest degree and have it sent directly to Rhonda Constance at rconstan@bsc.edu.

An adjunct contract will be issued electronically once the Provost's Office has received the CV, application for adjunct instructor position, fingerprint report, photocopy of a valid driver's license, and official transcript. Contracts will be sent to email addresses on the CV via DocuSign. BSC's Office of Human Resources will also be notified of the new hire at this point.

7. New adjuncts must also complete and return employment tax forms sent electronically by the BSC Office of Human Resources.

## **IV. Academic Planning**

Department Chairs work with the Area Chairs and the Provost's Office to ensure that the College maintains and develops viable, forward thinking academic programs. Because departmental curricula should contribute explicitly and consistently to the fulfillment of the College's mission, overseeing the collegial shaping and maintenance of the curriculum is one of the Department Chair's most important responsibilities. It is the responsibility of the Department Chair to assure that all disciplinary faculty engage in the department's internal and external review processes.

### **IV.A. Department Meetings**

The structure and frequency of department meetings may vary with each department, though all departments should meet with some regularity. Department Chairs should ensure that department meetings occur at appropriate intervals and that department members are given the opportunity to request meetings and suggest agendas for them. At least some portion of these meetings should be devoted to examination of the curriculum. Chairs have a special responsibility to ensure that questions and suggestions about the department's curriculum from all members of the department are given full and fair consideration. Proposals for changes to the major or new courses must have approval from the department (see current C&S guidelines). Other subjects that should typically be discussed at department meetings include schedules of courses, budget requests, departmental staffing plans, student recruitment and retention, student learning assessment results, and departmental standards and practices. Chairs should keep minutes about critical decisions in department meetings so that such decisions can be included in the annual departmental assessment report.

Each Chair will have her or his own style of management of departmental business, and some will rely occasionally on individual consultations with members of the department about certain matters affecting all members. Such individual conversations may supplement, but they cannot substitute for, departmental meetings in which colleagues have the opportunity to ask questions and stimulate one another's thinking, particularly about the curriculum.

### **IV.B. Departmental Scholarship Guidelines**

Departmental scholarship guidelines should be reviewed periodically and certainly during SACSCOC reaffirmation or academic program reviews. Department Chairs submit revisions to Area Chairs for review; the guidelines are then reviewed by the Provost and Associate Provost. The Provost also shares the guidelines with the Committee on Promotion and Tenure. Final approval is obtained from the Provost.

## **V. Assessment and Continuous Improvement**

### **V.A. General Education Assessment**

Department Chairs encourage and remind faculty of their required participation in general education assessment relevant to the department. This work supports the institution's compliance with SACSCOC Core Requirements on Institutional Planning and Effectiveness (7.1 *Institutional Planning*), Student Achievement (8.1 *Student Achievement*), (8.2.b *Student Outcomes: General Education*) and Educational Program Structure and Content (9.3 *General Education Requirements*).

## V.B. Academic Program Assessment

In coordination with the Provost Office and Area Chairs, Department Chairs direct the work of assessing the effectiveness of the academic program(s) in their departments and completing the annual Departmental Assessment Report. This report is submitted annually by September 15. The report includes student learning and programmatic outcomes, assessment measures, results and an action plan or improvement. A report template is provided by the Provost Office. This work supports the institution's compliance with SACSCOC Core Requirements on Institutional Planning and Effectiveness (7.1 *Institutional Planning*), Student Achievement (8.1 student achievement), (8.2.a *Student Outcomes: Educational Programs*), and Educational Program Structure and Content (9.1 *Program Content*).

## V.C. Program Review (Departmental Self-Study and External Review)

To ensure the continued high quality of Birmingham-Southern College's academic programs, every academic department and program will undergo a program review on a regular basis. The review will minimally consist of a structured self-study and an external review by faculty from another institution. The cycle of these reviews will be determined by the Provost in consultation with Department Chairs, considering factors such as turnover and leaves among faculty members, national trends in disciplines, and perceived curricular needs. In each case, the Department Chair or program director will be responsible for coordinating the elements of the self-study and external review and will work with other individuals and offices on campus to achieve the best information possible. The Program Review is a departmental effort facilitated by the Department Chair or program director; the process should prompt conversation and collective evaluation of current practice and the department/program's role in the institution. The Program Review should culminate with a departmental/program summary that outlines goals that will ensure a productive future for the department or program.

### V.C.1. Self-Study

The first step in the program review process will be a self-study conducted within each discipline or program.

The self-study should culminate in a self-study report. This report should address the issues identified in the six areas outlined below and should be a maximum of 10 single-spaced pages in length (not including tables, graphs and appendices):

0. INTRODUCTION TO BIRMINGHAM-SOUTHERN COLLEGE
  - a. Key information concerning BSC including a copy of the Faculty Handbook and a link to the current Catalog  
*-Will be generated by the Provost Office and sent along with the self-study report to the external reviewer*
1. HISTORY OF DEPARTMENT/PROGRAM
  - a. Brief statement about the history of the discipline or program at BSC
  - b. Department/Program Mission Statement and goals (Catalog descriptor)
2. DESCRIPTION OF CURRENT FACULTY
  - a. Description of the quality of the faculty, including a discussion of scholarly and pedagogical endeavors and involvement in development opportunities (should be a discussion of the overall scholarship across the program, not a breakdown of specific individuals within the program); The *curriculum vitae* of each faculty member in the discipline or program should be included in *Appendix A – Faculty CV*
  - b. Departmental tenure expectations should be referenced and a full description included in *Appendix B – Tenure Expectations*
3. CURRENT CONDITION OF THE PROGRAM-CURRICULUM
  - a. Description of the discipline's or program's mission statement, the current curriculum and learning outcomes for its major(s)
  - b. Description of any aspects that make the program distinctive (e.g., noteworthy pedagogical techniques, opportunities for high impact educational practices like internships, and/or other relevant current practices designed to enhance student learning)

