Administrative Guidelines for Academic Department Chairs

Gustavus Adolphus College

3 August 2016

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Section One – Introduction

Dear Department Chair,

This guidelines publication brings together into one place specific administrative items for which academic Department Chairs have unique responsibilities.

You are invited to call to our attention any procedures which are not clear or which should be added. In the next edition, the information can be corrected and/or updated to help each Department Chair become even more effective and efficient in meeting her/his chair responsibilities.

Thank you for the leadership you provide to your department and the academic program.

Brenda Kelly, Provost and Dean of the Faculty

About This Handbook – 1:1

This Handbook is published by the Provost's Office to provide a ready reference for Department Chairs. It is updated continuously, online, throughout the year. The online publication is considered to be the definitive version. Please direct comments, concerns and questions to Shanon Nowell (snowell@gustavus.edu or x7541). Thanks!

Academic Department Chairs – 1:2

A listing of the names, telephone numbers, and email addresses of the Chairs of the Academic Departments is available online at: www.gustavus.edu/provost/deptchairs/chairs.php

The Cabinet – 1:3

Responsibility for supervising and directing the operations of the College rests with the major divisional heads listed below. These chief administrative officers, together with the President, constitute the Cabinet. The description of each person's specific responsibilities is given in the *Academic Catalog*, under "Administrative Organization."

Title	Name	Phone	Email
President	Rebecca Bergman	7538	president@gustavus.edu
Provost and Dean of the Faculty	Brenda Kelly	7541	bkelly@gustavus.edu
Vice President for Student Life and Dean of Students	JoNes VanHecke	7526	jvanheck@gustavus.edu
Vice President for Enrollment Management	TBD		
Vice President for Finance and Treasurer	Thomas Rooney	7499	tomrooney@gustavus.edu
Vice President for Institutional Advancement	Thomas Young	7551	tyoung3@gustavus.edu
Vice President for Marketing and Communication	Tim Kennedy	6395	timgasid@gustavus.edu

Office of the Provost – 1:4

The persons in the Provost's Office to whom many questions can be addressed are given below.

Title	Name	Phone	Email
Provost and Dean of the Faculty	Brenda Kelly	7541	bkelly@gustavus.edu
Associate Provost and Dean of Sciences and Education	Julie Bartley	7541	jbartley@gustavus.edu
Associate Provost and Dean of General Education	Eric Dugdale	7541	edugdale@gustavus.edu
Associate Provost and Dean of Arts and Humanities	Micah Maatman	7541	mmaatman@gustavus.edu
Assistant to the Provost	Shanon Nowell	7541	snowell@gustavus.edu
Administrative Assistant	Jennifer Harbo	6223	jharbo@gustavus.edu
Administrative Assistant	Linda Steinhaus	7675	lsteinha@gustavus.edu

Departmental and Program Reports

Dean of Arts and Humanities

- **Division of Fine Arts:** Art and Art History, Music, Communication Studies, Theatre and Dance.
- **Division of Humanities:** Classics, Greek and Latin, English, History, Modern Languages, Literatures, and Cultures, Philosophy, Religion, Scandinavian Studies
- **Interdisciplinary Programs:** Arts Administration, African Studies, Comparative Literature, Film and Media Studies, Gender, Women, and Sexuality Studies, Japanese Studies, Latin American, Latina/o, and Caribbean Studies, Peace Studies, Russian and Eastern European Studies

Dean of Sciences and Education

- **Division of Education:** Elementary and Secondary Education, Health and Exercise Science, Nursing, Library
- **Division of Natural Sciences and Mathematics:** Biology, Chemistry, Geology, Mathematics, Computer Science, and Statistics, Physics
- **Division of Social Sciences**: Economics and Management, Geography, Political Science, Psychological Science, Sociology and Anthropology
- **Interdisciplinary Programs:** Biochemistry and Molecular Biology, Environmental Studies, Neuroscience

Dean of General Education

- **General Education Programs:** First Term Seminar, January IEX, Three Crowns Curriculum, and Writing Across the Curriculum

Provost's Office Administrative Reports

Administrative Reports	Brenda	Julie	Micah	Eric
Academic Support Center Director	X			
Arboretum Director	X			
Assessment Director				X
Faculty Grants Director	X			
Fellowships Advisor				X
International Education Director	X			
Johnson Center Director	X			
Kendall Center Director	X			
Nobel Conference Director		X		
Registrar	X			
Rydell Chair		X		
Writing Across the Curriculum Director				X
Writing Center Director			X	

Provost's Office Regular Meetings and Committee Assignments

Area of Responsibility	Brenda	Julie	Micah	Eric	Shanon
Academic Affairs Coordinating Council (AACC)	X	X[4]	X[4]	X[4]	X[4]
Academic Honesty (aka Honor Board)		X			
Academic Operations Committee (AOC)			X		
Academic Petitions		X[6]			
Academic Probations		X[6]			
Academic Technology Committee (ATC)			X		
Administrative Technology Advisory Committee (ATAC)			X		
Admission Staff Meetings		X	X	X	
Advancement	X				
Benefits Committee	X				
Bias Response Team		X		X[4]	
Board of Trustees Meetings (IMG/AAC)	X[2,3]	X[4]	X[4]	X[4]	X[4]
Budget Committee	X				
Cabinet	X				
Community-Based Service and Learning (not a direct report)				X	
College Accreditation Committee (HLC)	X[1]			X	
College Assessment Committee (ISLOs)		X		X[8]	
Commencement	X				
Committee for the Assessment of Student Learning (CASL)				X	
Compensation Subcommittee	X[4]				
Course Approval Subcommittee (CAPSUB)				X	
Curriculum Committee				X[6]	
Day at the Capitol Committee		X			

Area of Responsibility	Brenda	Julie	Micah	Eric	Shanon
Dean of Students	X	X	X	X	
Department Chairs and Program Directors Committee (DCPDC)	X	X	X	X	
Diversity, Equity, and Inclusion Committee (DEIC)	X				
Faculty Awards	X				X
Faculty Committee on Student Life (FCSL)		X			
Faculty Development Committee (FDC)		X			
Faculty Meetings	X[1]	X	X	X	
Faculty Personnel Committee (PC)	X				X[7]
Faculty Senate	X[6]				
General Education				X	
General Education Subcommittee (GENSUB)				X	
Global Engagement Committee (GEC)				X	
Honors Day	X				
Institutional Animal Care and Use Committee (IACUC)					X[6]
Institutional Review Board (IRB)					X[6]
January IEX and January Term Advisory Committee				X	
Provost's Council	X[1]	X	X	X	X
Reserve Officers' Training Corps (ROTC)	X				
Registrar (reports to the Provost)		X	X	X	
Student Assistance Team/Behavioral Assessment Team (SAT/BAT)		X			
Student Conduct Appeals (Academic Conduct)		X	X[4]	X[4]	
Student Conduct Appeals (Disciplinary Conduct)		X[4]	X	X[4]	
Student Research Travel Fund		X			
Technology Advisory Group (TAG)			X		
Third-Year Review Subcommittee (TYR)		X	X		X[7]
Title IX Deputy Coordinator		X			

1 Presider, 2 Member of Board of Trustees Academic Affairs Committee, 3 Member of Board of Trustees Institutional Mission Group, 4 Attends by Invitation, 5 Votes as necessary, 6 Voting member, 7 Attends as needed, 8 Co-chaired with the Dean of Students

Provost's Office Representation on Advisory Boards

- Economics and Management Advisory Board - Julie Bartley
- Friends of Music - Micah Maatman
- Nursing Advisory Board - Julie Bartley
- Scandinavian Studies Advisory Board - Micah Maatman

The work of the Provost's Office is supported by Shanon Nowell, Assistant to the Provost, and two Administrative Assistants, Jennifer Harbo, and Linda Steinhaus. The appropriate staff to whom many questions can be addressed are given below.

- Academic departmental assistants – Linda Steinhaus
- Budgets – Jennifer Harbo
- Commencement – Linda Steinhaus
- Dean's Calendar – Linda Steinhaus
- Dean's List letters – Linda Steinhaus
- Department reviews – Shanon Nowell
- Faculty awards – Shanon Nowell
- Faculty contracts – Jennifer Harbo
- Faculty meetings – Shanon Nowell
- Faculty reviews (tenure and promotion) – Shanon Nowell
- Faculty schedules – Jennifer Harbo
- Faculty searches – Shanon Nowell
- Faculty-L – Jennifer Harbo
- First Term Seminar – Linda Steinhaus
- Honors Day – Linda Steinhaus
- January Term – Linda Steinhaus
- Moving expenses – Jennifer Harbo
- Presidential grants – Shanon Nowell
- Provost's calendar – Shanon Nowell
- Provost's Conference Room reservation - Jennifer Harbo
- Retirement – Shanon Nowell
- RSC grants – Shanon Nowell
- Sabbatical leave – Shanon Nowell
- Search candidate reimbursement – Jennifer Harbo
- Student concerns – Linda Steinhaus
- Three Crowns Curriculum – Linda Steinhaus
- Visiting scholar's apartment – Shanon Nowell

Faculty Committee Chairs – 1:5

An extremely important part of faculty governance of academic matters at Gustavus involves specific faculty committees. Each committee area of responsibility is listed in the *Faculty Handbook*, Part 1. The chairs of the specific committees to whom Department Chairs may wish to direct questions and/or concerns are found in the "Green Pages" of the *Faculty Book* online at: www.gustavus.edu/facultybook/facultycommittees/.

Academic Calendar – 1:6

The Gustavus Academic Calendar is available online at: www.gustavus.edu/registrar/six_year_calendar/

Section Two – The Role of the Department Chair

The Role of the Department Chair – 2:1

Information on the role of the Department Chair, including Responsibilities of the Department Chair, Authority of the Department Chair, Appointment and Term of the Department Chair, and The Collective Role of the Department Chairs, are reproduced below from section 1.1.3.2 of the *Faculty Handbook* (online at: www.gustavus.edu/facultybook/).

1.1.3.2 Department Chairs

The department chair serves as the principal liaison between the department and the rest of the college. The department chair is typically a full-time faculty member who serves in this additional capacity by appointment of the Provost. This appointment carries responsibilities for departmental leadership and management and for liaison to administrative offices, faculty groups, and students. The authority of the chair derives from the mutual confidence expressed by his/her recommendation by election of the department faculty and by the appointment of the Provost. The chair's appointment is recognized by access to a department chair fund and/or released time for administrative duties.

All department chairs share a common set of responsibilities to their colleagues, administrative staff, and students. In addition, the position description for the chair of each department carries specific responsibilities and conditions that may be unique to that department and which constitute a part of the chair's and College's contractual agreement for the position. Each department is responsible for developing and following a collegial model of internal governance, consistent with the Faculty Handbook and Manual and with all applicable laws and regulations.

1.1.3.2.1 Responsibilities of the Department Chair

The department chair serves as the principal interface between his/her department and administrative offices, other departments, outside agencies and organizations, vendors of goods and services, other academic institutions and employers, and students. In his/her role in the leadership and management of the department's affairs, the chair carries principal responsibility for carrying out or delegating the following tasks:

1. Facilitating the academic and pre-professional programs of the department
2. Promoting the academic quality of the department and discipline
3. Conducting searches for faculty positions
4. Evaluating faculty
5. Mentoring junior faculty
6. Supervising and evaluating support staff
7. Developing the departmental budget request
8. Monitoring the departmental budget
9. Submitting department course schedules to Registrar
10. Managing the program for faculty leaves
11. Managing the work-study program within the department
12. Supervising departmental assistants
13. Processing paperwork for various committees and offices (January term proposals, area proposals, course proposals, etc.)
14. Following regulations and guidelines from all manner of sources
15. Managing external grants, special programs and development projects
16. Conducting periodic departmental reviews
17. Managing specialized facilities, laboratories, equipment
18. Organizing and presiding at department meetings

19. Encouraging faculty professional development
20. Providing liaison, information, and evaluations to administrative offices
21. Providing liaison and information to faculty committees, ad hoc committees, accrediting organizations, and other groups
22. Providing liaison to other departments
23. Representing the department at the meetings of the department chairs
24. Responding to student petitions, degree applications, complaints, requests, etc.

The dual role of the chair includes both administrative and departmental leadership functions. The chair functions as a member of the academic administration when acting on behalf of the College in carrying out assigned management responsibilities such as recruiting, supervising, and evaluating faculty and staff. The chair functions as a first among equals when acting on behalf of his/her department in carrying out internal management and liaison responsibilities such as allocating resources, submitting course schedules, managing facilities, and communicating department views.
In order to carry out these responsibilities on behalf of the department and college, the chair will be kept informed by all administrators, committees, and other groups and individuals who share responsibilities for the efficient management of the college's programs. Those offices, groups and individuals requesting the department chair's assistance need to be mindful of the fact that the chair is a member of the faculty with his/her own teaching, research, professional responsibilities and other commitments. Academic departments have very limited support staffs and typically operate on the academic calendar.

1.1.3.2.2 Authority of the Department Chair
The department chair has the primary responsibility for communicating the department's views to the college community and college community concerns to the department. Because the chair acts on behalf of the department, the chair must distinguish between personal views and those that reflect the consensus of the department. In consultation with departmental members, the department chair has the primary responsibility and authority for:

1. Formulating and communicating recommendations for hiring, tenure, promotion, retention, and evaluation of faculty and departmental support staff
2. Establishing departmental budget priorities and allocations
3. Recommending teaching assignments to the Provost and regulating faculty workloads
4. Recommending leaves and special assignments to the Provost
5. Developing and articulating departmental goals

1.1.3.2.3 Appointment and Term of the Department Chair
The department chair is appointed upon recommendation of the department faculty. The recommendation of the department for the appointment or reappointment of a chair is determined by a majority vote in an election conducted by the Provost or the Provost's representative. A majority vote of regular and joint appointment department faculty will constitute the recommendation of the department. In those cases in which a recommendation reflecting departmental consensus cannot be achieved, the Provost will make an offer of appointment to a member of the faculty. The term of the chair is normally three years and chairs may be reelected for successive terms. The meeting of the department to elect the chair should be held during the last year of the current appointment.

- 1.1.3.2.3.1 Special Chair Assignments
  The Director of the Library carries an appointment directly from the Provost, and also serves as chair of the professional librarians. The Chairs of the Department of Education and the Department of Nursing have specialized administrative responsibilities that extend beyond those listed above.

- 1.1.3.2.3.2 The Provost carries a special obligation to encourage effective and independent leadership of departments through the chairs, while at the same time maintaining a sensitivity to the needs of all faculty. In those unusual cases in which the department chair is clearly unwilling or unable to represent a department and manage its affairs in a professional manner, or where conflicts within a department have become irreconcilable, the Provost may appoint a new chair or make other arrangements for the temporary management of the department's affairs.

1.1.3.2.4 The Collective Role of the Department Chairs

The department chairs acting as a committee of the whole will advise the Provost on matters affecting the academic programs of the college. The department chairs shall have the status of a standing committee of the faculty for purposes of bringing motions and reporting to the faculty at faculty meetings following consultation with other faculty committees where appropriate.

Mandatory Reporting – 2:2

For sexual harassment or misconduct incidents involving students, employees on campus have different reporting responsibilities and different abilities to maintain confidentiality or privacy, depending on their roles at the College. In this capacity, Department Chairs, like all other faculty and administrators, are considered "mandated reporters." As such, Chairs are required to provide official notice to the College by making a formal report including the student's name, what occurred, when, and where to the Dean of Students within 24 hours. For further information on your Title IX responsibilities, please see the current *Faculty/Staff Guide to Helping Students Who Have Experienced Sexual Misconduct or Harassment*.

Further information on these reporting responsibilities is provided in the Student Sexual Misconduct Policy (https://gustavus.edu/deanofstudents/policies/gustieguide/sexual-assault.php#misconduct).

If an employee reports harassment, sexual harassment or sexual misconduct to you, please refer to them to the individuals who have been trained as harassment advisors or grievance officers. Alternatively, you can have the employee contact the Office of the Provost or Human Resources.

Please also refer to the Policy Against Harassment and Sexual Harassment for additional information (https://gustavus.edu/facultybook/allcollegepolicies/#Anchor-Sexua-60443).

Section Three – Chair Approval Items and Budgets

Introduction – 3:0

The following items need the approval/signature of the Department Chair. Please check the *Faculty Handbook* for information, and contact the Provost's Office for the current forms.

Course Approval – 3:1

On-campus and study away course approval forms are available online at the Curriculum Committee's website: www.gustavus.edu/committees/curriculum/index.php#Forms

Lecture Series Funding Requests – 3:2

The Lecture Series is chaired by Betsy Byers (bbyers@gustavus.edu). In order to make a request to the Series, submit proposals to her using the Application for Lyceum and Lefler Lecture Series form: www.gustavus.edu/provost/concertFiles/media/chairsguide/LectureSeriesApplication.docx

Academic Assistants – 3:3

Each year a full-time student may be appointed as an academic assistant for each department. The appointment is based upon the following criteria:

1. Academic excellence in major field and in general studies.
2. Potential for excellence in academic discipline.
3. Expressed interest in the appointment by the appointee.

The specific responsibilities for academic assistants will vary somewhat among the departments; however, generally the responsibilities fall into one or more of the following areas:

1. Conducts own research project.
2. Conducts or assists with a specific departmental research project.
3. Assists with teaching specific course content.
4. Serves as student resource person for departmental decisions.

Budget Information – 3:4

Department Budgets

Each winter, every department submits a budget request for the next fiscal year which begins June 1. This covers positions (including clerical assistance), supplies and expenses, major items of equipment. The department does not project actual figures under administrative assistant's salary; its request in terms of personnel enables the administration to arrive at specific sums. The department does ask for definite allocations to cover both equipment and expendable items. The administration reviews departmental requests and informs the chair in the early summer what the approved figures are. It is the responsibility of the department to operate within these allocations; the Finance Office sends monthly statements of total charges.

The Finance Office processes all purchase orders for instructional materials. It also arranges for maintenance and repair of office equipment, the cost of which is charged to the department. Not so charged, however, is business stationery, available at Print Services in the Jackson Campus Center.

The Book Mark handles all orders for class texts, while requests for desk copies are made directly to the publisher by the instructor or department. Most clerical supplies, from folders to paper clips are available at the Book Mark. The individual staff member may take care of his or her own needs in this area, but in the interest of efficiency, departments should order and have on hand the supplies that instructors are sure to need.

Library Budgets

The major responsibility for ordering books to build up and maintain adequate resources for their departments, within limits of available funds, rests with the respective departments. Chairs are informed of the amount allocated for each fiscal year and are sent subsequent statements of balance unspent. April 1 is the deadline for making departmental orders for each fiscal year.

Undergraduate Research, Scholarship, and Creativity Grants

Applications are typically due each February. See the Kendall Center Website for more information: www.gustavus.edu/kendallcenter/grant-opportunities/

Department Chair Fund Policy

This line item in departmental budgets is intended to be a professional expense account for Department Chairs. Professional travel, purchases of books, other materials, or equipment useful to the individual or the Department are examples of legitimate uses for these funds. Making these funds available to Department Chairs is an acknowledgment of the extra work and responsibility undertaken by these persons on behalf of their Department and the College.

The rules concerning taxation of the account are consistent with other disbursements of the College. Payments to employees will be treated as taxable compensation, unless the disbursement is for the reimbursement of a College-related expense. With respect to capital purchases (e.g., equipment, books), the property must be owned by the College in order for the transaction to be treated as non-taxable. If there is a question regarding the taxability of a transaction, contact Barb Lundgren (blundgre@gustavus.edu or x7505), Payroll Director.

Any chair choosing to use any part of the fund as supplementary income must inform Barb Lundgren of this intent by May 15 so that the funds can be paid out before the end of the fiscal year.

Section Four – Miscellaneous Policies

Travel Policies – 4:1

College Travel Policy

Travel at College expense is allowed for persons who travel on College business as approved by the Department Chair, supervisor, or budget officer. Anticipated expenses should be discussed with the chair, supervisor, or budget officer prior to making arrangements. Expenses incurred outside the parameters of the College Travel Policy may not be reimbursed. For more information, the complete policy online is at: www.gustavus.edu/finance/travel.php

Faculty Travel Fund

The faculty travel fund supports faculty in their scholarly and creative work by providing funds to defray the cost of travel to professional conferences. For more information on the Gustavus Adolphus Faculty Professional Travel Fund, including policies and request forms, visit the Kendall Center website: www.gustavus.edu/kendallcenter/travel

Motorpool and Van Policies

Guidelines for the use of College cars and vans, including 10-passenger van training, is available online at: www.gustavus.edu/safety/policies/vehicle.php. Motorpool reservations can be made through the Telecommunications Office (motorpool@gustavus.edu or x8000).

Academic Program Activities Going Off-Campus

Faculty members taking students off campus (e.g. field trip to nearby park or business, regional or national conference) must complete and submit the Travel Planning Form and compiles a student roster, the reason for the trip, and the date and times of departure and return.

Faculty Replacements and Compensation – 4:2

Emergency & Temporary Replacement Policy

Faculty members filling in for colleagues in emergency or family and medical leave situations may be compensated. The compensation rate is based on the current one-course stipend paid to adjunct and visiting

faculty on a prorated basis. Requests for such compensation must be made by the Department Chair on behalf of the faculty member to be compensated. Requests should be made as far ahead of time as possible and include a rationale explaining why compensation is appropriate.

Compensation will only be considered in situations where either the faculty member being replaced will be out of the classroom for an extended period of time (more than one week) or is not expected to return for the remainder of the semester. Compensation will be for in-class teaching hours only (other responsibilities such as lecture and syllabi preparation, grading, and student contact hours are built into the compensation rate).

Emergency and temporary leave compensation will be authorized on a case-by-case basis by the appropriate Dean in consultation with the Department Chair. In all cases, a written contract or memorandum of understanding will contain the specifics of the agreement.

Compensation Rates

Full Course Adjunct Compensation Rate
$4,000 non-full-time faculty
$4,000 full-time overload

Weekly Compensation Rate
$285.00 (4 hours per week)

Per Class Compensation Rate
$71 per class hour

Sabbatical Leave Policy and Application – 4:3

Complete information about Sabbatical Leave Policy and Application can be found online.

Faculty Handbook Policy (section 2.1.4.1.1): www.gustavus.edu/facultybook

Application: www.gustavus.edu/kendallcenter/grant-opportunities

Part-time Faculty Commuting Stipend – 4:4

Mileage will not be paid as a regular part of a teaching contract. However, part-time visiting or adjunct faculty who live more than 50 miles from Saint Peter, and who teach 4 or fewer courses for the year (or 3 courses at the per-course rate if teaching a single semester), may be offered a stipend to help compensate for the distance they need to travel to take a part-time position at the College.

This stipend is paid at the end of the semester and is subject to withholdings.

The travel stipend is dependent on the number of days the part-time faculty member is scheduled to teach each week.

- Four or five days per week = $800 per semester
- Three days per week = $600 per semester
- Two days per week = $400 per semester
- One day per week = $200 per semester

January IEX is pro-rated at 4/15 ($215), since it is only four weeks long and thus involves fewer commutes.

The travel stipend is to be approved in advance by the Dean; the Department Chair must request the travel stipend at the time of hire.

Restricted Gift Acceptance and Spending – 4:5

Clarification of College Acceptance and Spending Policy for Restricted Gifts
(Endorsed by the Administrative Council, 09/28/1999)

Gifts directed to a specific department of the College by a donor must be received by an appropriate officer of the Institutional Advancement Office. [If a donation comes directly to the department, take it to Advancement for receipting.]

Generally, gifts of less than $1000 directed by a donor to a specific department will be deposited into that department's general restricted fund account.

Gifts of $1000 or larger may be directed by the donor (with the approval of the department and the College) to a specific departmental fund or towards the purchase of a specific item. A restricted account will be created by the Finance Office to ensure that the intent of the donor is preserved.

Spending from all restricted accounts will follow the appropriate procedures established by the College. [Consult with Controller, Kelly Waldron (kwaldron@gustavus.edu or x7506), for procedures related to restricted funds spending.]

All purchases of $500 or more from restricted accounts must have the approval of the appropriate Vice President.

Summer Student Research Housing Policy – 4:6

- Students will live in campus housing while doing summer research whenever possible. Housing assignments are made by residential life.
- Only students who are doing research funded by on-campus (RSC or Presidential) or off-campus granting agencies are provided housing by the Provost's Office. Students working on departmental or individual-funded research are not eligible.
- Students living off-campus will NOT be compensated for housing.
- Students will not normally be provided board plan as part of their compensation.
- All students must sign an agreement before work begins. Summer housing forms are available in the Residential Life Office. See Julie Bartley (jbartley@gustavus.edu or x7541) for details.

January Interim Experience Fee Policy – 4:7

In most instances Interim Experience courses will be supported by departmental funds. However, because of the unusual content or non-repetitive nature of some courses which require out of the ordinary expenses, a limited amount of funding is available from the Interim Experience budget by application to Dean Eric Dugdale (edugdale@gustavus.edu or x7541). Classes that appear regularly in the Interim Experience offerings or use materials that may be used by departments in other classes during the year should be budgeted for during the annual departmental budget process. Appropriate expenditures from the Interim Experience budget include:

- Van rental (no more than two round-trips to the Twin Cities per class)
- Specialized equipment (that would remain useful property of the department)
- Film or video rental/purchase
- Honoraria for guest speakers

Due to the timing of the budget process and the limited funds available in the Interim Experience budget, it is sometimes necessary to charge fees to students for Interim Experience course expenses. Such fees must be

included in the course proposal, be approved by the Director of Interim Experience and relate specifically to the course. It is appropriate to require fees for:

- Van rental (in addition to that mentioned above)
- Airfare
- Room and board if away from campus
- Tickets to performances, events, museums, etc.
- Specialized equipment (that would not be kept by the department)
- Expendable materials
- Specialized off-campus program costs
- Food/meals

While care should be taken by the instructor to hold costs to the student to a minimum, the costs associated with the instructor's participation should be built into the fee charged to the student.

Please Note: In order for the College to operate within IRS guidelines, materials and supplies should be ordered through the Book Mark. It is against College policy for students to purchase materials and supplies directly from the department or instructor. (Please see the manager of the Book Mark for more information.) Students may reimburse a department for group ticket purchases, admission fees and expendable supplies that cannot be apportioned per student.

Student Application for Graduation – 4:8

This form is processed through the Office of the Registrar. Each prospective graduate must have approval of the Department Chair before processing is completed. The Department Chair signature on this form signals College approval that the courses listed satisfy the requirements for the particular major indicated. Any changes or exemptions must be supported by written documentation filed with the Registrar. The Registrar subsequently checks for completion of residency, general education, January IEX, and total credits requirements.

The Family Educational Rights and Privacy Act (FERPA) – 4:9

For more information on the Family Educational Rights and Privacy Act, you can view the complete policy online at: www.gustavus.edu/facultybook/allcollegepolicies/#Anchor-Th-32489

Office Assignment Policy – 4:10

Regular Appointment Faculty

Faculty in tenured or tenure-track positions will, whenever possible, have single offices. Faculty offices will normally be grouped by department. Individual office assignments will be made by consensus within the department. If consensus cannot be reached, the Department Chair or a designee of the Provost will make the assignment.

Special Appointment and Part-Time Faculty

The College will provide faculty in special appointment or part-time positions with appropriate office space. Contract length, years of service to the institution, course load, and other factors related to the teaching assignment will be taken into consideration when assigning offices. When possible, faculty teaching full-time (four or more courses) will not share an office. Faculty teaching less than four courses will likely share an office with at least one other faculty member. When at all possible, office space will be provided in or near the appropriate departmental cluster. Departments are expected to make arrangements for visiting and adjunct faculty within their area. If space is not available within the departmental area, the Dean should be

contacted regarding other possible locations on campus. Faculty members on leave are expected to vacate their offices so that they may be used by their replacements.

Due to the scarcity of office space on campus, it may sometimes be necessary to house faculty from one department in the office cluster of another. Unassigned or vacant faculty office space should be reported to the Dean by the Department Chair and may not be converted to other use (e.g., workroom, student office) without approval.

Faculty Emeriti

The Provost's Office will work to establish a group office space for faculty emeriti. Until such time as space is available, faculty emeriti will be provided office space if they have a teaching contract using the criteria for part-time faculty.

Facilities Use Policy – 4:11

The facilities and resources of Gustavus Adolphus College are dedicated to the education of students and the scholarly pursuits of faculty and, thus, these concerns have first priority (e.g., classes, rehearsals and performances, practice, athletic contests, exams, faculty research and scholarly pursuits). Facilities, classrooms, etc., are not owned by particular departments/programs, but belong to the greater College community.

Second priority is assigned to College-sponsored events which enhance the quality of life of Gustavus as an academic community (e.g. Nobel Conference, Christmas in Christ Chapel, MAYDAY!, films, lectures, fine arts events, faculty- or staff-generated academic offerings for students or teachers).

Third in priority are those events for outside groups sponsored by the College which support the total mission of the College (e.g., Lutheran Youth Day, retreats, synodical assemblies, professional meetings sponsored by faculty, administrators or students, for-profit faculty- or staff-generated athletic camps, faculty- or staff-hosted professional or academic gatherings not originating from campus, synodical assemblies, other church-related retreats).

Fourth are events sponsored by outside groups desiring to use the College facilities for their own purposes, but which are encompassed in categories directly relating to our stated mission but not included in any higher priority group (e.g., Fellowship of Christian Athletes, yearbook camps, high school speech tournaments, other denominational church meetings, Saint Peter High School lock-ins, political party dinners, town committee meetings). Such events may not interfere with events of higher priority, nor may they be permitted to be a hidden cost to the College or to stretch College resources. Prices charged/rental costs should reflect reasonable and adequate compensation to cover all costs for use of space, special facilities, utilities, maintenance, and staff time. The College wishes to be sensitive to the needs of the community, but will find it difficult to place on the College calendar events initiated by outside groups.

Wedding reception facilities are not included on this list, even though numerous requests are received yearly. Dining Services is equipped for such a request, and may do so at the discretion of the Director. Places such as the Dive or Alumni Hall are not available to host such events.

Key Policy – 4:12

The College's current key policy can be found on Campus Safety's website: www.gustavus.edu/safety/policies/keys.php.

Parental Leave Policy - 4:13

Faculty have the responsibility of providing notice of the need for FMLA leave to the Dean; they should schedule a time to meet with their Dean to discuss the anticipated leave. Following the meeting, they should then complete the leave request paperwork, sign it, obtain the signature of the department chair, and return the form to the Provost's Office.

The College Parental Leave Policy is available in the *All College Policies*, online at: www.gustavus.edu/facultybook/allcollegepolicies/

Note: Department members who cover their colleagues' classes as part of parental leave are eligible for compensation as outlined above (Faculty Replacements and Compensation – 4:2).

Guidelines for Low Enrollment Courses – 4:14

Introduction

Predictability in course offerings is important for both students and Departmental planning. Having one set of guiding principles for low enrolling courses is better for cross-campus community as well. The following principles will serve as the basis for decisions regarding low course enrollments. These principles will serve as the beginning of the conversation regarding whether or not to cancel a course with low enrollment. The Deans will act with thoughtfulness and common sense when negotiating resolutions with the members of a department.

Premises

Faculty have control over curricular choices as a whole.

The Academic Deans are charged with running an efficient and strong academic program that will allow the college to continue to pursue excellence and maintain access for students.

Department faculty members are the best decision-makers for what is required in their degree programs.

Faculty are therefore central to the conversation as to when a course must be completed for a student to get a degree in the field.

Principles

All Fall and Spring Term classes should have 5 students enrolled in them regardless of their level.

For January IEX, the minimum number of students enrolled should be 8.

The only exceptions to this would be the following:

- When the college is trying to grow a program or department.
- If the Academic Dean for that department determines a course is so closely tied to the college's distinctive mission that to lose the offering would have ramifications beyond the curriculum.
- If the integrity of the program or major is severely at risk should the course be cancelled and no alternative solution is possible.
- If 3 students who are enrolled in the course are graduating that year, and need it for graduation as a major requirement and the Academic Dean is convinced there are no other options for them. If the course is only offered every other year, juniors and seniors might be counted among the three students.

Guidelines if a course does not meet the minimum enrollment and does not fit in any of the exceptions:

When a course does not have 5 students enrolled in it by 3 weeks past when the initial registration period ends, the Academic Dean will contact the department chair and the instructor of the course and ask them to encourage more students to enroll. If two weeks after that date a course does not have sufficient students, we will cancel the course. This may occur in the summer for Fall Semester courses in which first-year students could potentially enroll.

If a course must be cancelled or taught as a Course By Arrangement, we most likely will ask that instructor to teach an additional course as soon as possible. This would ideally be within one calendar year of the cancelled course, preferably in the same academic year.

FAQs:

What if a course is required for graduation with a particular major, does not have enough enrollment to run and does not have enough students needing it for graduation that year as a major requirement?

Faculty would then need to do a Course By Arrangement with those students, find an appropriate substitute or waive that course as a requirement for those students' degrees. Remember that faculty set and control most major requirements except those mandated by external accrediting agencies.

What if a course is always poorly enrolled and/or we just never have enough majors in any given year to reach the required enrollment level?

We encourage departments to think strategically as they schedule courses. For example, you might perhaps try to teach courses on alternate year schedules or only once a year if possible. Other things to think about to enhance enrollments include adjusting the title, the time offered, etc.

What if a course normally makes the minimum but for some reason one year it does not?

In such cases, we will follow the guidelines noted above.

My department had an arrangement with the Provost in the past to protect our lower enrollments. Why can't we keep going with it?

Having a standard arrangement is fairer and fosters community. We are trying to be as transparent and consistent as possible across campus.

Start-up Fund Use Policy – 4:15

Start-up Funds are intended to provide the support needed to allow a new tenure-track faculty member to initiate a strong scholarly program at Gustavus. The expectation is that these funds would support her/his transition to Gustavus for the first few years. The faculty member would then need to be largely self-sufficient, possibly by acquiring internal or external funding. *All funds should be expended by the end of the faculty member's first fiscal year unless explicit permission is granted in advance by the dean.* By May 1 of the year before beginning at the College, a new faculty member who does not plan to spend all start-up funds by May 31 of the following year (at end of first year of employment) should discuss with the dean the distribution of those funds over two or (rarely) three academic years. The expenses must be directly research-related and reasonable. All items purchased are property of the College.

Acceptable uses for Start-up Funds could include:

- Travel expenses (transportation, hotels, food), to conduct research (e.g., research library or collection, field sites)
- Laboratory/Studio equipment, materials, supplies and organisms
- Special computer hardware and software
- Books

- Fees for laboratory analysis or instrument user fees for equipment not owned by Gustavus
- Professional certification or licensing
- Journal publication costs (i.e. page & image charges, copyright permission, publication subvention costs)
- Gustavus student research assistant stipends, plus related benefits (e.g., FICA, worker's compensation) ONLY in the summer after the first full year of tenure track employment at Gustavus.