- c. Description of any curriculum revisions made since the last review (including changes resulting from a review of assessment data and/or in response to the most recent program review)
- d. Description of the current state of the discipline or program's including a discussion of program strengths and limitations including how the current state of the discipline or program meets needs of students
- e. Description of the discipline's or program's service/responsibilities to the Explorations Curriculum, interdisciplinary programs, and/or support provided for other majors/minors/certificates

#### 4. CURRENT CONDITION OF THE PROGRAM-STUDENTS

- a. Description of current student demand (including data below which will be supplied by Institutional Research\*) along with a discuss of enrollment trends
  - i. Table/graph showing number of majors/minors for the past 5 years
  - ii. Table/graph showing number of graduates for the past 5 years
  - iii. Table/graph showing course offering information including total number of separately staffed sections per term, average class size by courses per term, staff type by course (e.g. tenure-track, adjunct), courses with an Exploration or other designators for the past 5 years
  - iv. Information in this section should be included in Appendix D – Student/Course Data
- b. Description of efforts being made to meet the needs of an increasingly diverse student body (e.g., race, ethnicity, gender identity, sexual orientation, socio-economic status, students with accessibility issues).
- c. Description of efforts being made to positively impact the student advising experience and advising effectiveness
- d. Description of current budget and the ability to meet the needs of students

#### 5. PROGRAM/FACULTY/ALUNMI ASSESSMENT INFORMATION\*

- a. Review of assessment practices; most recent assessment report should be included in Appendix C – Program Assessment Report
- b. Discussion of student-evaluations of faculty including aggregate comparison data
- c. Results from any program satisfaction surveys, alumni surveys, or other data that capture student feedback about the quality of the program
- d. Discussion of the post-graduate accomplishments of recent graduates and information, to the extent it is available or can be found, about the post-graduate careers of majors

#### 6. FUTURE GOALS

- a. Discussion of the discipline's or program's goals for the future including current and planned initiatives affecting the discipline or program and its curriculum
- b. Discussion of the needs for resources, new personnel and/or facilities in support of future plans and goals

\*The self-study should be completed by the discipline/program using data from multiple sources in support of the sections outlined above. Institutional Research will generate the data for section 4. In addition to IR, the Records Office and the Provost's Office will work with the department or program to facilitate timely and efficient gathering of data. The department or program may prepare and administer survey tools for current students and recent alumni to obtain feedback on the disciplines or programs and their curricula, and should communicate with Student Development and Alumni Affairs regarding relevant survey information that has already been collected by those offices.

While part of the function of a program review self-study is to reflect upon the present condition of a program (and its historical roots), the main focus, purpose, and emphasis of the document should be as a forward looking document that can help to shape and guide the program during the period until the next program review.

## V.C.2. External Review

After the completion of the self-study, each department or program will undergo an external review.

### A. IDENTIFYING AND SELECTING EXTERNAL REVIEWERS

In general, external reviewers should have disciplinary knowledge and experience related to the degree/program being reviewed, be from or have extensive exposure to institutions of similar size and mission, have some program evaluation experience, and be able to use their expertise to objectively evaluate the state of the department or program. External reviewers should be equipped to provide feedback and advice concerning future programmatic directions, given the current landscape of higher education in the liberal arts. In addition, the following characteristics should be considered in proposing potential external reviewers: knowledge of accreditation and/or professional standards for the discipline, a mix of teaching and administrative experience, and expertise in an area or focus the program is considering developing or adding in the future.

The Department Chair/Program Director should send the name of suggested external reviewers to the Provost and should recommend dates for the visit. The materials concerning suggested reviewers should include for each: a cv, academic affiliation, and the reasons why he/she would be an appropriate reviewer. When compiling the names, it may be appropriate for the Department Chair/Program Director to contact the potential reviewers to gauge their interest and availability and to request cvs, but the Department Chair/Program Director should not issue an invitation to an external reviewer. The Department Chair/Program Director may request and receive approval (at the Provost's discretion) to invite more than one external reviewer, as long as the total expenses remain within the allotted budget. The Provost will make the final decision of whom to invite.

#### B. PREPARING FOR THE EXTERNAL REVIEW

The Provost will invite the reviewer(s); the Department Chair/Program Director will, with the help of administrative staff, facilitate travel arrangements in conjunction with the schedules of appropriate parties. The Provost's Office will provide a fixed budget for each review, and the cost of the travel expenses for the reviewer(s) must remain within that budget. While each reviewer will receive an honorarium, the amount of the honorarium will be set by the Provost in consideration of the complexity of the unit, distance to be traveled, number of external reviewers for that unit, and available funding.

The Department Chair/Program Director should send the external reviewer(s) the final version of the self-study at least two weeks in advance of the scheduled visit, typically taking place in September or October. In addition, he/she should develop a clear understanding and written description of what the department/program wants and needs from the reviewer prior to the visit. This description should include the list of guiding external review questions found at the end of this document and a separate list, containing particular issues or questions that the department/program would like to have addressed by the external reviewer.

The Department Chair/Program Director and appropriate administrative staff should prepare each reviewer's schedule. All visits should include meetings with the Provost, the Area Chair, the President (if available), a representative group of students, the director of the library, all faculty members in the program to be reviewed, and others as appropriate. The reviewer should also have the option of visiting a class and/or a lab in the discipline being reviewed. Typical external review visits range in length from one day to two, depending upon the complexity of the unit and its programs.

#### C. EXPECTATIONS OF THE EXTERNAL REVIEW

The reviewer will analyze the documents submitted by the program and will write a brief report (5 pages maximum) report following a campus visit which provides an appraisal of the quality of the educational program reviewed. This appraisal should address the current condition and future goals included in the self-study. It could also address some or all of the guiding questions at the end of this document, and any additional questions submitted by the department or program. External reviewers are expected to identify at least three specific recommendations that could result in either an immediate or a long-term positive impact. These recommendations may include issues that fall outside the scope of the elements articulated above.

The reviewer's report should be received in the Provost's Office within six weeks of the campus visit; the Provost's Office will forward the honorarium to the reviewer after receipt of the completed report.

#### D. DEPARTMENTAL/PROGRAM RESPONSE

Upon receipt of the report from the external reviewer, the Provost will review and forward the report to the Department Chair/Program Director and the Area Chair. The department/program will write a response that

addresses any errors of fact, indicates any impact the reviewer's report has had on the future goals from the original self-study, and will complete the Program Review Action Plan form.

The Provost, Associate Provost, and Area Chair will meet with the faculty members of the department/program at the end of the process to discuss the results of the self-study, the report resulting from the external review, and the departmental/program response, with the shared goal of envisioning and ensuring a productive future for the department or program. The entire process should be completed before the beginning of the next academic year.

#### **TIMELINE:**

- August 1: Provost's Office notifies programs that are up for review the following academic year
- September 1: Provost's Office contacts Department Chairs/Program Directors to discuss review process
- November 1: Program review data generated by Institution Research and sent to Programs
- March 15: Draft of departmental/programmatic self-study sent to the Provost for feedback
- March 15: List of suggested external reviewers with accompanying information sent to Provost, from which the Provost will choose
- May 15: Final version of departmental/programmatic self-study sent to Area Chair and Provost. The external reviewer should be scheduled for a fall visit.
- September/October (year 2): External reviewer visits campus or conducts review remotely
- November (year 2): Reviewer's report is submitted to the Provost within six weeks of campus visit, honorarium (if applicable) is forwarded to external reviewer
- December 1 (year 2): Department/program's Action Plan response due to the Provost
- December (year 2): Provost, Associate Provost, Area Chair, and department members meet to discuss the results of the review and future plans

### **V.C.3. Schedule of Department/Program Reviews**

The following schedule has been established for Program Reviews.

2021-22

Art & Art History; Architectural Studies; Economics; Psychology; Modern Foreign Languages

2022-23

Education; Global & Comparative Studies; History; Media and Film Studies; Urban & Environmental Studies

2023-24

Accounting; Biology; Business; English; Philosophy; Health Sciences ;

2024-25

Applied Computer Science; Music & Music Theatre; Theatre; Chemistry; Physics

2025-26

Political Science; Religion; Asian Studies

2026-2027

Mathematics; Sociology; Mathematical Finance

### **V.C.4. Guiding External Review Questions (some issues on which the the external reviewer may want to focus)**

#### **Academic Programs**

1. Does the department have a clear sense of its mission in terms of its services to students and connection to the mission of the College?

2. Are the programs/curricula offered by the department appropriate in terms of meeting the needs of present and future students?
3. Does the curriculum provide coherency and currency in terms of what is offered/required and how it is organized?
4. Does the curriculum align with the program's student learning outcomes? What processes or procedures are in place for the use of student outcome data for continuous improvement of the curriculum and instruction, including integrating diverse perspectives across the curriculum?
5. How effective are faculty staffing patterns (including workload, qualifications, and diversity) for serving students and accomplishing programmatic goals?

#### **Students**

6. How is the department meeting the needs of the increasingly diverse population of the students it is serving (e.g., race, ethnicity, gender identity, sexual orientation, socio-economic status, students with accessibility issues)?
7. Are students effectively advised (e.g., receive timely and accurate information about degree requirements, career opportunities and discipline standards)?
8. Are there adequate and high quality research, internship, and service-learning opportunities for students in this department?

#### **Faculty**

9. How is evidence collected and used (e.g., peer observations, student evaluations, faculty reviews) to support faculty scholarship and teaching? Are there a clear set of teaching/ scholarship expectations?
10. How do the faculty members interact with the external community in terms of a) student experiences, b) service, and c) professional development?

#### **Academic Resources**

11. Do library/information collections and services meet the needs of the department/program?
12. Do facilities (such as offices, classrooms, and labs) meet departmental/programmatic and institutional needs?
13. Does available technology meet departmental/programmatic and institutional needs?
14. Do available staff support meet departmental/programmatic and institutional needs?
15. Does the budget meet departmental/programmatic and institutional needs?

#### **Additional Department/Program Questions**

## **VI. Administrative Duties**

While each area of departmental administration discussed here is the responsibility of the Department Chair, any of these duties may be assigned by the Chair to a departmental colleague who will then report to the Chair. Chairs should also make the fullest reasonable use of academic support staff.

## **VI.A. Budgeting**

Department Chairs should follow the budgeting process announced by the Office of Finance in any given year. Appropriate forms will be provided and information requested by the Provost's Office as part of this process.

Capital budgets for instructional technology equipment and building maintenance and repair are separate from the departmental operating budgets. Any requests that include instructional technology components must be made through the online IT Project Proposal Process. Once the Board of Trustees has approved the final budget, Department Chairs will be informed as to which capital expenditures have been funded. As a rule, new unallocated projects will need to wait until the subsequent budget year. Therefore, Department Chairs should work with the faculty to plan the next year's budget realistically and carefully.

Instructional Technology (IT) makes all computer purchases for College offices and departments. The budget for computer acquisitions and upgrades is part of the annual budget prepared in the late winter. As with instructional equipment, requests submitted during the academic year, but not anticipated at the time the budget was prepared, will necessarily compete for the funds available for such purchases, and, as a rule, unallocated new purchases will be postponed to the subsequent budget year.

All budgets are of course subject to the limited resources available to the College for a given year. Simply requesting an amount in the department budget does not ensure that amount will be available.

## **VI.B. Work Study**

Department Chairs should work with the Office of Financial Aid to request Work Study positions needed to support the Department. Department Chairs should approve, or designate a department faculty or staff member to approve, time sheets for Work Study students.

## **VI.C. Website and Publications**

Chairs or their delegates should coordinate efforts with the Office of Communications to ensure that the department is represented on the BSC website by an interesting and up-to-date homepage. Chairs may also work with the Office of Communications to develop other promotional materials for the department.