Start-up Funds cannot be used for the following (unless prior approval is granted from the dean):

- Compensation for faculty or staff
- Student research assistants other than noted above
- Professional society memberships or attending academic conferences
- Commissioning of works by other artists
- Teaching supplies

Phased Retirement Option for Tenured Faculty (PRO) – 4:16

The Phased Retirement Option (PRO) is designed to assist individual faculty members and the programs in which they participate in planning for the full retirement of a long-serving member of the college community. Such planning may provide an opportunity for the college to prepare for the transfer of the knowledge, skills, and institutional memory as well as allow faculty members to consider and pursue their long and short-term goals as they transition from full-time employment to retirement.

Eligibility

Full-time tenured faculty members are eligible to participate voluntarily in the Phased Retirement Option after completing 20 years of full-time faculty service at Gustavus Adolphus College, at least ten of which must be as a tenured faculty member. This option is not available to Endowed Chairs or Distinguished Endowed Chairs.

Faculty members electing phased retirement must notify the college and their departments or programs by December 1 prior to the academic year in which they plan to begin phased retirement. When formally entering into the Phased Retirement Option, the tenured faculty member will indicate a firm date for his or her full retirement and will sign a letter of agreement to relinquish tenure, effective on that date. Upon reaching full retirement, a faculty member electing this option will be eligible for consideration for promotion to emeritus status.

Provisions

PRO carries a 4/6th employment expectation, with compensation based on the number of years the faculty member elects to remain in the program, up to a maximum of three. During the phased-retirement period, a faculty member will be compensated for an annual one-course release to prepare for retirement and their salary shall continue to be adjusted through the normal process of setting faculty salaries. Faculty who choose to participate for one year in PRO will receive 60% of the full-time salary at their step for their year in the program; faculty participating for two years will receive 55% of the full-time salary at their steps for their two years in the program; faculty who commit to three years in PRO will receive 50% of the full-time salary at their steps for their three years in the program. With one semester's notice, an individual participating in this plan may shift to full retirement prior to their planned phased retirement term, and the relinquishing of tenure occurring at the conclusion of the new phased retirement term.

The specific nature of the employment responsibilities for faculty in the PRO program will be determined by the Provost in consultation with the individual faculty member, the faculty member's department, and any

interdisciplinary program indicated by the faculty member. These responsibilities will normally require at least one course to be taught each semester and may include (but will not be limited to) regular teaching, supervision of special projects, advising, and/or administrative assignments. The person entering phased retirement will not normally participate in the position definition, search, or hiring of his/her replacement and may not participate in any reviews of his/her replacement.

Faculty may take any earned sabbatical leave immediately prior to entering the PRO; teaching during the PRO will not count toward future sabbatical leaves.

Phased retirees will be eligible for institutional support for research and travel including faculty travel funds, professional development accounts, and college grants.

Benefits

Benefits continue throughout the phased retirement period: the College contribution will continue for health and dental; tuition benefit will continue; retirement contributions, disability coverage, and life insurance continue based on phased retirement salary.[1]

Availability

The Phased Retirement Option is a program for faculty members who meet the eligibility requirements. Gustavus Adolphus College elects to offer this program to allow faculty members who have served the institution to plan their next steps and to facilitate planning on the part of departments and programs in which vacancies will occur. While applications from eligible faculty members will normally be approved, the College reserves the right to require an employee to defer entry to the phased retirement program if: 1) the Provost determines that participation by the faculty member would seriously disrupt an academic department, or college operations and/or programs; or 2) the Provost has received more applications for participation in the program than can reasonably be approved in light of the college's financial and operational requirements.

The college will, at least in five-year intervals, review the program to determine if the needs of the institution are being fulfilled, and the college reserves the right to discontinue the program if those needs are not being met. If the college elects to discontinue the program, the faculty will be notified at least two years in advance in order to provide sufficient time for planning and any existing written agreements will be honored.

[1] Coverage and benefits will be subject to the terms and conditions of these separate plans, which may also be amended or terminated at any time.

Section Five – Hiring

Initiation of a Tenure-Track Search – 5:1

Department chairs submit a *Tenure-Track Faculty Position Request Form* (available from Shanon Nowell) to the Provost's Office by March 6, 2017, for any tenure-track search to be conducted in the subsequent academic year. Positions are authorized by the Provost after consultation with the President, Deans, and the Faculty Senate. After receiving authorization, the Department Chair will meet with their Dean in order to discuss the department's plans for the search process, including the selection of a Liberal Arts Search Representative.

Identifying Members of the Search Committee

In most respects, the department determines which members of the department will participate in the various stages of the search process.

- **Tenured and Tenure-Track Faculty Members**
  All tenured and tenure-track faculty members should participate in all stages of the search except conference interviews, which are typically conducted by two committee members (preferably a department member and the Liberal Arts Search Representative). Exceptions include faculty members on sabbatical who may choose not to participate and retiring faculty who are typically not included in the search for their replacement. Though the department chair most often chairs the search, any tenured member of the department may serve as the search committee chair.
- **Liberal Arts Search Representative (LASR)**
  Propose to your Dean a couple of tenured faculty members from outside your department (ideally also outside your division) who could serve as Liberal Arts Search Representative to your search. The Liberal Arts Search Representative will then be assigned by the Provost's Office. The Liberal Arts Search Representative is a full voting member of the search committee who must be present at all search committee meetings and must be consulted in the development of the position description.
- **Students**
  Students should be present for teaching demonstrations and, ideally, for research presentations. Student feedback ought to be sought out and shared with the search committee. If it is the practice of the department to invite a student to serve as a formal member of the search committee, the confidential nature of search processes must be explained to the student. In addition, departments may invite students to an informal meeting with each candidate, such as lunch on campus or a reception.
- **Faculty with Special Appointments**
  If the department wants to include any faculty member with a special appointment (i.e., any full-time appointment other than tenured or tenure-track), the Provost's Office needs to be notified in advance and a rationale provided.

Preparing for the Search Process – 5:2

The Search Committee

The role of the search committee is to develop the position announcement, actively recruit candidates, and participate in each aspect of the decision-making process that leads to the final recommendation to the Provost's Office. All members of the search committee need to be present for all committee deliberations.

In mid-size to large departments or in departments that receive large numbers of applications (40+), the department may choose to form a screening subcommittee that conducts some aspects of applicant review prior to consultation with the full search committee (see more information under Section 5:4). The screening subcommittee should be chaired by the full search committee chair and, in the case of tenure-track searches, must include the LASR. The composition of the screening subcommittee should reflect the makeup of the full search committee (i.e., the subcommittee should reflect a balance of junior and senior faculty, gender, disciplinary interests/approaches, and other forms of diversity represented in the full committee). And finally, the full committee must agree to abide by the screening performed by the subcommittee. To that end, it is important to agree upon in advance what tasks have been assigned to the subcommittee. In most cases, the subcommittee is asked to eliminate the first round of candidates (i.e., those who do not meet the minimum requirements for the position) and to recommend to the full committee candidates for telephone, Skype, or conference interviews.

Confidentiality

All of the material candidates send is confidential and should not be shared with anyone who does not have a direct role in the search. In addition, all search committee conversations are confidential and should not be shared with anyone who does not have a direct role in the search. If a search committee member is asked

about the search process by a candidate, they should refer that person to the search committee chair who can update candidates about the process. All positions are posted on the Gustavus Human Resources website, so direct any inquiry you may receive about the position to that listing or to the search committee chair. The search committee chair should also discuss confidentiality with the departmental administrative assistant and any student worker who may be asked to handle candidate application materials.

The Role of the Liberal Arts Search Representative

The Liberal Arts Search Representative (LASR) is a voting member of the search committee and one who must participate in all committee deliberations and all aspects of the on-campus candidate visits. Liberal Arts Search Representative selections should not be made on the basis of that person's knowledge of a discipline. Therefore, it is the responsibility of the search committee to answer questions a LASR may have about research and teaching in the discipline. Just as tenure and promotion processes require us to be able to communicate clearly about our field to well-educated, non-experts, the search process is also a time to share our discipline with our colleagues.

Liberal Arts Search Representatives perform three essential functions. The first function of the LASR is to be a constructive voice in the search committee deliberations. A tenure-track search is one of the most important and most challenging types of work in which faculty engage. It can be very helpful to have an outsider's perspective and to allow that person to encourage open dialogue within the search committee deliberations. Secondly, this person is charged with reminding the search committee that finalists must serve the college as a whole (e.g. ability to contribute to general education as well has departmental offerings). Having such a person on the search committee will also emphasize for candidates our commitment to the liberal arts. Finally, the LASR helps ensure that college guidelines in hiring practices are followed. They will not need any special training as, ideally, they will be faculty members who have been on searches previously.

The Search Process Checklist

The following is a list of the typical tasks of a search process (outlined in further detail in the remainder of this section):

- Identify search committee, including Liberal Arts Search Representative.
- A search committee meeting with the Dean to discuss search processes and best practices.
- Draft the position announcement that appears on the Gustavus website and electronic job search websites.
- Draft the position announcement that appears in discipline-specific publications and websites.
- Upon approval, distribute ads as appropriate.
- Research and targeted recruiting aimed at deepening the pool's diversity.
- Acknowledge applications as they are received.
- Second meeting with the Dean to discuss the file review process.
- Reviewing files and participating in a discussion that results in the first set of candidates being eliminated from consideration due to not meeting the minimum required criteria.
- Provide candidate disposition information to the Dean
- Notification of candidates no longer under consideration due to not meeting the minimum required criteria.
- Reviewing files (and any subsequent material requested from candidates) and participating in the discussion that leads to the identification of candidates for telephone, Skype, or conference interviews.
- Conducting telephone, Skype, or conference interviews.
- Reporting on telephone or conference interviews to the larger search committee.

- Participating in the discussion that leads to the identification of the top five candidates. These are the candidates whose files are sent forward to the Provost's Office.
- Provide rationale to the Dean with the names of finalists.
- Notification of candidates not invited for campus visits (the search chair calls to confirm continued interest in the search and to extend an invitation to interview on campus).
- Top 2 candidates are provided with recruitment packet (sent from the Provost's Office).
- Final meeting with the Dean to discuss the on-campus visit.
- Making arrangements for the campus visit, including travel and the schedule for the visit.
- Participating in the campus interviews.
- Conducting telephone conversations with references of the campus interview candidates.*
- Participating in the final review of candidates and feedback forms; the recommendation that is sent to the Provost's Office with rationale.
- Notification to candidates no longer under consideration.
- A third meeting with the Dean to discuss the on-campus interview process.
- Submission of the search summary form to the Provost's Office.
- Submission of affirmative action information to Human Resources.
- Contact the archives about records retention.

* Phone reference checks may also be conducted before identification of the top two candidates, normally after telephone interviews with the semifinalists.

Advertising and Recruiting for the Position – 5:3

Writing the Job Announcement

Departments provide most of the information that will be contained in a job announcement when the Tenure-Track Faculty Position Request Form is submitted to the Provost's Office. Once the search has been authorized, the search committee then writes the formal job announcement and submits that announcement to the Provost's Office for approval. This is the announcement that appears on the Gustavus website and the electronic job listing services used by the Office of Human Resources. Contact Shanon Nowell (snowell@gustavus.edu or x7541) for a copy of the ad template to be used in drafting the advertisement.

Diversity and Inclusion Language in the Job Announcement

Search committees should create position descriptions that are aligned with department, college, and institutional visions of the future in mind. The goal is to write a position description that attracts the most diverse group of applicants possible. Examples of wording used in position descriptions to signal interest in diverse perspectives include the following:

- We are interested in applicants who will complement our commitment to students and faculty from diverse cultural groups, and who will diversify the expertise and experiences represented in the department.
- The department is committed to increasing the diversity of the campus community and the department's curriculum.
- The college has a strong institutional commitment to diversity and seeks applications from historically underrepresented racial, ethnic, and cultural minority groups, those who conduct scholarship in areas related to diversity, and those who have demonstrated success in working with diverse populations of students.
- Gustavus values campus diversity (domestic and international) and in keeping with this commitment, we welcome applications from diverse candidates and candidates who can contribute to our community and global engagement initiatives.

In finalizing your ad language, please supplement your description of your ideal candidate by including one or more of the above descriptors. While the language goes beyond a discipline-based description it is more successful in communicating our shared commitment to diversity than the standard language of "Equal Opportunity Employer."

Additional Considerations of the Job Announcement

1. Will the department seek a candidate at the Associate Professor level? (This question should be addressed in the Position Request.)
2. Will the department consider candidates who are ABD?
3. A department may choose to ask for transcripts and letters of recommendation after the initial review of files. However, transcripts and letters of recommendation must be in the files of the top five candidates that are sent to the Provost's Office prior to the authorization of on-campus interviews.
4. What will the department request as evidence of teaching effectiveness?
5. What will the department request as evidence of scholarship?
6. Will the department request a statement of teaching philosophy and/or a research statement?

Advertising the Position

Each fall the College places a block ad that lists all tenure-track searches in the *Chronicle of Higher Education* and *Diverse Issues in Higher Education*. In addition, the full position announcement appears on the Gustavus Human Resources website, *LatinosInHigherEd.com*, *UpperMidwestHERC.org*, the Consortium for Faculty Diversity website, and the National Registry of Diverse and Strategic Faculty. The Human Resources Office submits all job announcements to *HigherEdJobs.com*.

After a search has been authorized, the department chair will be asked to identify any discipline-based publication or website where the position ought to be announced. Often the paid advertisement in the disciplinary journal is shorter than what appears in the electronic listings. The shorter version of the announcement must also be approved by the Provost's Office before placement. Increasingly, job candidates focus on electronic resources that provide job listings and it is not always necessary to place a print ad for all tenure-track positions. Approval of a paid print or electronic ad must come from the Provost's Office which will pay for the ad.

In addition, department chairs ought to send a copy of the approved announcement to appropriate graduate programs, especially those identified as the "top" programs in the area of specialization and those with a strong record of graduating individuals from underrepresented groups. In addition, the announcement ought to be sent to discipline-based newsletters and any other website that might attract a diverse pool of candidates.

Recruiting at a National Conference

Most disciplines have a traditional "search season" that may or may not include a national conference at which large numbers of job seekers participate in formal interviews. For some disciplines, participation at the national conference is seen as essential and it allows a department to conduct formal interviews with a large number of candidates (10+). A formal interview can only be conducted when candidates have submitted materials that have been screened by the search committee. For other departments, the national conference only provides the opportunity for informal recruiting. The Provost's Office will provide $1,500 to be divided among the two department members conducting formal conference interviews (approval for this expense must be made in advance). Typically, no more than $500 will be available for conference attendance with informal recruiting opportunities.

When the department chair and appropriate Dean meet to discuss the department's search process, the need for conference attendance will be determined.

Resources for Developing a Strong Pool

National Higher Education Recruitment Consortium

The National Higher Education Recruitment Consortium (HERC) has developed a customized higher education CV/resume database, available online at: www.hercjobs.org. The database currently contains the vitae/resumes of over 4,000 prospective faculty and staff.

Accessing the database is free for all Upper Midwest HERC member institutions and there is no limit to the number of accounts per institution. We encourage departments that are seeking to fill open positions to utilize this valuable resource. The database can be searched by criteria such as academic discipline, key words (e.g., post doc), education, and relocation preferences.

To gain access to the database, contact Mary Everley, Director, UMW HERC, at umwherc@umn.edu or 612-626-0775.

The Consortium for Faculty Diversity

The Consortium for Faculty Diversity (CFD) is committed to increasing the diversity of students, faculty members, and curricular offerings at liberal arts colleges with a particular focus on enhancing the diversity of faculty members and of applicants for faculty positions. Their database of prospective faculty members can be accessed online. Please email Shanon Nowell (snowell@gustavus.edu) for additional information about accessing this resource.

National Registry of Diverse and Strategic Faculty

This website offers the opportunity to search for candidates from underrepresented groups by discipline. If you identify a potential candidate, you should send that person the position announcement with a brief letter inviting an application.

Go to: www.theregistry.ttu.edu
When you go to the website, select the "Institution Login (Limited Access)" link. Select "Search Candidate Database," then enter the following information to log in:
Institution Login: gustavus150
Password: search

University of Minnesota Office for Equity and Diversity and the Graduate School

The Office of the Provost will share Gustavus faculty advertisements for distribution to graduate students and post-doctoral fellows from historically-underrepresented groups whose education and background match the needs of our positions.

Other Online Resources

www.minoritypostdoc.org
www.norc.org/Research/Projects/Pages/survey-of-doctorate-recipients-.aspx

Review of Applications – 5:4

The Screening Subcommittee

Review of applications should be accomplished as promptly after the application deadline as possible. Criteria are established by the entire search committee and ideally, should be stated in the job announcement. Having established clear selection criteria, the Screening Subcommittee is ready to screen applications with an agreed upon understanding of what will constitute a strong candidate. Gaining a commitment from subcommittee

members to rely on the established criteria during the screening process can greatly reduce the influence of unintended bias.

Organizing Application Materials

Many departments construct a simple spreadsheet for application materials in order to track the receipt of all required materials. We highly recommend using the template spreadsheet provided by Human Resources for tracking affirmative action information; this spreadsheet must be submitted to Human Resources at the conclusion of the search. A printed version can serve as a guide for search committee members reviewing the files and tracking disposition codes. Additions you may wish to make to the standard HR spreadsheet include, degree status and location, courses taught, research area, and other items deemed relevant to the particular position.

Acknowledgment of Application Materials

Email messages acknowledging the applications should be sent as quickly as possible after the applications have been received. Unless the applicant does not supply an email address, this correspondence should be send via email *not* hard-copy. Two sample of the acknowledgment messages are as follows:

Complete Application:

Dear << Applicant Name>>:

Thank you for your application for the tenure-track job opening in the << Dept. Name>> Department at Gustavus Adolphus College.

Your application will receive careful consideration by the department Search Committee. If further information will be needed, we will be in touch with you.

Sincerely,
<<Search Chair's Name >>
Search Committee Chair

Incomplete Application:

Dear << Applicant Name>>:

Thank you for your application for the tenure-track job opening in the << Dept. Name>> Department at Gustavus Adolphus College. Once we receive the following items (below), your application will be complete and eligible for consideration.
<< Add Missing Materials >>

Sincerely,
<<Search Chair's Name >>
Search Committee Chair

Reviewing Application Materials

It is essential for all search committees to devote a meeting, at the beginning of the process, to a discussion of what will differentiate a strong candidate from an acceptable candidate and from an unacceptable candidate. Using the job announcement as the starting point, discuss key criteria, establish priorities, and develop a set of minimum required qualifications for the position.

Some Relevant Questions for Discussion:

- Under what circumstances would an ABD candidate be equal to someone with a completed terminal degree?

- How closely does the degree field and graduate training need to match the position; to what extent, if any, are you hiring a generalist; to what extent are you seeking or avoiding overlap with current faculty?
- How will you weigh preparation to teach vs. experience teaching?
- What kind of evidence of good teaching will be sufficient?
- What weight should be given to the colleges/universities from which an applicant earned her/his degrees?
- How important is it that a candidate demonstrates an ability to effectively contribute to general education, FTS, January IEX, and/or interdisciplinary programs?
- What counts as evidence of a commitment to diversity?
- How might the candidate foster global engagement on the part of our students?
- When will you consider a file complete enough to evaluate?

Evaluation of Candidates and Ranking Finalists

There are a number of "systems" departments employ to rank candidates. No matter how simple they appear on the surface, people usually find a way to make them more complicated. For instance, a system that asks committee members to provide a 1 (great candidate), 2 (acceptable candidate) or 3 (unacceptable candidate) is likely to become a system that includes a 1+ or a 2-. The primary goal of any system is to quickly identify unacceptable candidates and remove them from consideration while simultaneously allowing any acceptable candidate to be given full and fair consideration. It is not unreasonable to discuss as many as 25 candidates.

At this point in the process, please reference the affirmative action spreadsheet provided by Human Resources. The spreadsheet should be used to track the reasons candidates are eliminated from the pool based upon the minimum required qualifications.

Request for Additional Material (if relevant)

Departments that conduct formal conference interviews and those that receive a large number of applications (75+) do not always request all relevant material in the original position announcement. After a screening committee has narrowed the pool, the search committee chair will contact candidates still in contention and request additional materials. This might include writing samples, teaching evaluations, formal letters of reference, and/or transcripts.

The request for additional materials should be made by email to individual candidates.

Conducting Telephone Interviews

When telephone interviews are conducted all search committee members must be present. If that is impossible, then the search committee chair, the Liberal Arts Search Representative and as many committee members as possible should be present. All candidates should be asked the same questions, in the same order, by the same committee member. Telephone interviews are usually 20-30 minutes in length and include an opportunity for the candidate to ask questions. Although the candidate may ask questions at the end, committee members should not go "off script" to ask additional questions during this portion of the interview.

Contact the Telecommunications Office to arrange to have a speaker phone for these interviews. Not all rooms can be used for long-distance calls so be sure to let them know the room in which the interviews will take place. The cost of telephone interviews is paid by the department. (See sample telephone interview questions in Section 5:12.)

Conducting Conference Interviews

In addition to the information provided in Section 5:3 (Recruiting at a National Conference), the following should be taken into consideration when arranging conference interviews. Ideally, a minimum of two members of the search committee will participate in the interviews and provide a detailed report back to the search committee. All efforts should be taken to avoid using a hotel bedroom for the interviews. In order for a department to receive the maximum funding for conference interviews, the interviews have to be with candidates whose materials have already been screened by the search committee. Just as with a telephone interview, be sure to allow time for the candidate to ask questions.

Submitting Files to the Provost's Office

After the search committee has identified the top five candidates in the pool, the Search Committee Chair will submit the application materials of those candidates and a rationale for the ranking to the Provost's Office (please send PDF files as email attachments, not links to online sources). The rationale should include a section explaining why acceptable candidates (i.e., those meeting the established set of minimum criteria) have been eliminated from the pool. The Dean will review those files and will meet with the Search Committee Chair in order to discuss the two candidates who will be invited to an on-campus interview. Search Committee Chairs should plan for turnaround time of approximately 48 hours from the time files are received by the Provost's Office to the meeting with Dean.

Search Committee Chairs should not contact the candidates whose files have been sent to the Provost's Office until after the meeting with the Dean. If the chair is contacted by one of those candidates, you can say that you will be contacting campus interviewees within the week.

While the Provost's Office is reviewing the files, the search committee chair can work with the department, the Liberal Arts Search Representative, and the Provost's Office to identify dates for the visit and begin constructing the interview schedule.

Conducting Reference Calls

Prior to on-campus visits, references for each candidate should be contacted. Typically, search committee members distribute this task among its members so that more than one search committee member participates in reference calls for each candidate. Each reference ought to be asked the same questions. For an example of a reference call protocol see Section 5:12.

Organizing the Campus Visit – 5:5

After the Provost's Office has approved the candidates for an on-campus interview, the Search Committee Chair contacts each candidate to ascertain continued interest in the position and to identify dates for the campus visit. Follow-up contact to manage the details of the visit may be completed by the department's administrative assistant.

Even in the case of a "local" candidate, each candidate should be on campus for a minimum of 24 hours including an overnight stay.

At least 24 hours prior to the visit, candidates should receive a copy of the campus visit schedule along with an invitation for them to request time with others on campus—in particular those listed as welcoming community resource representatives included in the packet sent from the Provost's Office. For samples of interview schedules see Section 5:11.

The Provost's Office sends a packet of information to each tenure-track candidate. The packet contains information about the Kendall Center for Engaged Learning, a statement about the Liberal Arts Tradition at Gustavus, a statement describing church-relatedness, and information about our mission and core values. If your department publishes a newsletter, please send the Provost's Office copies to include in this packet.

The packet also includes the Welcoming Community resource list, a listing of individuals from diverse backgrounds who have volunteered to meet with candidates to answer questions about campus climate and to engage in conversations on topics of diversity at Gustavus. You are encouraged to ask candidates if they would like to meet with anyone on this list.

Interview Schedule

The Interview Schedule must include the following meetings:

- A meeting with the Department Chair to provide an overview of the department, the teaching assignment, and the search timeline, etc. (30 minutes),
- An interview with the full search committee (at least 1 hour), for sample interview questions see Section 5:10
- An interview with the Provost (30 minutes),
- An interview with the appropriate Dean to discuss faculty development, tenure criteria and process, salary and benefits, start-up package (45 minutes for tenure-track),
- An opportunity to talk with department majors, and
- If requested, a meeting with a Welcoming Community resource person.

The Interview Schedule must include the following elements:

- A classroom teaching demonstration,
- A campus tour,
- A voluntary opportunity to attend daily Sabbath at Christ Chapel,
- A tour of the Saint Peter and Mankato area,
- A tour of the library, ideally with the librarian who is the liaison for the department,
- Meals with students or department members; meals may be used to fulfill the required meeting opportunities from above such as the meeting with students or the department chair (see section 5:6 for meal guidelines), and
- At least one-half hour of free time prior to the teaching demonstration.

In the past, a few departments organized the campus interview around individual meetings with department colleagues; this is no longer acceptable practice. Search committee members have multiple one-on-one opportunities to talk with candidates if they participate in other activities such as meals, airport trips, and tours.

Additional ideas for the campus visit:

- A meeting with Bob Weisenfeld, Director of Government Grants and Sponsored Programs (30 minutes). Please send a copy of each candidate's CV and cover letter to this person prior to the campus interview.
- A meeting with a member of an underrepresented group (30 minutes). Please send a copy of each candidate's CV to this person prior to the campus interview.
- Attendance at a campus event—concert, play, athletic event.
- A meeting over a meal or coffee with faculty from other departments and/or interdisciplinary programs with related interests.
- An informal meeting with first and second year tenure-track faculty from other departments.
- A research presentation—for some departments this is considered essential; for others the issue of the research agenda and the question of the candidate's ability to explain her/his research is handled during the search committee interview.

- A reception in the home of a department faculty member that includes several faculty members from other departments (see Section 5:6 for meal guidelines).

Note: please provide candidate feedback forms to all non-search committee members who meet with candidates. Suggested feedback forms are available in Section 5:12.

Teaching Demonstration

The purpose of a teaching demonstration is to provide search committee members the opportunity to assess a candidate's ability to explain discipline-specific material to an undergraduate audience. Obviously, students must be present for the teaching demonstration. Ideally, the demonstration will occur in a regularly-scheduled course rather than with students recruited for the occasion, the latter of which may work against a candidate who is trying to engage students who are unfamiliar with each other.

The Department Chair should have a very clear conversation with each candidate to ensure that candidates understand the search committee's expectations of the demonstration and the context (type of course, audience, etc.) for the demonstration. Each candidate should be given the same expectations, time frame, and type of demonstration. An attempt should be made to make the teaching topic(s) equally difficult for all finalists; specifically, do not advantage one candidate by choosing a topic in his/her specialty.

Strategies for Organizing the Teaching Demonstration

- A department may ask each candidate to teach a specific item from a course syllabus, in other words, to fit their demonstration into the midst of an on-going course. For instance, the Department of Physics asks candidates to prepare a demonstration that fits into a specific course syllabus and students are responsible for learning that material.
- A department may ask each candidate to prepare the same lesson. For instance, the Department of Classics asks each candidate to prepare the same language lesson that is demonstrated in the same course by each candidate.
- A department may ask candidates to prepare a course demonstration that is relevant to the topic of the course rather than try to fit the demonstration into the syllabus.
- When scheduling disallows the above options, departments ask candidates to prepare a class demonstration that is typical for the type of courses included in the job description though it is unrelated to the course in which the demonstration takes place.

Soliciting Feedback

Search committees find student/faculty/staff feedback to be useful during the deliberation process. Ideally, individuals will receive a feedback form to fill out and return for each candidate. In addition, search committee chairs often contact anyone who interacted with the candidate to solicit their impressions. Feedback forms can be distributed and collected at the teaching demonstration or sent by email at a later time to all students who had interactions with a candidate. They should also be provided to faculty/staff members who met with the candidate. For an example of a feedback form see Section 5:12.

Travel Arrangements and Expenses Related to the Campus Visit – 5:6

Candidates are guests of Gustavus when visiting campus. Their expenses are paid by the Office of the Provost. The College appreciates the time faculty devote to hosting candidates and extending hospitality. The Provost's Office also appreciates efforts made by departments to control costs, while ensuring that every candidate is treated well and has a comfortable visit.

After the Provost's Office authorizes specific candidates for a campus visit, the Search Chair should contact each candidate to issue the invitation and begin making travel arrangements and arranging for the on-campus visit.

Air Travel

Please note that plane tickets are less expensive when booked in advance. When possible the Provost's Office asks that interviews be scheduled at least two weeks in advance to moderate travel expenses.

All candidates should book their own flights when possible. The Search Chair or Administrative Assistant should contact Shanon Nowell (snowell@gustavus.edu or x7541) for approval of ticket costs before they are purchased. The tickets are paid for by the Office of the Provost.

Candidates should be picked up from the airport or take Land to Air Express (www.landtoairexpress.com or 507-625-3977) to Saint Peter rather than renting a car.

Car Travel

Candidates who drive to campus will be reimbursed for mileage at the standard IRS rate. Please remember that even a candidate who drives from the Twin Cities will be reimbursed for mileage. While this cost is less than an airline ticket, it's important to note that there is no such thing as a "free" candidate.

Candidates who wish to rent a car for personal purposes (e.g., to visit local family) must do so at their own expense.

Lodging

Campus visits should include an overnight stay. Contact guesthouse@gustavus.edu to make Guest House reservations or, if necessary, make reservations at a local motel using a department member's Wells Fargo card for payment. An internal or local candidate may opt not to stay at the Guest House or hotel (if the Guest House is not available).

Meals

Meals can be useful opportunities to introduce the candidate to a wider range of people on campus and to show our hospitality. Ideally, candidates will share all meals with a search committee member, department faculty or students, or other faculty with related interests.

In order to have a comfortable, informal conversation with the candidate, only modestly sized groups should join candidates for meals at the College's expense. Although we want to be hospitable, this is a time to model good stewardship to potential future colleagues. Please adhere to the following meal guidelines (the number of listed guests below is the maximum; you may opt to invite fewer):

- Breakfast: candidate + 2 guests (maximum $10 per person) *normally on-campus
- Lunch: candidate + 4 students or 3 guests (maximum $15 per person) *normally on-campus
- Dinner: candidate + 2 guests (maximum $35 per person)
- Receptions: Limited to one per candidate ($75 per reception)
- Alcoholic beverages are permitted and will be reimbursed, but are limited to one per individual

A department member's Wells Fargo card should be used for payment. An itemized receipt (not just the credit card receipt) needs to be obtained and the names of those in attendance at the meal should be written on the receipt before it is turned in to the Provost's Office.

In accordance with the College Travel Policy, tips should not exceed 15% of the cost of service, unless automatically charged.

On-campus meal tickets (for the Marketplace and Campus Buffet) are obtained from Jennifer Harbo (jharbo@gustavus.edu or x6223) in the Provost's Office.

Candidate Reimbursement

When candidates come to the Provost's Office they will be asked to sign a form that provides the information we need in order to reimburse them for expenses. They will be directed to submit original receipts for the reimbursement of parking, mileage, tolls, etc. to the Provost's Office upon completion of the trip. Reimbursement will normally be made within two weeks of receiving receipts.

Other Expenses

Should there be costs other than transportation, lodging (if off-campus), and meals, it is important to clear these in advance with the Office of the Provost.

Departmental budgets are expected to cover the costs of:

- Search Committee meeting refreshments
- Stationery
- Postage
- Telephone calls
- Photocopying and printing

Internal Candidates – 5:7

Candidate pools often include one or more people known to members of the search committee, including faculty teaching at Gustavus in a temporary position. It is imperative that internal candidates be treated fairly, which means neither advantaging nor disadvantaging them in the process. The following list is intended to clarify how internal candidacies ought to be managed in order to insure fairness.

- It is acceptable to invite an internal candidate to apply for a tenure-track opening just as it is acceptable to invite someone from off-campus to apply. In both cases, the invitation should not imply a promise of the job or even a campus interview.
- If you believe that someone in a temporary faculty position is not qualified for the position, it is the individual who must make that determination. If you are asked a direct question about it, it is reasonable to point out that, as a search committee member it is not appropriate for you to discuss the search. You can direct the individual to the search chair who can provide them with the identified minimum required qualifications for the position.
- The internal candidate must make a formal submission of materials as requested in the job announcement. The department cannot recycle the materials submitted for the temporary position.
- Internal candidates may choose to request letters of reference from other members of the Gustavus community. This is their decision. However, faculty in the department conducting the search should not agree to provide a reference letter for the Gustavus search even if that person is not a member of the search committee.
- Telephone interviews can be awkward when there is an internal candidate and yet, out of fairness, need to be conducted with internal candidates who have advanced to that stage of the process.
- If the department conducts formal conference interviews and an internal candidate is on the list of conference interviewees, the interview needs to be conducted at the conference. If the department offers to accommodate external candidates who are not attending the conference, the same offer can be made to the internal candidate.
- Internal candidates must conduct a teaching demonstration under the same circumstances as the external candidate. Specifically, the demonstration cannot be held in a current section of the course taught by the candidate. Nor should the external candidate be asked to conduct a teaching demonstration in the class of the internal candidate.

- Student opinions about the internal candidate should not be solicited in any manner beyond those available to external candidates. Students who view the teaching demonstration should be asked for feedback, all candidates may be invited to provide evidence of teaching effectiveness, and all candidates may ask students to write letters of recommendation (although this is rarely a choice made by external candidates).
- If the internal candidate is one of the two candidates invited for an on-campus interview, each element of the interview schedule should be the same for both candidates, with the exception of the overnight stay at the Guest House.
- When an external candidate comes for the campus visit it is reasonable to let the internal candidate know the date of the visit and expect her/him to keep limited hours in the department during the visit.
- Information provided to the candidates about the search process should, within reason, be the same for all candidates. Nothing about the search process should be communicated to the internal candidate that is not also communicated to external candidates. Department colleagues often find it very difficult to refrain from talking with internal candidates about the search. The chair of the search committee and the chair of the department have the responsibility of making it clear to all members of the department that this is inappropriate and unfair behavior that threatens the integrity of the search process.
- Internal candidates should receive notification of their place in the search pool within the same time frame as external candidates. For instance, if an internal candidate does not advance beyond the first screening, the chair of the search committee can communicate that information in person at about the same time that external candidates receive a letter/email with that information. The internal candidate should also receive formal notification.

After the Campus Visit – 5:8

Once the final candidate has left campus, the search committee should convene as soon as possible. It is their responsibility to identify the top candidate, make a recommendation with a rationale to the Provost's Office, and determine whether or not the second ranked person is a viable candidate for the position.

The Provost's Office receives the recommendation and either makes the offer to the top candidate or seeks additional information from the Search Committee Chair.

The offer of employment is made by the Dean. At that time, issues of salary, start-up funds (if relevant), and moving expenses are addressed. Typically, candidates are allowed to take 7-10 days to respond to the offer. Once the initial offer has been made, the Dean will notify the Department Chair/Search Committee Chair and, unless the offer has already been rejected (which is rare), during the negotiation period, we ask the search committee and department members to refrain from initiating contact with the candidate.

Candidates who accept our offer of employment receive a "Letter of Intent" from the Provost's Office. This letter includes the following information specific to their offer: salary, tenure timeline, moving expenses, library allocation, computer request information, and start-up package (if relevant). Candidates must sign and return the letter within 10 days of receipt. The search chair and administrative assistant will receive notification of the receipt of the letter of intent.