## **VI.D. Library Acquisitions**

The Library allocates funds for departmental acquisitions at the start of each academic year. These funds are intended for one-time purchases, including books, videos, and some equipment that supports the curriculum. Library liaisons regularly seek input from departments on library expenditures. With ever-increasing costs for periodicals, departments should review their individual periodical subscriptions regularly to make sure appropriate periodicals are being ordered. Allocations not spent by the end of the fiscal year are returned to the library general fund. Because orders processed in late spring may not be received in time for the expenditure to be made in the current fiscal year, ordering should be done by the first of April if possible.

Chairs should encourage all department members to participate in the ordering process. Requests for periodical subscriptions should be routed through Department Chairs and discussed by members of the department. Because periodical subscriptions are ongoing expenses, the final decision about whether to order a periodical subscription resides with the director of the Library, in consultation with the library faculty.

Databases and other electronic full-text products are charged to a special library account, not to a department's allocation. Chairs should discuss requests for these with members of their own and other affected departments before forwarding requests to the library. The final decision about these purchases is made by the director of the Library, in consultation with the library faculty.

## **VI.E. Class Schedule**

Department and academic program Chairs are responsible for constructing a class schedule in collaboration with their colleagues. Consultation with other faculty occurs both within the department or program and with other academic areas as needed. It is important that discussions about cross-listed courses, course sequencing issues, shared facilities, and shared faculty occur before the class schedule is set.

The class schedule for the next academic term is prepared during the preceding term in preparation for advance registration by students. This class schedule must be entered on the standard Course Planning Sheets supplied by the Area Chairs, and the completed schedule is submitted to the Area Chair. Course Planning Sheets for summer and fall terms are typically due in mid-to-late February; for spring term, in mid-to-late September. After the schedule has been developed, any suggested changes to the schedule are sent to the Area Chair (i.e., not to Records). All schedule changes reported to Records should come from Area Chairs. Late changes to the class schedule should be made with caution as such changes may have serious consequences for students and class enrollments.

Departments are expected to distribute courses throughout the week and across the class day and times in order to help minimize scheduling conflicts for students. Area Chairs review schedule submissions and may ask Chairs to make revisions if this expectation is not met.

## **VI.F. College *Catalog***

The Registrar will ask Department Chairs to review College *Catalog* content related to departmental curricula and course offerings each spring in preparation for the next edition of the catalog. The *Catalog* provides students and academic advisors with guidance about departmental expectations. All Department Chairs should review their respective *Catalog* content with care and acknowledge to the editor of the *Catalog* that a review was completed, even if no additional changes are required.

## **VI.G. Attendance at Faculty Meetings**

Chairs should regularly attend, and oversee regular departmental attendance at, meetings of the College faculty. Such attendance is particularly important if there is any likelihood that new courses or other matters will be discussed that bear upon the departmental program or institutional mission.

## **VI.H. Department Chair Authorizations**

The approval of the Department Chair is required on a number of requests by faculty and students, including, but not limited to, the following:

- Exploration Term project proposals from faculty members
- Sabbatical applications
- January leave applications
- Approval of transient course credit
- Approval of study abroad equivalencies

## **VII. Personnel**

Among the most important responsibilities of the Department Chair are the mentoring, counseling, and support of faculty colleagues. From time to time the Chair will be called upon to help address inter-personal challenges, resolve disputes, and provide practical advice. It is important that the Chair be willing to listen carefully and sympathetically and, when necessary, act decisively and fairly.

### **VII.A. Mentoring Early Career Faculty**

Though all new full-time faculty members are assigned a mentor from outside the department, the Department Chair may play the most important role of all in the mentoring and advising of early career faculty. Typically, Chairs have come to

know new faculty members during the hiring process, have some familiarity with their background and area of expertise, and thus are in a good position to provide early help and counsel. Chairs will also play a critical role, through their written comments, at the time of pre-tenure and tenure reviews and bear some responsibility for adequately preparing early career colleagues for those reviews.

Chairs should foster a climate of mutual respect within their departments and especially work to see that tenure-track and full-time term faculty members are included as equals. Chairs should pay some attention to the needs of new faculty, acknowledge their achievements, attempt collegially to correct their missteps, and generally monitor their institutional growth. Both informal exchanges and more formal interactions—such as classroom visits or discussions of scholarly progress—should occur on a regular basis. Chairs should encourage pre-tenure faculty members to share and discuss their student evaluations, and Chairs may ask any department faculty member to see their student evaluations. Over time, the Department Chair should work to ensure that new faculty members understand how the department and College operate and how various institutional obligations may be balanced and met. Chairs should work closely with newly hired faculty members on the preparation of Exploration term project proposals, ensuring that proposals are submitted to the Office of Exploration Term and Contract Learning as early as possible.

### **VII.B. Evaluation of Non-Tenure-Track Faculty**

In line with the goal of continuous improvement of the College's academic program, all faculty members are evaluated periodically (see **Appendix C, Faculty Evaluations summary chart**). Department Chairs have direct responsibility for the evaluation of adjunct faculty. They may delegate classroom visitations of adjuncts to other full-time members of the department. Chairs evaluate adjunct faculty members at the close of the first term of employment and thereafter once each academic year. Chairs also evaluate Visiting faculty in their first and second years, and Assistant Lecturers in their first year. Forms that detail the evaluation process are available on the College's website.

Department Chairs play a crucial role in mentoring and supervising adjunct faculty members. Department Chairs may solicit the help of department colleagues in mentoring adjunct faculty members. In addition to formal evaluations, Chairs are responsible for assuring that adjunct faculty members develop syllabi and course plans that incorporate learning outcomes for the Explorations curriculum and outcomes for majors or programs served by the adjunct's course or courses, as appropriate. Chairs ensure that adjuncts complete assessment responsibilities for general education, majors or other academic programs. Chairs also ensure that adjunct professors complete the credit calculator form for any new courses taught.

### **VII.C. Pre-Tenure Reviews**

Faculty members undergoing 2<sup>nd</sup> or 4<sup>th</sup>-year pre-promotion review submit their packets to Department Chairs. In preparation for writing a departmental summary letter, the Department Chair schedules a department meeting or provides another means for all full-time faculty members in the department (other than the candidate) to have input regarding the candidate's progress toward tenure. After consulting with the department and on behalf of the department, the Department Chair adds the assessment of the candidate's teaching (based on classroom observations and review of teaching evaluations), scholarship, and service, and submits the entire dossier to the Area Chair. The departmental summary letter is not available for review by the candidate. The candidate, Department Chair, and Area Chair meet to discuss progress toward tenure. The Area Chair provides a written response addressed to the candidate, with a copy to the Department Chair. The completed pre-tenure review including the candidate's reflection, the departmental summary letter, and the Area Chair's response is sent to the Provost's Office. A copy of the Area Chair's response is included in a subsequent application for tenure, and a copy is given to the candidate. Details and deadlines are given in the *Faculty Handbook* III.B.1.

### **VII.D. Tenure and Promotion Applications**

The Department Chair receives the application file of a candidate for promotion and/or tenure on or before September 15 in the academic year of application and then prepares the departmental summary letter. This letter should accurately reflect the views of department members regarding the candidate's performance with regard to teaching; research, scholarship, and/or creative work; and service. The Department Chair adds the departmental summary letter to the application file and submits the entire dossier to the Provost no later than October 30. The departmental summary letter is not available for review by the candidate. Details and deadlines are given in the *Faculty Handbook* III.B.2 and III.B.3.

## **VII.E. Academic Support Staff Supervision**

Department Chairs serve as the primary supervisors for the Academic Program staff and for any other academic support personnel in their areas. Chairs will be expected to participate in the formal performance evaluation process for these employees and in approving time and attendance records. Department Chairs will participate in the evaluation of newly hired staff personnel at the end of a ninety day probationary period. For regularly employed staff members, Department Chairs will participate in the annual performance review process which begins on October 1 of each year with the employee submitting their completed portions of the evaluation by November 21, which the supervisor will then complete and submit to the Office of Human Resources by December 19. More information about the performance evaluation process can be found on the College website, Human Resources section, by clicking on the link "Performance Evaluation."

## **VII.F. Department Collegiality**

Sometimes department members will seek the Chair's assistance in the resolution of personal or professional difficulties. The Chair should be sympathetic and fair, honoring whenever possible requests for confidentiality and conferring when appropriate with the Provost and Area Chair. Before referring conflicts or disputes within a department to the Area Chair, attempts should be made to resolve such difficulties informally and within the department. If such attempts are unsuccessful, or if any department member is not satisfied with the resolution, the Provost should be consulted.

## **VII.G. Sexual Harassment**

Department Chairs should be familiar with the College's policy on sexual and gender-based misconduct (*Faculty Handbook* Appendix C, SEXUAL AND GENDER-BASED MISCONDUCT POLICY). Any student, staff or faculty member who approaches a Department Chair with questions or allegations about violations should be given informed, accurate advice on the basis of current policies

## **VIII. Student Advising**

The advising of students is among the central service responsibilities of all faculty members at BSC, and typically the Chair is the default advisor for the department, answering questions for students who are non-majors or for faculty working with their advisees. Chairs should ensure that faculty members going on sabbatical have arranged for another faculty member (or members) to handle their advisees during the sabbatical. Chairs should also ensure that the advisees of departing faculty have been reassigned.

### **VIII.A. Student Complaints**

Students who have a complaint about a course or faculty member may approach the Department Chair, either directly or through a faculty advisor. Chairs should listen to such complaints carefully and attempt to act fairly toward both the student and the faculty member involved. Requests for confidentiality should be honored, provided they are consistent with the law and with College policy, and problems the Chair feels unequipped to handle should be referred to the Area Chair or the Provost.

### **VIII.B. Grade Appeals**

The College's grade appeal policy and procedure is outlined in the College *Catalog* and in the *Faculty Handbook*. The process begins with the student contacting the professor no later than 30 days after the beginning of the next regular term. If this consultation fails to resolve the issue, the student may contact the appropriate Department Chair, who will then contact the professor concerned. If the complaint remains unsettled, the student may contact the appropriate Area Chair next. If the matter is then still unresolved, the student may file a written appeal with the Provost on a form provided by the Provost's Office. After reviewing the appeal, the Provost may deny the appeal or may request that the Faculty Advisory Committee select a three-person committee from the full-time faculty of the College. Two members of this committee must come from the department involved, and the third will come from outside the department. The committee will determine its own procedures and review the case with the following stipulation: the burden of proof for

demonstrating a breach of standards rests with the student. When the review is complete, the committee will notify the Provost of its decision. The Provost will have the final decision in determining whether a change of grade is necessary. The Provost will inform the student in writing of the decision and send copies of this same letter to the committee, the faculty member, and the appropriate Department Chair, as well as Academic Records, if necessary.

## **IV. Public Point of Contact**

Department Chairs serve as the main point of contact for individuals inside and outside the department. When Chairs cannot respond to requests personally, they should delegate a colleague to respond or refer requests to the appropriate department or party.

### **IV.A. Requests from the Press or Public**

Members of the media or general public may contact Department Chairs for information about College programs or in search of a faculty member with relevant expertise. Requests from the press or the general public regarding events or incidents at the College should be referred to the Office of Communications.

Department Chairs, like all faculty members, are free to comment on events and issues affecting BSC, but Chairs have a special obligation to make clear that they are expressing their own views and not speaking on behalf of the department or the College. When speaking as a representative of the department or College, the Chair should involve other members of the department in discussion of the issue or consult with the Area Chair and Provost, particularly if the issue is controversial.

### **IV.B. Admissions**

The Admission Office frequently asks faculty members to participate in admissions events, meet with prospective students, and allow prospective students to visit classes. Department Chairs should participate in these activities or ensure that there is sufficient departmental participation. Such visits are often the single greatest influence on a prospective student's decision to attend BSC. Faculty may also be asked to interview scholarship applicants, contact prospective students, or meet with prospective students and their parents. Chairs or designated departmental colleagues may also be asked to assist in summer orientation activities for incoming students.