When Gustavus hires a candidate who has not completed the terminal degree, that person receives a contract that indicates the salary and rank if the dissertation is successfully defended by September 30 of their first year and the lower salary and rank if there has not been a successful defense by that date. The contract and the degree deadline are explained to ABD candidates at the time the offer is made by the Dean.

Notifying Candidates No Longer Under Consideration

There are three points at which such notification takes place. Please do not neglect this important task. It is important to extend this courtesy to all applicants; timely notifications reflect well on Gustavus and your department.

1. **After the initial screening**. Departments that receive a large number of applications (+40) and/or conduct formal conference interviews, notify the candidates who are no longer being considered for the position after the initial screening. This correspondence may be sent in hard-copy or via email. Below is a sample letter:

Dear << Applicant Name>>:

Thank you for your interest in the position of _ at Gustavus Adolphus College.

After much thought, deliberation, and dialog, the search committee has decided not to pursue you as a candidate for the position. Your experience is significant, but we had other candidates whose experience we felt were a better match with our needs.

Again, we sincerely appreciate your interest and the time you invested in the process. Best wishes as you pursue other career opportunities.

Sincerely,
(name)
Search Committee Chair

2. **After the conference or telephone interview**. Typically, candidates who are invited to participate in a formal conference interview or telephone interview do not receive notification that they will not be offered the position until after the position has been accepted by another candidate. This correspondence may be sent in hard-copy or via email. Below is a sample letter:

Dear __:

It was a pleasure to speak with you recently regarding the position of __ here at Gustavus Adolphus College.

Several fine applicants for the position were interviewed and the background and qualifications of each applicant were carefully reviewed. The committee determined that other candidates' experience and educational preparation more closely matched the duties of this position.

On behalf of Gustavus Adolphus College, and speaking for myself personally, thank you for your candidacy for the position of __. The opportunity to speak with you has been much appreciated. Best of luck in your future endeavors.

Sincerely,
(name)
Search Committee Chair

3. **After the campus interview**. The Search Committee Chair should contact by telephone the candidate who was invited to campus but not offered the position to express thanks for their interest in Gustavus, explain that another candidate has accepted the position, and offer best wishes in the job search process. Please note that the Search Committee Chair should not offer additional information to the applicant.

Preparing for the New Faculty Member

During the year in which a new tenure-line faculty member is hired, departments need to be sure that the teaching schedule submitted for the incoming faculty member allows her/him to attend New Faculty Orientation organized by the Kendall Center for Engaged Learning. These sessions take place on Thursdays from 12:30-1:20 p.m.

Retention of Records – 5:9

Google Drive has been established as the tool for sharing candidate files within the search committee. Tutorials for first-time Google Drive users are available through Gustavus Technology Services (https://gustavus.edu/gts/instructionalservices/jobsearchusinggd.php). In addition, Associate Director of Instructional Services, Marni Dunning (mdunning@gustavus.edu), is available to answer questions or provide training at any point in the search process.

Federal regulations and College policy (see the *Record Retention and Destruction Policy* online at: www.gustavus.edu/facultybook/allcollegepolicies/#recordRetention) require that all applications be retained upon the conclusion of a search. This does not mean that we must revert to the files when positions become vacant, although they may be available. It simply means that the records must be retained in order to defend hiring decisions, if necessary. Records may also be needed to support a Permanent Work Authorization petition for a foreign born faculty member. At the beginning of a search, the Search Committee Chair will receive a Search Summary Form from the Provost's Office. The form should be filled out and submitted to the Provost's Office at the conclusion of the search. The search top level folder should then be shared with the College's archives (Jeff Jenson at jjenson@gustavus.edu or Adrianna Darden at adarden@gustavus.edu) for retention. Files will be destroyed after three years.

Special (Fixed-Term) Appointments – 5:10

Procedures for making Special (fixed-term) appointments (e.g., sabbatical replacements, emergency situations) include the following differences from the tenure-track search:

1. **Search Committee**
   The search committee can be a subset of department members. The decision to include a Liberal Arts Search Representative is made by the Department Chair and the Dean.
2. **Advertising**
   All position announcements will be posted (by the Provost's Office) on the Gustavus Human Resources website, LatinosInHigherEd.com, the Consortium for Faculty Diversity, the National Registry of Diverse and Strategic Faculty, HERC, and HigherEdJobs.com. A letter or email should be sent to key graduate programs. The decision to submit an announcement in discipline-specific journals is made by the Department Chair and the Dean.
3. **Course Load**
   If the position is full-time, the position announcements should indicate a 7-course teaching load. Normally, this will mean a January Interim Experience teaching assignment.
4. **Sending Files to the Provost's Office**
   The files of the top three candidates should be sent to the Dean before an invitation for a campus visit is extended. After reading the files, the Dean will consult with the Department Chair. Normally, only one candidate is brought in for a fixed-term appointment. A second candidate is brought in if the first candidate is not acceptable or does not accept our offer.
5. **Campus Visit**
   The visit must include an interview with the department search committee, a meeting with the Department Chair, an interview with the Dean, and a teaching demonstration.
6. **Making the Offer**
   In the case of per-course appointments, the Department Chair will make the offer of employment.

Affirmative Action – 5:11

As stated in the Gustavus Mission Statement, "The College aspires to be a community of persons from diverse backgrounds who respect and affirm the dignity of all people." To that end, we are pleased that Gustavus has a certified affirmative action plan.

The Office of Human Resources tracks diversity information for all searches on campus. At the conclusion of every search (tenure-track and non-tenure-track) the department must provide Human Resources with summary candidate information. More information is available on the Human Resources website (see the link below). Assistant Director of Human Resources, Barbara Lundgren (blundgre@gustavus.edu or x7505) can provide guidance regarding reporting candidate information from faculty searches.

Affirmative Action Documents: https://gustavus.edu/humanresources/benefits/

Appendix – 5:12

Suggested Reference Call Protocol

Please take notes. Begin with introductions of each participant (name, title, and department/office). Each person should state their name before asking their question.

Thanks so much for making time for this call. I'd like to first introduce the folks we have on the call today. [Introductions here.] As you know, I'm calling to follow-up on the reference you provided for __ who is a candidate for the tenure-track position in our department. The search committee has read the material __ sent us and we've conducted a telephone interview with her/him. She/he is now a finalist for the position.

I have a few questions I'd like to ask you about __ but first let me tell you a little bit about the position. [At this point, you might describe the area of focus for teaching and research, provide a brief description of tenure criteria (balanced among teaching, scholarship, and service), and one or two other items that you consider key to this hire such as supervising undergraduate research or the connection between this position and of areas of teaching/research in your department or an interdisciplinary program.]

We have 30 minutes together today, and we will ask all references the same questions, so we plan on staying with our scripted questions. Thanks for your understanding in this regard. Does that sound alright? Okay, let's begin.

1. What are the special talents or abilities you think __ will bring to this position?

2. In what ways does __ need to grow or improve in his/her professional life?

3. Gustavus has a strong commitment to diversity, equity, and inclusion. Can you give us examples of how __ will be able to contribute to diversity, equity, and inclusion initiatives?

4. Is there anything else you'd like to tell us about _?

<u>Sample Campus Interview Schedule (1 night visit w/ reception) (tenure-track)</u>
Campus Visit for Jan Hanover

Monday, October 9

11:30 a.m. Arrive at Minneapolis airport. Steve Smith, Associate Professor of Linguistics, will meet you. Lunch on the way to Saint Peter.

2:30 p.m. Arrive at campus Guest House.

3-4 p.m. Tour campus with Sandra Adams, linguistics major, who will meet you at the Guest House.

4-5 p.m. Free time.

5-6:30 p.m. Dinner with Linguistics Department colleagues Angela Jones, Assistant Professor, Allison Simons, Associate Professor, Alex Vining, Professor.

6:30 -8:30 p.m. Reception at the home of Associate Professor of Linguistics Elizabeth Lewis.

Tuesday, October 10

7:30-8 a.m. Breakfast with Professor Susan Anderson, Linguistics Department Chair. She will meet you at the Guest House.

8:15-9:15 a.m. Search Committee Interview (Department members: Angela Jones, Elizabeth Lewis, Allison Simons, Alex Vining, Steve Smith, Susan Anderson, and Andy Burk, Associate Professor of Chemistry and Liberal Arts Search Representative).

9:20-10 a.m. Visit the campus library to see linguistics holdings, computer classrooms, meet with department's library liaison Associate Professor Jon Bren.

10-10:20 a.m. Daily Sabbath at Christ Chapel (optional).

10:30-11 a.m. Interview with Provost Mark Braun, Carlson Building 222.

11-11:30 a.m. Meet with Bob Weisenfeld, Director of Government Grants and Sponsored Programs, Carlson Building 224.

11:30-12: 30 p.m. Lunch with students who are linguistics majors.

12:30-1:00 p.m. Meet with Diversity Center Director Pearl Leonard-Rock in the Diversity Center.

1:00-1:30 p.m. Prep for teaching demonstration.

1:30-2:30 p.m. Teach LIN 101 Basic Linguistics, Confer 101.

2:40-3:30 p.m. Interview with Dean Paula O'Loughlin, Carlson Building 220.

3:30-5:00 p.m. Tour of Saint Peter and Mankato with Angela Jones.

<u>Sample Campus Interview Schedule (2 night visit) (tenure-track)</u>
Campus Visit for Chris Morgan

Wednesday, November 12

5:20 p.m. Arrive at Minneapolis airport. Steve Smith, Associate Professor of Linguistics, will meet you. Dinner with Dr. Smith on the way to Saint Peter.

9 p.m. (approximately) arrive at the Gustavus campus Guest House.

Thursday, November 13

7:30-8 a.m. Breakfast with Professor Susan Anderson, Linguistics Department Chair. She will meet you at the Guest House.

8:15-9:15 a.m. Search Committee Interview (Department members: Angela Jones, Assistant Professor, Allison Simons, Associate Professor, Professor Alex Vining, Steve Smith, Susan Anderson, and Andy Burk, Associate Professor of Chemistry and Liberal Arts Search Representative).

9:20-10 a.m. Visit the campus library to see linguistics holdings, computer classrooms, meet with department's library liaison Associate Professor Jon Bren.

10-10:20 a.m. Daily Sabbath at Christ Chapel (optional).

10:30-11 a.m. Interview with Provost Mark Braun, Carlson Building 220.

11-11:30 a.m. Meet with Bob Weisenfeld, Director of Government Grants and Sponsored Programs, Carlson Building 224.

11:30-12: 30 p.m. Lunch with students who are linguistics majors.

12:30-1 p.m. Meet with Diversity Center Director Pearl Leonard-Rock in the Diversity Center.

1-1:30 p.m. Prep for teaching demonstration.

1:30-2:30 p.m. Teach LIN 101 Basic Linguistics, Confer 101.

2:45-3:30 Interview with Dean Brenda Kelly, Carlson Building 219.

3:30-4 p.m. Tour Campus with Jennifer Lindstrom, linguistics major.

4-4:30 p.m. Prep for research presentation.

4:30-5:30 Research presentation: Contemporary Issues in Linguistics.

5:30-7 p.m. Dinner with Alex Vining and Allison Simons.

Friday, November 14

8-8:45 a.m. Breakfast with Susan Anderson.

9 a.m.-10:30 a.m. Tour of Saint Peter and Mankato with Angela Jones.

10:30 Return to Minneapolis airport, lunch on the way 2 p.m. flight.

<u>Sample Campus Interview Schedule (small group meetings) (tenure-track)</u>
Campus Visit for Pat Jackson

Tuesday, February 21

1:30 p.m. Arrive at Minneapolis airport, Steve Smith, Associate Professor will pick you up.

3:30 p.m. Arrive on campus, check in at Guest House and tour campus with Dr. Smith.

4:30-5:30 p.m. Meet with Susan Anderson, Linguistics Department Chair in her office.

5:30-7 p.m. Dinner with Susan Anderson and Steve Smith.

Wednesday, February 22

7:30-8:20 a.m. Breakfast at the Marketplace with Linguistics Department members Stacy Green, Assistant Professor and Alex Vining, Professor. Dr. Green will pick you up at the Guest House.

8:30-9 a.m. Interview with Provost Mark Braun, Carlson Building 222.

9:10-10 a.m. Visit the library to see linguistics holdings, computer classrooms, and meet Associate Professor Jon Bren, Library liaison for Linguistics Department.

10-10:20 a.m. Daily Sabbath at Christ Chapel (optional).

10:30-11:00 a.m. Meet with Diversity Center Director Pearl Leonard-Rock in the Diversity Center.

11-11:30 a.m. Prep for teaching demonstration, department conference room.

11:30 a.m.-12:30 p.m. Teaching demonstration, Confer 101.

12:40-1:30 p.m. Lunch with Linguistics majors in the Marketplace.

1:40-2:10 p.m. Meet with Bob Weisenfeld, Director of Government Grants and Sponsored Programs, Carlson Building 224.

2:15-3 p.m. Interview with Dean Brenda Kelly, Carlson Building 219.

3:00-4:00 p.m. Meet with Linguistics Department faculty Deborah Simons, Associate Professor and Elizabeth Lewis, Professor.

4:00-5:30 p.m. Tour of Saint Peter and Mankato with Deborah Simons.

5:30 p.m. Return to Minneapolis airport for 8:30 p.m. flight, dinner with Susan Andrews on the way.

<u>Sample Campus Interview Schedule (fixed-term appointment) (fixed-term)</u>
Campus Visit for Jan Hanover

Monday, October 9

3:30 p.m. Arrive at Minneapolis airport. Steve Smith, Associate Professor of Linguistics, will meet you.

5:30 p.m. Arrive at campus Guest House.

6:00 p.m. Dinner with Linguistics Department colleagues Angela Jones, Assistant Professor and Alex Vining, Professor. Professor Jones will pick you up at the Guest House.

Tuesday, October 10

7:30-8:00 a.m. Breakfast with Professor Susan Anderson, Linguistics Department Chair. She will meet you at the Guest House.

8:15-9:15 a.m. Search Committee Interview with Angela Jones, Alex Vining, Steve Smith, Susan Anderson.

9:20-10:00 a.m. Visit the campus library to see linguistics holdings, computer classrooms, meet with department's library liaison Associate Professor Jon Bren.

10:00-10:20 a.m. Daily Sabbath at Christ Chapel is optional.

10:30-11:00 a.m. Interview with Dean Brenda Kelly, Carlson Building 219.

11:00-11:30 a.m. Prep for teaching demonstration.

11:30-12: 30 p.m. Teach LIN 101 Basic Linguistics, Confer 101.

12:30-1:30 p.m. Lunch with students who are linguistics majors.

3:30-5:00 p.m. Tour of Saint Peter and Mankato with Angela Jones and return to Minneapolis airport for 7:30 p.m. flight.

Suggested Search Committee Interview Questions

- Tell us a little bit about your current research project.
- What classes have you enjoyed teaching the most?
- How would you describe your teaching goals and strategies?
- What kinds of methods do you prefer to use in teaching intro level courses?
- What are some examples of the sorts of things that happen in a typical week in your beginning level courses?
- You've seen our catalog. What parts of the Department's curriculum would you be most interested in teaching?
- What are your other academic and intellectual interests? Do you have ways of connecting with other disciplines or one or more of our interdisciplinary programs?
- What ideas do you have about what you might want to teach during our January term?
- In your current teaching situation, what kinds of interactions have you had with students, other than in class and office hours?
- What interests you about teaching at a liberal arts college?
- After seeing our catalog and browsing on our web site, what kinds of questions do you have for us about teaching at Gustavus or living in Minnesota?
- Tell us about some of the toughest groups that you have had to get cooperation from. What did you do? What happened?
- What are some of the most difficult one-to-one meetings you've had? What resulted from the meeting(s)?
- What is an idea you have recently implemented which was considerably different from the standard procedure?
- Specifically, what do you do in your work that sets an example for others?
- What would your colleagues say about your style?
- How do you go about setting goals/objectives for yourself?
- What goals have you set recently? What were the results?
- How do you prioritize multiple tasks that need to be accomplished in a short amount of time?
- What is your personal command of technology?
- Tell us about particular opportunities and challenges that come with the increased use of technology.
- Tell us about decisions you have made that have benefit to the students you have taught.
- How have you resolved conflict in the work place?
- Please share your views on how you perceive the uniqueness of a liberal arts college?
- What do you consider your finest accomplishment?
- Describe ways in which you have helped students prepare to move as human beings and citizens across multiple cultural boundaries and communities.
- How do you maintain your energy level? Describe your most tiring duties or circumstances.
- What do you do to relax and unwind?
- Describe a situation where you wish you had interacted differently with someone at work. What happened?
- How do you motivate students to do excellent work?
- Describe a teaching situation you have been in recently that describes you at your best. Your worst?

Suggested Candidate Telephone Interview Questions

Please take notes. Begin with introductions of each participant (name, title, and department/office). Each person should state their name before asking their question.

Thanks so much for making time for this interview. I'd like to first introduce the folks we have on the call today. [Introductions here.] We have 30 minutes together today, and we will have half or dozen or so general questions for you pertaining to the key points in the job. For reasons of equity, we must ask all applicants the same questions, so we plan on staying with our scripted questions. Thanks for your understanding in this regard. Then we will be sure to allow 5 minutes at the end for any questions that you may have. Does that sound alright? Okay, let's begin.

1. Tell us about your background and experiences. Why are you applying for this position?
2. What interests you about teaching at a liberal arts college?
3. What classes have you enjoyed teaching the most and why?
4. Tell us a little bit about your current research project and where you see your research going in the next five years.
5. Please tell us anything else you'd like us to know about you that we haven't covered.
6. What questions do you have for us?