### **IV.C. Public Events**

Although duties may vary by department, Department Chairs should be in attendance when the department hosts events for the campus or general public, including productions, shows, poster sessions, or conferences. When other department members coordinate these efforts, Chairs should monitor progress and ensure appropriate support. When scheduling events, be sure to check for conflicts on the College Calendar of Campus Events and to follow procedures for reserving College facilities.

### **IV.D. Fundraising**

Department Chairs may be asked to work with the Office of Advancement in fund raising efforts. No faculty members should solicit funding from individuals or community or national organizations without consulting with the Provost's Office and with the Office of Advancement, as doing so may undermine long-term or sensitive contacts. When faculty members encounter potential sources of funding, they should notify the Provost's Office and the Office of Sponsored Projects (Grants Office). Individual faculty members or departments alone are not authorized to speak for the College in such matters. The only exceptions are applications for grants from government agencies or foundations that explicitly support scholarly or creative activities of individual faculty members.

### **IV.E. Requests for Senior Project/Conference Funding**

Each year, the Provost's Office makes available funds for senior projects/conferences. Department Chairs should submit funding requests on behalf of the department to the Provost's Office as early in the year as possible, but no later than October 15 for the fall term and February 15 for the spring Term. Student requests for funding require the Chair's signature and should be made on a similar timeline. The funds available for senior project/conference support are limited and priority will be given to those requests submitted in a timely manner.

## Appendix A. Conducting Interviews

The following was taken originally from the United Educators insurance company website:  
<http://www.unh.edu/hr/sites/unh.edu.hr/files/pdfs/conduct-interview-legally.pdf>.

### Conducting Interviews Legally

Do you know what interview questions you can legally ask a job candidate? What if the individual is pregnant, has a disability, or cannot work on specific days because of religious beliefs? This issue of *UE QUICK TIPS* provides a concise overview of federal laws on interviewing with particular focus on those with greatest complexity. It also discusses special concerns in the recruiting and hiring of faculty. A handy chart at the end summarizes the guide and covers some additional areas. Remember that this newsletter focuses only on federal laws. Be sure to check with an employment lawyer about state and local laws that may apply in your area.

Do not approach the hiring process with preconceptions about the personal characteristics of the ideal candidate. It is generally unlawful to consider only women, minorities, or native speakers of a language for positions. In well-intentioned but overzealous attempts to diversify, some institutions have committed reverse discrimination by excluding whole classes of people from consideration. Use the interview process to explore the talents that diverse individuals have to offer.

#### **DISABILITIES**

As a general rule, employers may not ask questions during job interviews that are likely to elicit information about a disability. It is best to begin with a job description that includes the essential functions of the position. Interview questions should focus on how a candidate would perform the job rather than whether the person has a disability. After an employer makes a job offer, he or she can ask more specific questions about a disability. However, the scope of questioning during the interview process is strictly limited, as these examples illustrate.

#### **Don't Ask**

- What is the nature of your disability and what limitations does it place on you? (if the disability is obvious)
- Do you have a disability? (if no disability is obvious)
- Do you need a reasonable accommodation to perform this job?
- Have you ever been injured on the job?
- Have you ever filed a workers' compensation claim?
- What medications are you currently taking?
- Have you ever been addicted to drugs or treated for drug addiction?

#### **Okay to Ask**

- How would you go about performing this job?
- Will you be able to perform all of the job assignments for this position in a safe manner?
- Can you meet the attendance requirements of this job?
- Do you have all of the licenses and certifications required for this job?
- Have you ever used illegal drugs?

## **SEX AND FAMILY MATTERS**

Because of a long history of discrimination against women in the workplace, Congress passed numerous laws that prohibit questions about sex, family status, or pregnancy during the interviewing process. Interviewers should not limit specific questions to male or female candidates only. For example, it is permissible to ask candidates if they are willing to travel for work, but it is illegal to put that question to female applicants only.

### **Don't Ask**

- Are you married?
- How many children do you have?
- What is your child-care arrangement?
- Are you planning to start a family in the near future?
- Do you have a spouse who would need relocation assistance if you are offered this job?

### **Okay to Ask**

- Do you anticipate any absences from work on a regular basis?
- Have you ever used a different last name?
- Do you have any responsibilities or commitments that will prevent you from meeting specified work schedules?

## **AGE**

While it is legitimate for an employer to consider job candidates' experience, the employer may not consider age unless there is a legal minimum, such as a position serving alcohol. Legal maximum ages, such as the one for commercial airline pilots, are very rare and seldom apply to educational institutions. In addition, be careful not to make stray comments in an interview such as "we are looking for new blood," which may suggest age bias.

### **Don't Ask**

- What is your date of birth?
- What year did you graduate from high school or college?
- At what age do you plan to retire?

### **Okay to Ask**

- If you were offered this position, could you establish that you meet the legal age minimum?
- How long do you intend to stay in the position you are seeking?

## **NATIONAL ORIGIN AND CITIZENSHIP**

An institution may not discriminate in hiring on the basis of national origin. However, it may ask whether a candidate is legally eligible to work in the United States. If English is not an applicant's first language, the institution may consider whether the individual speaks, understands, and reads English well enough to perform the position's essential functions.

### **Don't Ask**

- Where were you born?
- What is the origin of your last name?
- What is your native language?
- Are you a U.S. citizen?

### **Okay to Ask**

- If offered this position, could you provide verification of your right to work in the United States?
- Do you speak languages other than English that might be helpful in performing this job?

### **TIPS FOR INTERVIEWING FACULTY AND COACHES**

1. Many faculty and coaches are hired on fixed-term contracts renewable at the end of the academic year. Be careful not to make representations that a candidate could reasonably construe either as a promise that the contract will automatically be renewed or that the term of employment will be different from what is stated in the written contract.
2. Avoid stereotypes about what kind of candidate is needed to fill a coaching or faculty position. For example, it is illegal to assume that a man could not coach a female athletic team or that a Spanish teacher needs to be of Spanish or Latino descent. Stick to questions based on the individual's ability to perform the job.
3. In filling regular faculty positions, do not dismiss the qualifications of your own adjuncts and visiting faculty. Declining to give serious consideration to their candidacies can lead to problems. They may argue that the individual ultimately selected had less teaching experience or weaker qualifications. If differences such as gender, race, age, or disability exist, the unsuccessful adjunct or visitor may claim discrimination.

In conclusion, numerous laws regulate the interview process, but a little bit of guidance can go a long way. Remember that this guide covers only federal laws on interviewing, so be sure to check with an employment lawyer in your area about additional laws that may apply. For example, discrimination based on sexual orientation is not illegal under federal law but is prohibited by many states and localities. Overall, we hope these *Quick Tips* will help you avoid legal pitfalls and find the best candidates to fill positions at your institution.

## BASIC INTERVIEW GUIDELINES UNDER FEDERAL LAW

ITEM	AVOID	PERMISSIBLE
AGE	Age, birth certificate, date of high school or college graduation.	Whether candidate meets minimum or maximum age requirement that is a bona fide occupational qualification.
ALCOHOL OR DRUG USE	Whether candidate is an alcoholic or has been addicted to drugs in the past.	Whether candidate currently uses illegal drugs or has used illegal drugs in the past.
ARREST RECORD	Inquiries about arrests.	None (may have a disparate impact on certain minority groups).
CITIZENSHIP	Whether candidate is a U.S. citizen.	Whether candidate is legally eligible to work in the U.S.
CONVICTION RECORD	Inquiries relating to convictions that are not relevant to the job being applied for.	Convictions that reasonably relate to performing the job in question. Consider the nature and number of convictions, facts surrounding each offense, and length of time since the last conviction.
DISABILITIES	Questions designed to elicit information about a disability.	How candidate would perform the job and whether the candidate could perform the job with or without accommodation.
HEIGHT OR WEIGHT REQUIREMENTS	Height or weight requirements not related to job.	Height or weight requirements necessary for the job.
MARITAL AND FAMILY STATUS	Questions about marital status, childcare, number of children, or pregnancy.	Questions about whether candidate can meet work schedule. Ask all questions to candidates of both sexes.
NAME	Inquiries about national origin, ancestry, or prior marital status.	Whether candidate has ever worked under a different name.
NATIONAL ORIGIN	Lineage, ancestry, descent, native language, birthplace, and national origin of spouse or parents.	Whether candidate is legally eligible to work in the U.S. and can communicate well enough to perform the job's essential functions.
RACE OR COLOR	Complexion or color of skin.	None.
RELIGION	Religious preference or affiliation, except at religiously affiliated institutions when hiring faculty or ministerial positions that further the institution's religious mission.	Whether candidate can meet the work schedule with reasonable accommodation, if necessary.
SEX	Candidate's sex, where sex is not a bona fide occupational qualification.	Candidate's sex, where it is a bona fide occupational qualification, such as actor, actress, or locker room attendant.

## Appendix B. New Adjunct Orientation Checklist

Department chairs should cover the following in addition to reviewing other topics in the *Adjunct Faculty Handbook and Resource Guide*:

- General academic rigor of BSC
- Class meeting times
- BSC's unit system (as oppose to credit hour; 1 unit = 4 semester hours, 150 hours of work required over the course of the term)
- Course objectives/outcomes required on syllabus
- Additional course outcomes required for Explorations-designated courses
- Electronic copy of syllabus needs to go to area program assistant
- Adjunct availability for students
- Expectations for student and adjunct absences
- Grading from prior sections in the same course (what the distribution looked like, talk to professors who have taught the course previously)
- Grade submission process (deadlines for mid-term and final grades)
- Honor code
- Program assistant can help with photocopying, examination copies of textbooks, etc.
- All official notification will come through BSC email
- Moodle
- Adjunct teaching evaluation
- Any keys needed for access to copy room, entrance, classroom, etc.

## Appendix C. Faculty Evaluations

Appointment	Type of Review	Evaluator	Due dates
Adjunct	Evaluation during first term and once per academic year thereafter	Department Chair	Faculty submits reflection by February 15 or last day of final exams during first term. DC submits evaluation to Provost's office by May 15 for Fall adjuncts and August 15 for Spring adjuncts
Visiting Faculty	First year review Second year review	Department chair	Faculty member submits reflection to DC by February 15 Due to Provost's office by May 15
Assistant Lecturer Assistant Professor of Library	First year review	Department Chair	Faculty member submits reflection to DC by February 15 Due to Provost's office by May 15
Assistant Professor Assistant Professor of Library Assistant Lecturer	Second and Fourth year review	Area Chair /Department Chair	Faculty submits documents to DC by February 15, department letter due to AC by March 15, evaluation due to Provost by May 15
Assistant Professor Assistant Professor of Library Assistant Lecturer	Promotion Review in 6 <sup>th</sup> year	Department chair/P&T	Intent to apply sent to Provost by August 15. Application file due to DC by September 15. DC sends application with department letter to Provost by October 30.
Associate Professor Associate Professor of Library Associate Lecturer	Four-year review	Area Chair/ Department Chair	Faculty submits documents to DC by February 15, department letter due to AC by April 1, evaluation due to Provost by September 30
Associate Professor Associate Professor of Library Associate Lecturer	Promotion Review during or after 8 <sup>th</sup> year at Associate	Department chair/P&T	Intent to apply sent to Provost by August 15. Application file due to DC by September 15. DC sends application with department letter to Provost by October 30
Full Professor Professor of Library Senior Lecturer	Five-year review	Area Chair	Faculty submits documents to AC by April 1, evaluation due to Provost by September 30