Sample Feedback Form

Candidate Name _____

Student Name _____

1. What did you learn about the candidate that made you interested in learning more about them and their work?
2. Did the candidates seem to have a sincere interest in working with undergraduate students?
3. What did you learn about the candidate that raised concerns for you?
4. Describe your overall impressions of the candidate and their potential for working in the __ Department at Gustavus Adolphus College.

Guidelines on Interview and Employment Application Questions

By Thomas H. Nail, SPHR and Dale Scharinger, PhD
January 1998
Reviewed May 1999 and May 2002

Edited by the Office of the Provost in August 2012

You have been given responsibility for conducting employment interviews in your company and would like to conduct all interviews in a lawful manner. Also, you have reviewed your company's application for employment and aren't sure whether there is a need to ask some of the questions on the employment application.

This white paper will assist you by providing a general framework around which an interview format may be structured. In turn, the information may be used to ensure that your company's employment application form asks for information from applicants in a lawful manner. Today, it is critical to conduct lawful employment interviews because jury trial awards can cost the employer several hundred thousand dollars. Your company may have to generate millions of dollars in gross revenue to pay for this amount of jury award!

The guiding principle behind any question to an applicant is, can the employer demonstrate a job-related necessity for asking the question? It is the intent behind the question that is important, as well as how the information is used that the EEOC would examine to determine if any discrimination has occurred.

Therefore, an applicant should only be asked questions that are job related. In asking applicant questions, the interviewer should ask himself/herself if this information is really needed in order to judge the applicant's qualifications, level of skills and overall competence for the job in question?

Generally, problem areas are discriminatory questions that are posed on the basis of the applicant's gender, race, age, national origin, religion, or other non-job-related basis. Prohibited interview questions, for example, would be asking women applicants different questions than male applicants, or asking different questions of married female applicants than single female applicants.

The Equal Employment Opportunity Commission issued its *Pre-Employment Inquiry Guidelines* in 1981 and its *Enforcement Guidance: Pre-Employment Disability-Related Questions and Medical Examinations* in 1995. These address the issue of interview questions which, if used in making a selection decision, have a discriminatory effect by screening out minority applicants, female candidates, and older applicants and individuals with a disability, etc., for the particular job in question.

1. Race – There are no job-related considerations that would justify asking an applicant a question based on race.

2. Religion - There are no job-related considerations that would justify asking about religious convictions, unless your organization is a religious institution, which may give preference to individuals of their own religion.

3. Gender – Generally, there are no appropriate questions based on the applicant's gender during the interview process. Specifically:

> (a) Women are no longer protected under state wage/hour laws re: number of hours worked, lifting restrictions, etc.
>
> (b) It is unlawful to deny a female applicant employment because she is pregnant, or planning to have a child at some future date.

(c) Questions on marital status, number of children, child care arrangements, etc. are not appropriate.

(d) Questions as to availability to work should be job-related: What hours can you work? What shift(s) can you work? Can you work on weekends and/or holidays?

4. Sexual Orientation - Under certain state and municipal laws, there are no permissible questions regarding an applicant's sexual orientation.

5. Height and/or weight restrictions – These questions may support gender or national origin discrimination claims unless their relationship to specific job requirements can be demonstrated.

6. Age – Under the EEOC's Age Discrimination Interpretive Rules issued in 1981, as amended, a request for date of birth on the employment application is permissible, with an appropriate disclaimer shown. In practice, this is not asked on applications. Any recruiting effort that is age-biased such as "recent graduate," or any question during the interview process that deters employment because of age is unlawful. The Age Discrimination Act of 1967 bars discrimination against persons age 40 or over.

7. Arrest & Conviction Records – Questions relating to an applicant's arrest record are improper, while questions of an applicant's conviction record may be asked, if job related. The Equal Employment Opportunity Commission and many states prohibit use of arrest records for employment decisions because they are inherently biased against applicants in protected classes. The EEOC has issued a Revised Policy Statement covering the use of conviction records by employers in making employment decisions:

(a) The employer must establish a business necessity for use of an applicant's conviction record in its employment decision. In establishing business necessity, the employer must consider three factors to justify use of a conviction record:

(1) Nature and gravity of the offense for which convicted;

(2) Amount of time that has elapsed since the applicant's conviction and/or completion of sentence; and

(3) The nature of the job in question as it relates to the nature of the offense committed.

(b) The EEOC's Revised Policy Statement eliminated the existing requirement that employers consider the applicant's prior employment history along with rehabilitation efforts, if any. The Revised Policy Statement requires that the employer consider job-relatedness of the conviction, plus the lapse of time between the conviction and current job selection process.

8. National Origin – You may not ask an applicant where he/she was born, or where his/her parents were born. You may ask if the applicant is eligible to work in the United States.

9. Financial Status – An interviewer should not ask if the applicant owns or rents a home or car, or if wages have been previously garnished, unless financial considerations for the job in question exist. Any employer who relies on consumer credit reports in its employment process must comply with the Fair Credit Reporting Act of 1970 and the Consumer Credit Reporting Reform Act of 1996.

10. Military Record – You may not ask what type of discharge the applicant received from military service. You may ask whether or not the applicant served in the military, period of service, rank at time of discharge, and type of training and work experience received while in the service.

11. Disability – You may not ask whether or not the applicant has a particular disability. You may only ask whether or not the applicant can perform the duties of the job in question with or without a reasonable accommodation.

Although federal EEO laws do not specifically prohibit any pre-employment questions, the EEOC does look with "extreme disfavor" on questions about age, color, disability, national origin, race, religion, gender or veteran status. Many state fair employment laws do expressly forbid certain types of questions. Following is a representative list of unacceptable and acceptable questions. It is NOT all-inclusive. At the end of the section, there is a bibliography of additional resources to which you may refer for additional information.

Topic	Unacceptable	Acceptable
Reliability, Attendance	-Number of children? -Who is going to baby-sit? -What religion are you? -Do you have pre-school age children at home? -Do you have a car?	-What hours and days can you work? -Are there specific times that you cannot work? -Do you have responsibilities other than work that will interfere with specific job requirements such as traveling?
Citizenship/ National Origin	-What is your national origin? -Where are your parents from? -What is your maiden name?	-Are you legally eligible for Employment in the United States? - Same as above -Have you ever worked under a different name?
For Reference Checking	-What is your father's surname? -What are the names of your relatives?	-None -None
Arrest and Conviction	-Have you ever been arrested?	-Have you ever been convicted of a crime? If so, when, where and what was the disposition of the case?
Disabilities	-Do you have any job disabilities?	-Can you perform the duties of the job you are applying for?
Emergency	-What is the name and address of the relative to be notified in case of an emergency?	-What is the name and address of the person to be notified in case of an emergency? (Request only after the Individual has been employed.)
Credit Record	-Do you own your own home? -Have your wages ever been garnished? -Have you ever declared bankruptcy?	-None -Credit references may be used if in compliance with the Fair Credit Reporting Act of 1970 and the Consumer Credit Reporting Reform Act Of 1996. -None
Military Record	-What type of discharge did you receive?	-What type of education, training, Work experience did you receive while in the military?
Language	-What is your native language? Inquiry into use of how applicant acquired ability to read, write or speak a foreign language.	-Inquiry into languages applicant speaks and writes fluently. (If the job requires additional languages)
Organizations	-List all clubs, societies and lodges to which you belong	-Inquiry into applicant's membership in organizations which the applicant considers relevant to his or her ability to perform job.
Race or Color	-Complexion or color of skin. Coloring.	-None
Worker's Compensation	-Have you ever filed for worker's compensation? -Have you had any prior work injuries?	-None -None
Religion or Creed	-Inquiry into applicant's religious denomination, religious affiliations, church, parish, pastor or religious holidays observed.	-None
Gender	-Do you wish to be addressed as Mr.?, Mrs.?, Miss?, or Ms.?	-None

Topic	Unacceptable	Acceptable
Addresses	-What was your previous address? -How long did you reside there? -How long have you lived at your current address? -Do you own your own home?	-None -None -None -None
Education	-When did you graduate from high school or College?	-Do you have a high school diploma or equivalent? -Do you have a university or college degree?
Personal	-What color are your eyes, hair? -What is your weight?	-Only permissible if there is a bona fide occupational qualification.
Marital Status	-Are you married? -What is your maiden name? -Are you single?, married?, divorced?	-None
Sexual Orientation	-We do offer domestic partner benefits. Would you like me to get you more information on that?	-None

Bibliography

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Commerce Clearing House, Human Resources Management series, Equal Employment Opportunity, Vol. 1.
EEOC Pre-Employment Inquiry Guidelines, 1981.
"Enforcement Guidance: Pre-Employment Disability-Related Questions and Medical Examinations", Office of Legal Counsel, ADA Division, EEOC.
SHRM 14th Annual Legal and Legislative Conference proceedings, March 1997.
Thomas H. Nail, President, Thomas Houston Associates, Consultants in Equal Employment Opportunity and Affirmative Action, (703) 471-9893.
Thanks to Thomas H. Nail, a member of the SHRM Diversity Committee, and Dale Scharinger, PhD of the SHRM Employment Committee for contributing this paper. It is intended as information, and is not a substitute for legal or other professional advice.

The Liberal Arts Search Representative (LASR)

Who is the Liberal Arts Search Representative?

The LASR is a tenured member of the Gustavus faculty from outside the department (and ideally the division) conducting the search who serves as a full voting member of the search committee.

Why do we call it the Liberal Arts Search Representative when we are all "representatives of the liberal arts?"

It is considered a "best practice" in academia to have an external faculty member serve on searches for new tenure track hires. The name was chosen to reflect the emphasis this person should have in their role as a search committee member; to act as a representative for the full faculty and campus community. This person is expected to prompt the other committee members to be mindful of the contributions the various candidates may or may not bring to the broader campus community, not simply the department.

What is the LASR's role on a search committee?

Liberal Arts Search Representatives perform three essential functions in the search process:

- They provide a constructive voice in the search committee deliberations. It can be very helpful to have an outsider's perspective unencumbered by disciplinary or departmental disagreements in such an important discussion. This open perspective will help to encourage open dialogue within the search committee deliberations.
- The LASR is charged with reminding the search committee that the finalists recommended to the dean should be good faculty colleagues for the college as a whole as well as the department. Having such a person on the search committee will also emphasize for candidates our commitment to the liberal arts.
- Finally, the LASR, as an experienced senior faculty member, helps ensure that college guidelines in hiring practices are followed.

How does the LASR participate in the search process?

The Liberal Arts Search Representative is a voting member of the search committee and like the rest of the committee and must participate in all committee deliberations and all aspects of the on-campus candidate visits.

When does the LASR join the search committee?

The LASR is part of the committee from the beginning and helps craft the position description and advertisement just like members of the searching department.

I'm a department chair and our tenure track search was approved. What do I do now?

Before you do anything else, you identify a list of 3 to 5 senior faculty members from outside your department and preferably outside your division who you think would be good to work with as a LASR. You then send the list of names to your dean who will assign the best LASR for your search based on your recommendations. You are then free to invite this person to serve as the LASR for your search.

Why does the chair come up with the names of possible candidates if the dean is picking the LASR?

The Provost's Office highly values your sense of who would work well with your department. The deans are more likely to know of hidden service responsibilities and other less public dynamics that LASR candidates face in their daily work here.

I have been invited to be a LASR. Why should I say yes?

You should feel honored to have been asked. Tenure track searches are some of the most important work we do outside of the classroom. The invitation to serve as a LASR means your colleagues across campus respect and trust you to help them pick a member of their department. Searches at many institutions are considered

the first decision regarding tenure as a member of the faculty. As a senior member of the Gustavus faculty as a whole, you should have an important voice in determining who will join the Gustavus faculty.

I am a LASR on a search and I noticed that we are not following appropriate search procedures. What should I do?
If possible, you should first talk to the search chair. If that is unsuccessful or inappropriate for some reason, you should talk to your dean.

I know a bunch of people who might be good at this, but I'm not sure who would be best. What qualities should I look for and which are less important in identifying our LASR?
LASR selections should not be made on the basis of that person's knowledge of a discipline. Nor do they have to be humanists or well-known for their interest in the traditional liberal arts. They should be knowledgeable about the college and what it is like to work here. It would be helpful if they have recently participated in a search. They should be able to be a constructive member of the search committee.

I like the LASR idea but I feel like we will waste a lot of time getting the LASR up to speed on our field. What if I cannot find anyone who understands our field?
It is the responsibility of the search committee to answer questions a Liberal Arts Search Representative may have about research and teaching in the discipline. Just as tenure and promotion processes require us to be able to communicate clearly without jargon about our field to well-educated, non-experts, the search process is also a time to share our discipline with our colleagues.

Section Six – Evaluation

Tenure-Track (Probationary) Personnel – 6:1

Guidelines for Departmental Review and Support of Probationary Personnel are available online in the *Faculty Handbook* (Section 2.1.2.1): https://gustavus.edu/facultybook/

Special Appointment and Part-Time Faculty – 6:2

Guidelines for Departmental Review and Support of Continuing Special Appointment and Part-time Faculty can be found online in the *Faculty Handbook* (Section 2.1.2.2): https://gustavus.edu/facultybook/

Continuing Instructor Review – 6:3

Guidelines for Departmental Review and Support of Continuing Instructor Faculty can be found online in the *Faculty Handbook* (Section 2.1.2.3.1): http://www.gustavus.edu/facultybook/

Conflict of Interest Policy for Committee Membership – 6:4

The Conflict of Interest Policy for Committee Participation is available online:
http://gustavus.edu/facultybook/allcollegepolicies/#Anchor-Conflic-52357

Faculty Review Planning Worksheets – 6:5

Please find the below planning worksheets intended to support the review of untenured faculty members. If you or a faculty member has any questions about the agreed-upon schedule for review, please contact Shanon Nowell (snowell@gustavus.edu) to confirm.

Tenure-Track Faculty
First Year (6-Year clock)

First Year (4-Year clock)
Second Year
Third Year
Fourth Year
Fifth Year

Continuing Instructor (5-year clock)
First Year
Second Year
Third Year
Fourth Year
Fifth Year

Senior Continuing Instructor
First through Fourth Year
Fifth Year

Non-Tenure-Track Faculty
Annual Evaluation

Template for Faculty Review Letters – 6:6

This template is a suggestion. Many department chairs are experienced and confident in the task of writing reviews. Other chairs have asked for more specific guidance with respect to the content of a review. Chairs should feel free to craft their review letters to their own particular styles and departmental needs.

Address: The review should be addressed to the Provost.

Paragraph 1: Identify the person being reviewed, the year of the review (first year review, second year review, etc.), and the participants.

Paragraph 2: Describe the evidence examined in the review (class visits, syllabi, student feedback, etc.), and the process by which it was discussed.

Paragraph 3: Describe and evaluate the reviewee's accomplishments as a teacher. Provide evidence of strengths and areas for improvement.

Paragraph 4: Describe and evaluate the reviewee's professional accomplishments (publications, presentations at scholarly meetings or conferences, exhibits or performances, involvement in professional and/or public organizations, boards and commissions related to one's academic fields or College assignments, etc.)

Paragraph 5: Describe and evaluate the reviewee's involvement in the activities of the department and the College. Provide evidence of such strengths and areas for improvement.

Paragraph 6: Special commendations or admonitions—if any.

Paragraph 7: Recommendations to reviewee for continued professional development.

Paragraph 8: Formal recommendation to the Provost for continuation/non-continuation of appointment, including any conditions or caveats.

Faculty Evaluation Deadlines – 6:7

Tenure-Track Faculty (6-year clock)
First Year: February 15 (informal letter of continuation)
Second Year: November 15 (regular review process)
Third Year: Schedule set by the Third Year Review Subcommittee, usually in spring semester
Fourth Year: April 1 (regular review process)
Fifth Year: April 1 (informal letter of continuation)
Tenure Review: Schedule set by Faculty Personnel Committee, in fall semester

Tenure-Track Faculty (4-year clock)
Annual: February 15 (follows process for 2nd year review)
Third Year: Schedule set by the Third Year Review Subcommittee, usually in spring semester
Fourth Year: April 1 (regular review process)
Tenure Review: Schedule set by Faculty Personnel Committee, in fall semester

Continuing Instructor (5-year clock)
First Year: February 15 (informal letter of continuation)
Second Year: November 15 (regular review process)
Third Year: April 1 (process coordinated by the CIRC)
Fourth Year: April 1 (regular review process)
Fifth Year: April 1 (process coordinated by the CIRC)

Senior Continuing Instructor (5-year cycle)
First Year: April 1 (informal letter of continuation)
Second Year:April 1 (informal letter of continuation)
Third Year: April 1 (informal letter of continuation)
Fourth Year: April 1 (informal letter of continuation)
Fifth Year: April 1 (process coordinated by the CIRC)

Non-Tenure-Track Faculty
Annual Evaluation: March 1

Tenure and Promotion Process Guidelines – 6:8

The Faculty Personnel Committee suggests that Department Chairs follow these guidelines for their role in the tenure and promotion processes.

In the two semesters prior to review, department chairs will work with review candidates to schedule the administration of Faculty Personnel Committee SETs in each of their classes. Administration of Fall SETs will generally occur during the first two weeks of November and Spring SETs will be given during the last two weeks of April.

The chair should consult with the reviewee regarding selection of colleagues to write solicited letters. After consultation with the Chair, the candidate will request solicited letters from TWO Gustavus colleagues outside the department, and TWO professional colleagues at other institutions.

Announce to students and appropriate alumni that the candidate is being considered for tenure/promotion. If a person chooses to write, ask that they address, to the best of their ability, the criteria for

tenure/promotion and address the letter to the Provost (letters should be emailed directly to the Assistant to the Provost, Shanon Nowell, at snowell@gustavus.edu).

Announce to department members that those who are tenured are expected to write a letter to be included in the reviewee's file. Non-tenured colleagues may write if they wish, but they should never feel obligated or coerced to do so. (If there are two candidates from the same department, normally they do not write for one another.) Chairs might also remind departmental colleagues that visiting a class, talking with the candidate, and reading a copy of the professional statement prepared by the candidate is useful in helping the faculty member write a letter that addresses the criteria for tenure/promotion. Ideally, the candidate should supply a copy of their file or at least a copy of the professional statement, CV, and publications to the department a few weeks before letters are due, so that this information is available to members of the department to reference as they write their letters.

Section Seven – Program Assessment

Program Assessment of Student Learning– 7:1

In order to promote the academic quality of the department's programs, Chairs should coordinate with the Department's Program Assessment Liaison (PAL) in the regular assessment of student learning and in organizing external reviews.

Ongoing Assessment Activities – 7:2

Each department should select a Program Assessment Liaison (PAL) to coordinate the assessment efforts. Due to the ongoing and continuous nature of assessment of student learning, it is recommended that the PAL is not also the chair.

Each department has developed an Assessment Plan. These plans describe each department's desired learning outcomes, assessment measures to be carried out, and methods of interpretation and reporting of data. Departments should annually review their assessment plan to determine which assessments will be carried out and by whom. If outcomes or assessment methods change, the department's Assessment Plan document should be revised to reflect those changes.

Although the PAL coordinates the department's assessment activities, Chairs are responsible for ensuring that all department members are familiar with the following:

- Stated learning outcomes should reflect the department's mission.
- Assessment measures should be directed at discerning whether students are achieving those desired outcomes.
- Measurement activities should be practical and achievable and should, wherever possible, take advantage of the work the department already does in the course of examining and refining its programs. They should not significantly add to the department's workload.
- The purpose of assessment is to use what is learned to guide decision-making about student learning in the department's program.
- The PAL will prepare the Annual Assessment Report and submit to the College Assessment Director, who determines the form and content of the report. Chairs are encouraged to provide input and feedback on the report.

Assessment is a shared responsibility, and should be an occasion for regular departmental conversations about student learning in the context of its mission. Funds are available from the Provost's Office for

assessment activities, including postage for surveys, departmental assessment retreats, etc. Other resources for assessment include:

- **College Assessment Director:** meets regularly with PALs as well as with the entire department to provide ongoing assistance and resources for successful implementation of assessment of student learning; contact Dan Moos (dmoos@gustavus.edu or x7481).
- **Alumni Office:** provides addresses of graduates for a survey (majors and/or minors); contact Jodi Bruns (jbruns2@gustavus.edu or x7516).
- **Career Center:** for information on internships; contact the Career Center at x7532.
- **Library:** maintains a spreadsheet of student research presentations searchable by department; contact Jeannie Peterson (jpeter13@gustavus.edu or x7556).
- **Institutional Research:** to discuss survey instruments and review instrument design; contact David Menk (dmenk@gustavus.edu or x6539).
- **Committee for the Assessment of Student Learning:** for discussing assessment issues, reviewing plans, etc.; contact the committee chair, as listed in the "Green Pages" of the *Faculty Book* online.

Section Eight – Departmental Review

Purpose of the External Review – 8:1

All Departments have a strategic plan which guides their program. External review is an opportunity for the department, Provost, and Deans to review together the status of the department's program and curriculum, assessing its strengths, problem areas, and plans for the future. This review helps departments see how they are doing in terms of their strategic plans. There are three key foci for a department review.

The starting point for the review should be the department's goals in its strategic plan. Many of the goals will be unique to the department, but every department will have expected student learning outcomes. The focus of the review will be considering how well the department is meeting all of these goals.

The departmental review will also evaluate what qualitative and quantitative indicators (e.g., alumni feedback, course enrollments) suggest about the health of the program. Many departments assess these indicators in their annual end of the year reports, so a summative evaluation should be relatively easy to accomplish.

Finally, departments should examine what assessment results for the two General Education options, First Term Seminar, January Interim Experience, the Writing Program, relevant interdisciplinary programs, and institutional learning outcomes suggest about their departmental contributions to these programs and outcomes.

Process – 8:2

Departments will have an external review every ten years. The only exceptions to this will be if a department makes a request to postpone the review for a year for personnel related reasons or if the department has an external accreditation process which dictates another timeline. Departments will be notified of the timing of their review no later than the spring before the year of the review. Normally, the chair of the department will be responsible for the evaluation process. The chair should meet with the appropriate dean to discuss the process (see section 8:4 for the review checklist).

The chair, working in collaboration with the department, should conduct a self-study (see section 8:3 for guidelines) and prepare for the outside evaluators' visit. At the beginning of the process departments may find

it helpful to schedule a departmental retreat to reconsider departmental goals and plans and to identify desired outcomes of the review process. Some departments engaged in ongoing external review as part of their field (e.g. external accreditation processes). In such cases, the department may choose to work with their Dean so that the scope of their review is valuable but not redundant.

Choose Evaluators

In most cases the evaluation team will consist of two external evaluators within the discipline of the department undergoing review. Departments will send a list of at least four evaluators, along with their vitae, to the Dean. In cases where there are multiple distinctive majors within the department and two may not be the most sensible number, the department chair should consult with their Dean to identify the appropriate size and background(s) of the evaluation team.

The department should contact their nominees to see if they are interested and available. The department will then provide the Dean with a ranking and rationale. The Dean will select the evaluators and send the evaluators a written invitation. Ideally, the team will consist of one male and one female, with one evaluator being an ethnic minority. Normally, one visitor will be from a comparable undergraduate institution and one will be from an institution that has a graduate program in the discipline. Evaluators should both have tenure in their field, bit it is desirable to select evaluators at different points in their career. We find that reviews are most effective when the reviewers have a strong understanding of higher education in this region; for this reason we encourage departments to first consider reviewers from institutions within 500 miles of Gustavus.

When contacting prospective evaluators, it is important to say that the Dean will make the final decision and that they are among several potential candidates. Please ask them to hold proposed dates open, but do not promise that they will be selected. Once the two evaluators have accepted the formal invitation from the Dean, the department chair should contact the remaining prospects to let them know that other evaluators have been selected.

Travel Arrangements and Expenses Related to the Campus Visit

Reviewers are guests of Gustavus when visiting campus. Their expenses are paid by the Office of the Provost. The College appreciates the time faculty devote to hosting candidates and extending hospitality. The Provost's Office also appreciates efforts made by departments to control costs, while ensuring that every reviewer is treated well and has a comfortable visit.

After the Provost's Office authorizes reviewers for a campus visit and extends an official invitation, the Chair should contact each reviewer and begin making travel arrangements and arranging for the on-campus visit.

Air Travel

All evaluators should book their own flights when possible. The Chair or Administrative Assistant should contact Shanon Nowell (snowell@gustavus.edu or x7541) for approval of the ticket cost before they are purchased. The tickets are paid for by the Office of the Provost. Copies of all receipts need to be submitted to us.

Evaluators should be picked up from the airport or take Land to Air Express (www.landtoairexpress.com or 507-625-3977) to Saint Peter rather than renting a car to drive to here.

Car Travel

Reviewers who drive to campus will be reimbursed for mileage at the standard IRS rate. Please remember that even a candidate who drives from the Twin Cities will be reimbursed for mileage. While this cost is less than an airline ticket, it's important to note that there is no such thing as a "free" reviewer.

Reviewers who wish to rent a car for personal purposes (e.g., to visit local family) must do so at their own expense.

Lodging
Campus visits will include two overnight stays. Contact the Center for Servant Leadership (guesthouse@gustavus.edu or x7001) to make Guest House reservations or, if necessary, make reservations at a local motel using a department member's Wells Fargo card for payment. The department is also responsible for obtaining the key to the Guest House in a timely manner (e.g., on Friday by noon if the evaluators arrive on a Saturday or Sunday). The Chair will obtain parking permits from the Campus Safety Office, if needed.

Meals
During the course of a campus visit, it is useful to use meals as an opportunity to introduce the evaluators to a wider range of people on campus and to show our hospitality. Ideally, evaluators will share all meals with a department member, students, or other faculty with related interests.

In order to have a comfortable, informal conversation with the candidate, only modestly sized groups should join evaluators for meals at the College's expense. Although we want to be hospitable, this is a time to model good stewardship to our colleagues from other institutions. Please adhere to the following meal guidelines (the number of listed guests below is the maximum; you may opt to invite fewer):

- Breakfast: evaluators + 2 guests (maximum $10 per person) *normally on-campus
- Lunch: evaluators + 4 students or 3 guests (maximum $15 per person) *normally on-campus
- Dinner: evaluators + 2 guests (maximum $35 per person)
- Receptions: Limited to one during the on-campus visit ($75 per reception)
- Alcoholic beverages are permitted and will be reimbursed, but are limited to one per individual

A department member's Wells Fargo card should be used for payment. An itemized receipt (not just the credit card receipt) needs to be obtained and the names of those in attendance at the meal should be written on the receipt before it is turned in to the Provost's Office.

In accordance with the College Travel Policy, tips should not exceed 15% of the cost of service, unless automatically charged.

On-campus meal tickets (for the Marketplace and Campus Buffet) are obtained from Jennifer Harbo (jharbo@gustavus.edu or x6223) in the Provost's Office.

Evaluator Reimbursement
When evaluators come to the Provost's Office they will be asked to sign a form that provides the information we need in order to reimburse them for expenses. They will be directed to mail receipts for reimbursement for parking, mileage, tolls, etc. to the Provost's Office upon completion of the trip. Reimbursement will normally be made within two weeks of receiving receipts.

Other Expenses
Should there be costs other than transportation, lodging (if off-campus), and meals, it is important to clear these in advance with the Provost's Office.

Schedule/Coordinate Visit

The Department Chair arranges a detailed schedule for the visit (see this sample schedule). Normally, the reviewers visit for a period of one and a half days. If the visit starts on a Sunday afternoon, for example, the schedule should include:

- Dinner (Evaluators and 2 faculty)
- Monday (morning): 30 minute meeting of Evaluators with the Dean
- Rest of schedule could include meetings with:
    - Department faculty
    - Faculty from related departments
    - Student majors
- Some free time on Monday evening for them to compare notes. Be sure to inquire of them before they arrive if there are specific things they want to see or do as part of their review.
- Tuesday (late morning /early afternoon): 1 hour exit interview (Provost, Dean, Department Chair, and Evaluators); this should be the final meeting of the visit.

The department is responsible for ensuring that the evaluators are accompanied to, and picked up from, each appointment.

The Chair of the department will consult with Linda Steinhaus, Administrative Assistant (lsteinha@gustavus.edu or x7675), to determine appointment times for the evaluators to meet with the Provost and Dean.

The Evaluator's Report

Generally, the report will be 10-15 pages in length. Though there is no standard template for review the external review reports, we suggest the report address the following questions:

- How well is the department meeting the goals outlined in its strategic plan?
- How well is the department doing in terms of national standards or recognized model programs?
- What are the significant strengths and weaknesses of the program as currently configured?
- How well is the department covering the field in its course programming for those planning to go to graduate school?
  What are recommendations for improvement in the next decade?
- Any advice on questions specific to the department (e.g. re-envisioning a retiring faculty member's position, adding or removing a curricular theme).

Payment

The Provost and Dean are responsible for all expenses incurred for this review. The department is responsible for keeping track of all expenses and for submitting a completed request for payment form, along with all receipts.

Following the evaluators' visit, they will prepare a written report for the Provost and the department. The Provost will acknowledge receipt of the written report with a letter of gratitude, and enclose a honorarium check in the amount of $750 per evaluator.

Follow up

Following receipt of the evaluators' written report, the department will submit a written report to the Provost outlining their plans to implement evaluators' suggestions, or indicate their reason for declining to implement suggestions. Then, all members of the Department will meet with the Provost and Dean to review and consult about follow-up.

Self-Study Guidelines – 8:3

Creating the Department Self-Study provides the department an opportunity to reflect on where it has been and where it is going. A department's self-study must include the following items:

Departmental Goals
Departments should include a copy of their department's goals from its most recent strategic plan including student learning outcomes.

Departmental Assessment Results
How a department presents these results can vary; for example, this part of the review might include copies of the department's annual assessment reports or alternatively the department's assessment plan for student learning outcomes, how they have evaluated student learning outcomes since the last external review and a summary of what was learned in this evaluation, and any changes which have resulted from the assessment process.

Departmental Data
This section should include discussions of available qualitative and quantitative data (alumni feedback, course enrollments, majors, minors, number attending graduate school, other parameters, etc.) and what it suggests about the program quality, health, and contributions to the liberal arts.

Department Curriculum
Discussion of the department's contributions to our two general education programs, First Term Seminar, January Interim Experience, the Writing Program, interdisciplinary programs, and institutional learning outcomes in light of these programs' assessment results. A department should examine what its and the programs' assessment results suggest about the Department's contributions to these programs and outcomes. Every department contributes differently to each of these extra-departmental programs. For some departments, their extra-departmental contributions may be limited to one area. Other departments may be substantively involved in every kind of extra-Departmental academic programming Gustavus offers. It is also likely that how well these extra-departmental assessments indicate where departments programming efforts are or are not working will vary. However, inasmuch these extra-departmental assessments provide an additional way to understand the department's contributions to the college as a whole, they are important. An example would be if a department's courses make up the majority of the college's general education course offerings in one area and assessments indicate the majority of graduates feel exceptionally prepared in this area, it would be relevant.

Department Mission Statement
This defines the work of the department and the relationship of the department to the institutional mission, vision, and philosophy. Departments should review the College mission statement, as it should serve as a starting point for departments and programs. Departments should consider the following questions in crafting their mission statements: What do we as a department do for majors, non-majors and the college as a whole? What are the special contributions the department makes to the college's overall goals?

Goals of the Review Process
Such goals might include, for example, advice on curricular and staffing changes.

Last Departmental Review Report
If possible, it is helpful to include the last departmental review and a copy of the department response letter.

Ideally, many of these required materials have already been collected and provided by the department to the Provost's office on an annual basis. However, evaluating the information together again as part of the review material preparation provides an opportunity for the department to reflect on it as a whole.

There is no expectation or obligation for any department to include more than the above required materials.

Additional Information

Depending on the nature of the department and its goals, however, a department may still choose to include additional materials in its self-study. The department may find it helpful to contact the evaluators to determine what additional information beyond the required materials would be valuable to them. There is no benefit in a review to write about activities only tangentially connected to the department's mission.

If departments choose to provide additional materials, they should be strategic in providing only that which is most relevant and important for their field and their department during the time of the current review. These materials may include the following or other pertinent information:

- **The Department's most recent strategic plan**
- **Course Syllabi**
  This could be one from each regularly taught course.
- **Brief (one-page) Vitae of All Faculty**
- **Advising**
  This could be a brief discussion detailing the departmental procedures for advising majors. It would include materials (Major Handbooks, Advising Documents, Major Declaration Forms) that the department uses for advising.
- **Department Curriculum**
  This material may come from the College Catalog, but could be expanded upon to include a more focused discussion on: major(s), participation in General Education, service courses (those courses that are included in other majors and/or programs), electives, etc.
- **Diversity Issues**
  This would be an assessment of the ethnic and cultural diversity of the department, both in terms of students, faculty, and curriculum, as appropriate. It should report how the department is addressing the College's goal to create a welcoming environment for diverse members of the community.
- **International Dimensions**
  This would be a brief assessment of how the department addresses the College's desire to provide an international perspective to students and the campus. It could include: descriptions of courses that have been revised to have a more international dimension; what the department is doing to encourage students to study abroad; lists of international guests the department has hosted, faculty attendance at conferences on internationalizing the curriculum and/or international travel, or percentage of majors who have studied abroad.
- **Postgraduate Preparation/Advising and Outcomes**
  This could include: a brief discussion of the process used to prepare students for graduate or professional schools; Departmental handbooks, manuals, etc., numbers of students who have been accepted to graduate or professional school since the last review or senior exit interview data.
- **Internship Programs**
  This could include: a brief description of the appropriateness of internships for your students and how they are incorporated into your curricula, the number of students who have recently participated in internships and their sites.
- **Student/Faculty Research, Scholarship and Creativity**
  This could include: a brief description of student faculty research, both in and out of the classroom or a list and brief description of recent student/faculty collaboration. Depending on the department, evidence of creative work such as performances, art showings, concerts, etc., would clearly be relevant as well.

- **Teacher Education**
  A brief description of your program's participation in teacher education if it is a major component of your program.

Again, none of the above bulleted points are expected or required in any way for the self-study. They are simply ancillary materials for reviewers.

The completed self-study should be sent to the Provost as one electronic PDF document with a table of contents five weeks before the visit. After approval of the draft by the Provost, a final draft of the PDF document should be sent to the evaluators two weeks before the visit.

External Review Check List – 8:4

- The Department Chair will schedule a Departmental retreat to discuss evaluators and issues for review, and distribute self-study work the year before the Department will undergo review.
- The Department Chair will meet with the Dean to discuss evaluators.
- The Department Chair will work with Linda Steinhaus (lsteinha@gustavus.edu or x7675) in the Provost's Office to schedule the dates of the visit and the evaluators' appointments with the Provost's Office as soon as the date is selected to ensure the Dean's availability.
- The Department will conduct a self-study and assemble a single PDF document with a table of contents that has the materials described in section 8.2.
- Send the Provost's Office a copy of the self-study five weeks before the visit.
- Upon approval from the Provost's Office, send the self-study to the evaluators (at least two weeks before the visit.)
- The Department Chair will arrange the itinerary for the visit.
- The Department Chair is responsible for making travel, lodging, and ground transportation arrangements for the evaluator.
- Once the reviewers' report has been received the department will review the report and provide a written response to the Provost's office.
- All members of the department will meet with the Provost and their Dean to discuss the review and consult about follow-up.