## Process for Preparing Faculty Evaluation Documents

### Evaluations Conducted by Area Chairs

**Assistant Professor, Assistant Professor of Library, Assistant Lecturer (2<sup>nd</sup> and 4<sup>th</sup>-year)  
Associate Professor, Associate Professor of Library, Associate Lecturers (every 4 years)**

1. Faculty member completes the appropriate evaluation forms which include:
  - a. Faculty Reflection
  - b. Current CV
  - c. Student evaluation numerical data for the period of evaluation, including college summaries,
  - d. Representative sampling of the complete set of responses to narrative course evaluation questions
  - e. Representative syllabi for courses taught during the evaluation period
  - f. List of courses taught
  - g. List of contracts for independent study (numbers only)
  - h. List of reassigned time and explanation
  - i. Reprints or preprints or other relevant documentation of scholarship (e.g., playbills, grant proposals, etc.)  
*if applicable*
  - j. Advising load (numbers only) *if applicable*
2. If this is a second evaluation at a given rank (4<sup>th</sup>-year review Assistant Professor/Lecturer or 8<sup>th</sup> year + at Associate Professor/Lecturer), the faculty member should also include the following documents **from the prior review**:
  - a. Faculty Reflection
  - b. Area Chair evaluation
3. The information in the evaluation packet is sent to Department Chair by **February 15** and is shared with all full-time members of the department.
4. The department meets (without the faculty member undergoing review) to discuss the progress of the faculty member towards promotion and/or tenure. The department faculty should conduct a classroom observation of the faculty member at some point during the evaluation period.
5. The Department Chair writes the department summary letter. This document should include specific developmental recommendations for the faculty member as they move towards promotion and highlight any strengths and areas of concern. Letters for Lecturers should focus primarily on teaching but can include other contributions in service and scholarship as appropriate. Letters for Assistant and Associate Professors should directly address the areas of teaching, service, and scholarship. In terms of scholarship, the department letter should indicate how the scholarly products included in this evaluation align with the departmental guidelines.
6. The Department Chair shares the department letter with full-time members of the department for their feedback and then includes it in the evaluation packet. The entire evaluation packet is sent to the Area Chair by **March 15** for Assistant level faculty, and **April 1** for Associate level faculty.
7. If the faculty member is in the same department as the area chair, a different area chair will conduct the evaluation. The evaluating area chair will visit the class of the faculty member. This should be done early in the academic year.
8. The Area Chair meets with the faculty member to discuss the evaluation materials and the faculty member's progress towards promotion and/or tenure. The Area Chair or faculty member can request the Department Chair to attend this meeting.
9. The Area Chair completes their section of the evaluation form including summative and formative assessment for the areas of teaching, service, and scholarship, as applicable to the faculty member's position.

10. The faculty reflection, department letter, and Area Chair evaluation is sent to the Provost as a single pdf file. The faculty member will also receive a copy of the faculty reflection and signed Area Chair evaluation for inclusion in their next evaluation or promotion application. Completed evaluations are due to the Provost by **May 15** for Assistant level faculty, and **September 30** for Associate level faculty. Copies should be sent to Rhonda Constance (rconstan@bsc.edu)
11. These evaluation files will be available to the Promotion and Tenure committee when they are evaluating faculty members.

#### **Full Professor, Professor of Library, Senior Lecturer Review (every 5 years)**

1. Faculty member completes Senior Faculty evaluation form including the following:
  - a. Faculty Reflection
  - b. Area Chair's letter for last evaluation period
  - c. Current CV
  - d. Student evaluation numerical data, including College summaries
  - e. Representative sampling of the complete set of responses to narrative course evaluation questions
  - f. Representative syllabi
  - g. Reprints or preprints or other relevant documentation of scholarship (e.g., play bills, grant proposals, etc.) (*if applicable*)
  - h. List of significant service activities on Committees of the Faculty and Committees of the College (*if applicable*)
  - i. A bulleted list of reassigned time and explanation
2. If the faculty member is in the same department as the area chair, a different area chair will conduct the evaluation.
3. There is not a required department letter or class visit.
4. The evaluation packet is due to the area chair by **April 1**.
5. After reviewing the information, the area chair will meet with the faculty member. The faculty member can choose to have the Department Chair attend this meeting.
6. The faculty reflection and Area Chair evaluation is sent to the provost as a single pdf file by **September 30**. The faculty member will also receive a signed copy for inclusion in their next evaluation. Copies should be sent to Rhonda Constance ([rconstan@bsc.edu](mailto:rconstan@bsc.edu))

#### **Evaluations conducted by Department Chair**

- Adjunct faculty members will be evaluated during their first term of service, and at least once per academic year thereafter
  - Visiting Faculty are evaluated in their first and second year.
  - Assistant Lecturers and Professors of the Library are evaluated by Department Chair in their first year. Later evaluations are conducted by Area Chair
1. The Department Chair or a departmental colleague should visit a class for the faculty member early in the academic year. A meeting with the faculty member should be conducted to discuss the course and teaching strategies used in the class. Formative feedback should be provided to the faculty member.
  2. The faculty member should complete the Department Chair Faculty Evaluation form and a teaching reflection (no more than one page) and submit them to the Department Chair by **February 15**. If an adjunct faculty member is teaching for only one academic term, the form and reflection are due by the last day of final exams for the term. The faculty member may also comment on scholarship or service to the College, if applicable.

3. The Department Chair should meet with the faculty member to discuss their reflection, and review course evaluations from the prior term. The Department Chair writes a brief review that includes developmental feedback. If it is not possible to meet with the faculty member because they are no longer at the College, the Department Chair can write the evaluation using information from the faculty reflection, the class visit, and course evaluation data.
4. The signed evaluation form, faculty reflection, and Department Chair review should be combined into a single pdf document. This document is retained by the department, and copies should be sent to the faculty member, Provost's office, and Rhonda Constance ([rconstanc@bsc.edu](mailto:rconstanc@bsc.edu)) by no later than **May 15**. For adjunct faculty who begin teaching in the spring term, the evaluation is due no later than **August 15**.