Intermediate Review and Reflection – 8:5

At the midway point between external reviews, each department/program will conduct an Intermediate Review and Reflection. This process will require less work than the full external review. Each department/program will explore the following questions and submit a written report to the Office of the Provost. While there are no rigid guidelines for this report, it should be 3-4 pages in length; and should addresses the questions below as specifically as possible.

Looking Backward

- What were the primary recommendations of your most recent external review?
- What steps has your department/program taken to address these recommendations? If you have not followed up on these recommendations you will want to provide some explanation as to why not.
- After implementing these recommendations, what does your assessment data suggest regarding these changes?
- What else does your assessment data of the last 5 years suggest as strengths and weaknesses of your department/program?
- What changes have you implemented to capitalize on these strengths and address these weaknesses?
- Overall, how are you using the assessment results in curricular and program development?

- If you have implemented any other innovations in pedagogy, curriculum, or advising in the last 5 years? Please identify them and explain why these changes were made.

Looking Forward

- How has your field changed in the past 10-15 years and what trends are currently emerging? (A good source for this would be a state of the field document from your professional association. Please provide sources.)
- What are your departmental/program goals for the next 5 years?
- Do you anticipate any changes in your department/program (faculty retirements, etc.) that will shape your opportunities before the external review?
- How will you accomplish these goals?
- How will you know whether you have met these objectives?

Data Collection

As part of this intermediate review, the Provost's Office will provide for you the following items:

- Enrollment data for courses
- Number of courses offered in either general education curriculum by department/program faculty
- For Liberal Arts Perspectives courses, the breakdown of course offerings across the various categories
- Number of FTS and January offerings provided by your department
- Your department/program assessment reports of the last 5 years

Sample Schedule – 8:6

Sunday, October 9

2:30 p.m. Arrive at Minneapolis airport; Tom Keenan, Associate Professor of Linguistics, will meet you
4:00 p.m. Arrive at the campus Guest House.
4:30-5:30 p.m. Tour Linguistic Department facilities in Storkson Hall followed by a brief campus tour with Elizabeth Lewis, Assistant Professor of Linguistics
5:30-6:30 p.m. Open time for evaluators
6:30-8:00 p.m. Dinner with Linguistics Department colleagues Gilbert Broden, Assistant Professor, and Ann Serrano, Associate Professor (Lone Star BBQ and Grill)

Monday, October 10

8:00-9:00 a.m. Breakfast with Professor Susan Smith, Linguistics Department Chair (She will meet you at the Guest House and walk to the Gustavus Market Place)
9:00-9:30 a.m. Meet with Dean Loren Sorenson (Carlson Admin Building, Room 221)
10:00-10:20 a.m. Chapel is optional
10:30-11:30 a.m. Meeting with faculty from related departments and interdisciplinary programs (Storkson Hall, Room 198)
Emmett Davis, Chair, Philosophy Department
Kasia Mazur, Chair, Computer Science Department
Helena Brink, Chair, Psychology Department
Emily Lin, Director, Asian Studies Program
Charles Hinton, Director, African and African American Studies Program
**Note: Unless otherwise indicated, meetings with faculty are scheduled for Storkson Hall, Room 198
11:30-Noon Jill Marshal, Associate Professor and College Assessment Director
Noon-12:30 p.m. Ann Serrano, Associate Professor (escort to Jackson Student Union)
12:30-1:30 p.m. Lunch/Open time for evaluators (Gustavus Market Place)

2:00-2:30 p.m. Marie Fordyce, Assistant Professor (escort from Jackson Student Union)
2:30-3:00 p.m. Elizabeth Lewis, Assistant Professor
3:00-3:30 p.m. Gilbert Broden, Assistant Professor
3:30-4:00 p.m. Conversation with student majors (Storkson Hall, Room 134)
4:00-5:00 p.m. Open time for evaluators (Guest House or Library)
5:30-7:00 p.m. Dinner with Linguistics Department colleagues Marie Fordyce, Assistant Professor, and David Kim, Associate Professor (Whiskey River Emporium)
7:00 p.m. Open time for evaluators (Guest house or Library)

Tuesday, October 11
8:00-9:00 a.m. Breakfast with Professor Susan Smith, Linguistics Department Chair; she will meet you at the Guest House (Gustavus Market Place)
9:00-10:00 a.m. Review/discussion time for evaluators (Guest House or the Library)
10:00-10:20 a.m. Chapel is optional
10:30 a.m.-12:00 p.m. Review/discussion time for evaluators (Guest House or the Library)
12:00-1:00 p.m. Lunch with students who are linguistics majors (Anna Brandt '15, Braydon Schmidt '16, Rayna Schultz '16, and Landon Fischer '17) (Gustavus Market Place)
1:00-2:00 p.m. Exit interview with Provost Lucy Thomen, Dean Loren Sorenson, and Chair Susan Smith. (Provost's Office Conference Room)
2:00 p.m. Leave for the airport; Tom Keenan will meet you at the Provost's Office for departure to the Minneapolis airport

Section Nine – Wage and Hour Guidelines

Hours of Work – 9:1

The normal workweek is Saturday to Friday, beginning and ending at midnight on Friday. Standard working hours are 8:00 a.m. to 4:45 p.m., Monday through Friday.

The employee's work schedule is established by the supervisor, based on the needs of the department, and may be different than the standard working hours. The College reserves the right to revise work schedules and hours to meet the needs of a department. Therefore, your supervisor will inform you of your work schedule.

Meal Breaks and Rest Periods – 9:2

Support staff work schedules normally provide for an unpaid meal break of 45 minutes and one paid fifteen-minute rest period for each four hours worked. Supervisors will schedule breaks to accommodate operating requirements. Employees will be relieved of all work responsibilities during unpaid meal breaks. Rest periods (except for adequate time for the purpose of utilizing the nearest convenient restroom) are an employment privilege. Thus, abuse of rest periods may result in loss of the privilege. Employees may elect not to use a paid rest period; however, a rest period may not be "saved" to shorten the work day, extend a meal break, or alter the work schedule. You may occasionally be asked to work during a rest period. Your cooperation is expected.

Webadvisor for Support Staff – 9:3

Accurately recording time worked is the responsibility of every non-exempt employee. Federal and state laws require the College to keep an accurate record of time worked in order to calculate employee pay and

benefits. Altering, falsifying, tampering with time records, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment.

Non-exempt employees should report to work no more than ten (10) minutes prior to their scheduled starting time nor stay more than ten (10) minutes after their scheduled stop time without expressed, prior authorization from their supervisor.

Since the College uses a biweekly pay period, time must be entered and submitted through WebAdvisor for supervisor approval by 10:00 am on Monday following the Friday that concludes the two-week pay period.

Supervisor must approve by 12:00 pm on Monday.

Overtime for Support Staff – 9:4

Occasionally, support staff may need to work additional hours to meet deadlines or assist with evening or weekend events. You should discuss the need for overtime hours with your supervisor before the time is accrued to make sure the overtime is authorized.

All hours worked, including overtime hours must be recorded. Hourly employees are paid at the rate of time-and-a-half for all hours worked over 40 per week. Overtime pay is based on actual hours worked. Paid time off, holiday, or any other paid leave of absence will not be considered hours worked for purposes of performing overtime calculations.

Time off in lieu of overtime pay may be allowed if the following conditions are met. Time off is provided at the rate of time-and-one-half for all hours worked over 40 in a week and the time off is taken during the same two-week pay period in which it was accrued.

Section Ten – General Information

Insurance – 10:0

Gustavus carries liability, property, and automobile insurance. In the event of an accident, it should be reported to Thomas Rooney (tomrooney@gustavus.edu or x7499), Vice President for Finance and Treasurer, within 24 hours of the event.

Parking and Traffic Information – 10:1

Parking and traffic information is available through the Office of Campus Safety and is available online at: www.gustavus.edu/safety/policies/traffic.php.

Student Entry into Locked Academic Areas – 10:2

If a faculty or staff member wishes to allow a student access to a room that is considered a limited access area or to a building after-hours, the student must be issued a gold-colored Permission for Admittance pass. The pass must include the following information completed by the faculty member (faculty members may only issue passes for rooms within their own areas of responsibility): student's name, building, room authorized for use (up to 4 rooms per card), times student is authorized to use the room, pass ending date (cannot be longer that current academic year or current break time), and printed name and signature of faculty or staff member. Campus Safety officers are instructed to ensure proper access to limited access rooms after hours. If a student does not have a pass they may be asked to leave (even if they have a key or fob or are with a student with a pass). Additionally, officers are instructed to collect incomplete passes, passes that appear to be

modified, or that do not allow the student access to the room in question. Confiscated passes will be turned over to the Director of Campus Safety.

Thank you very much for your cooperation in this matter. If you have any questions, please don't hesitate to contact Campus Safety.

Academic Calendar Structure – 10:3

Revised 10/25/2006

- Each semester has at least fourteen weeks, including at least 66 class days but not more than 70.
- Four days are reserved for final exams.
- Fall classes begin on the Tuesday following Labor Day.
- Nobel Conference is the first Tuesday and Wednesday of October.
- Fall Break is Monday and Tuesday of the eighth week.
- Thanksgiving Break includes the Wednesday before Thanksgiving.
- January Term is four weeks (at least 19 class days, all M-F) and begins no earlier than January 3.
- A one-week travel-touring period separates January Term and spring semester.
- A one-week Spring Break separates the halves of the spring semester.
- Whenever Easter doesn't occur during the Spring Break, Good Friday and the next Monday are an Easter recess.
- Whenever the end of the Spring Break falls within one week of Easter Recess, the two shall be combined.
- The MAYDAY! Conference is scheduled the Wednesday closest to May 1.
- Honors Day is the first Saturday in May.
- Commencement is the Sunday following final exams.

Reporting Grades – 10:4

Faculty policy requires that mid-term and final grades be reported for all students either via the web grading screens or on official grade report forms to the Registrar's Office within the published time lines of the academic calendar. The course instructor must sign all submitted grade reports. Direct fax service to the Registrar's Office is available by using 507-933-6258.

Mid-Term Grade Policy

Faculty will report mid-term grades for all students. The options for each class include either A-F grading or S/U (satisfactory/unsatisfactory).

Calendar of Tasks for Department Chairs – 10:5

Please note that this calendar is not intended to be comprehensive or duplicative of information available in the academic calendar (gustavus.edu/registrar/six_year_calendar). Course proposal deadlines are available on the Curriculum Committee website (gustavus.edu/committees/curriculum).

Ongoing

Monitor department budget expenditures
Class visits for probationary faculty
Assessment activities
Hire/mentor new faculty
Collect data for annual report
Schedule regular department meetings
Administrative Assistant supervision/direction

Student worker supervision/direction
Curriculum changes/updates
Management of student and personnel issues

June
New chair assumes duties
Departmental annual reports are due to the Provost's Office
Inform the Registrar's Office of new faculty courses
Evaluation of departmental administrative assistants
Receive authorization(s) for tenure-track searches
Close out departmental budget

August
Orientation for New Faculty
Opening Faculty Meeting and Retreat

September
Tenure Files Close
Third Year Review Committee Chair and Deans meet with TYR candidates and chairs to review the process
Prompt (and assist) new faculty members in crafting and submitting January Term course proposals for approval
Finalized Spring departmental schedules due in Registrar's Office
Collect course syllabi from department faculty
Course proposals due for new spring semester courses

October
Provost's Office sends out staffing request/planning information
Begin planning for pre-tenure and non-tenure-track faculty reviews
Staffing information due to Provost's Office
Admission event: Explore Gustavus

November
Second year evaluations of tenure-track faculty due (November 15)
Second year evaluations of non-tenure-track faculty due (November 15)
SETs are administered the first two weeks of November (tenure, third-year review, promotion)
Admission event: Dean's Day

December
Nominees for spring departmental or program academic assistants are due to the Provost's Office

January
Voluntary Early Retirement (VERP) requests due first day of January Term
Budget packets are distributed
Admission event: Discover Gustavus
Course proposals due for new fall semester courses

February
RSC grant applications due
Promotion files close
Presidential Faculty/Student Grant applications due
First year evaluations of tenure-track faculty due (February 20)

First year evaluations of non-tenure-track faculty due (February 20)
Third year review files close
Fall departmental schedules due in Registrar's Office
Departmental budget proposals are sent to chairs
Admission event: Gustie for a Day
Write letters supporting department sabbatical requests to the Faculty Development Committee (due in March)

March
Evaluations of non-tenure-track faculty due (March 1)
Notification due to Provost's Office for faculty intending to retire the following year (March 1)
Sabbatical leave applications due
Second year evaluations of tenure-track faculty due (November 15)
Tenure-track position requests due
Honors Day award information is due to the Provost's Office
January IEX and spring departmental schedules are due in the Registrar's Office
Departmental budget proposals are due to the Provost's Office
Admission event: Scholarship Day
Course proposals due for new FTS courses

April
Nomination letters for promotion candidates due in Provost's Office
Fifth year evaluations of tenure-track faculty due (April 1)
SETs are administered the last two weeks of April (tenure, third-year review, promotion)
Admission event: Experience Gustavus
Nominations for faculty awards (i.e., teaching, service, scholarship) due April 15
Course proposals due for new IEX courses

May
PC Chair and Provost meet with tenure candidates and chairs to review the process
Academic Catalog revisions due in Registrar's Office
Nominees for fall departmental or program academic assistants due in Provost's Office
Nominations for endowed and/or annually funded scholarships due to Financial Aid Office
Admission event: Preview Gustavus

Academic Seniority – 10:6

1971 Ronald Rietz
1974 Douglas Huff
1979 Stanley Shetka, James Welsh
1981 Mark Kruger
1983 Lawrence Wohl
1984 Denis Crnković
1985 Steven Mellema, Charles Niederriter, Brian O'Brien
1986 Paul Estenson, Gregory Kaster, Kate Wittenstein
1987 Barbara Fister, Michael Hvidsten
1988 Laurent Déchery, Lisa Heldke, Colleen Jacks, Daniel Mollner, Michele Rusinko
1989 Philip Bryant, Thomas Huber
1990 Florence Amamoto, Mark Braun (1990-2007, 2011-), Eric Josef Carlson, Phillip Voight
1991 Christopher Gilbert, Michael Jorgensen, Paschal Kyoore
1992 Donald Scheese, Patricia Snapp, Bruce Van Duser
1993 Paul Saulnier, Joyce Sutphen
1994 Toshiyuki Sakuragi
1995 Jennifer Ackil, Gregory Aune, Cindy Johnson
1996 Richard Leitch, Margaret O'Connor
1997 Leila Brammer, John Cha, Debra Pitton, Amy Seham
1998 Michael Ferragamo, Scott Moore, Donald Myers, Marie Walker, Suzanne Wilson
1999 Patric Giesler, Pamela Kittelson
2000 Rebecca Fremo, Michele Koomen, Jillian Locke, Thomas LoFaro, Michelle Twait, Barbara Zust
2001 Eric Dugdale, Patricia English, Loramy Gerstbauer, Deborah Goodwin, Jon Grinnell, Elizabeth Jenner
2002 Aaron Banks, Jeffrey Dahlseid, Casey Elledge, Anna Hulseberg (2002-2007, 2008-), Jeffrey Jeremiason, Brenda Kelly, Matthew Panciera, Janine Wotton
2003 Priscilla Briggs, Scott Bur, Mary Gaebler, Margaret Bloch Qazi, San Skulrattanakulchai
2004 Yumiko Oshima-Ryan, Bonnie Reimann, Alisa Rosenthal, Esther Wang
2005 Thia Cooper, Martin Lang, Karl Larson, Baker Lawley, Brandy Russell, Katherine Knutson
2006 Sidonia Alenuma-Nimoh, Joel Carlin, Maria Isabel Kalbermatten, Amanda Nienow, Jeffrey Owen
2007 Ana Adams, Seán Easton, Julie Gilbert, Yurie Hong, Jeffery Jenson, Sarah Ruble, Kristen Lowe, Micah Maatman, Henry MacCarthy, Mary McHugh, Heidi Meyer, Daniel Moos, Melissa Rolnick
2008 Kyle Chambers, Baili Chen, Sean Cobb, Katrina Imison, Stephen Miller, David Obermiller, Stephanie Otto, So Young Park, Lianying Shan, Dwight Stoll, Anna Versluis
2009 Julie Bartley, Blake Couey, Robert Kendrick, Justin Knoepfel, Glenn Kranking, Sun Hee Lee, Jessie Petricka, Maria Beatriz Torres, Amy Vizenor (2001-2003, 2009-)
2010 Kristian Braekkan, Angelique Dwyer, Lauren Hecht, Ruth Lu Lin, Kjerstin Moody, Valerie Walker
2011 Betsy Beyers, Pamela Conners, Brandon Dean, Kathleen Keller, Karrin Meffert-Nelson, Lynnea Myers, Sheng-Ping Yang
2012 Joshua Brown, Kathy Lund Dean, Paula O'Loughlin
2013 Marcia Bunge (1995-1997, 2013-), Kayla De Lorme, Marian Frazier, Yuta Kawarasaki, Ursula Lindqvist, Jessica Stadick, Carlos Mejía Suárez, Joaquín Villanueva, Louis Yu
2014 Lisa Dembouski, Annika Ericksen, Jeff La Frenierre, James Patrick Miller (2008-09, 2014-), Fuad Naeem, Marta Podemska-Mikluch, Patricia Reeder, Darío Sánchez-González, David Stamps
2015 Laura Boehm Vock, Laura Burrack, Maddalena Marinari, Brookhart Shields
2016 Hayley Russell, Shu-Ling Wang
2017 Lucie Holmgreen