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About This Handbook – 1:1
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.

David Fienen
Provost and Dean of the College

About this handbook 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.cfm

The President's 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 President's Cabinet through which the various administrative offices correlate their activities. The description of each person's specific responsibilities is given in the Academic Catalog, under "Administrative Organization."
### Office of the Provost – 1:4

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Provost and Dean of the College</td>
<td>David Fienen</td>
<td>7541</td>
<td><a href="mailto:dfienen@gustavus.edu">dfienen@gustavus.edu</a></td>
</tr>
<tr>
<td>Associate Provost and Dean of the Faculty</td>
<td>John Clementson</td>
<td>7541</td>
<td><a href="mailto:jclement@gustavus.edu">jclement@gustavus.edu</a></td>
</tr>
<tr>
<td>Associate Provost and Dean of Academic Programs</td>
<td>Barbara Kaiser</td>
<td>7541</td>
<td><a href="mailto:kaiser@gustavus.edu">kaiser@gustavus.edu</a></td>
</tr>
<tr>
<td>Assistant to the Provost</td>
<td>Shanon Nowell</td>
<td>7541</td>
<td><a href="mailto:snowell@gustavus.edu">snowell@gustavus.edu</a></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Judy Roberts</td>
<td>6223</td>
<td><a href="mailto:jroberts@gustavus.edu">jroberts@gustavus.edu</a></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Leslie Weber</td>
<td>7675</td>
<td><a href="mailto:lweber2@gustavus.edu">lweber2@gustavus.edu</a></td>
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The Deans to whom questions can be addressed are given below.

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<tr>
<th>Department or Program</th>
<th>John</th>
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Provost's Office Regular Meetings

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<td>Academic Advising</td>
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### 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.

### Academic Calendar – 1:6

The Gustavus Academic Calendar is available online at:
[www.gustavus.edu/registrar/six_year_calendar/six_year_calendar.cfm](http://www.gustavus.edu/registrar/six_year_calendar/six_year_calendar.cfm)
SECTION TWO – THE ROLE OF THE DEPARTMENT CHAIR

For more 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 Chair, please refer to section 1.1.3.2 of the Faculty Handbook (online at: www.gustavus.edu/facultybook/facultyhandbook/).
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
(The forms below are available online at the Curriculum Committee’s website: www.gustavus.edu/committees/curriculum/index.php#Forms)

1. Course Approval Form
2. Proposal for Area Designation
3. Proposal for Writing Designation
4. Proposal for First Term Seminar Approval
5. January Interim Experience Course Proposal Form

Lecture Series Funding Requests – 3.2
www.gustavus.edu/facultybook/generalinformation/part3.cfm

Academic Assistants – 3.3
www.gustavus.edu/facultybook/generalinformation/part4.cfm

Budget Information – 3.4

Department and Library Budgets
See the Faculty Book in General Information Part 5, Section 2: www.gustavus.edu/facultybook/generalinformation/part5.cfm

Undergraduate Research, Scholarship, and Creativity Grants
See the Faculty Book in General Information Part 2, Section 2: www.gustavus.edu/facultybook/generalinformation/part4.cfm
**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.
SECTION FOUR – MISCELLANEOUS POLICIES

College Travel Policies – 4:1
Faculty Replacements and Compensation – 4:2
Sabbatical Leave Policy & Application – 4:3
Part-time Faculty Commuting Stipend – 4:4
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Student Application for Graduation – 4:8
The Family Educational Rights and Privacy Act (FERPA) – 4:9
Office Assignment Policy – 4:10
Facilities Use Policy – 4:11

College Travel Policies – 4:1

College Travel Policy
For more information on the Gustavus Adolphus College Travel Policy, you can view the complete policy online at: www.gustavus.edu/finance/travel.php

Faculty Travel Fund
The faculty travel fund supports faculty attendance at professional conferences. For more information on the Gustavus Adolphus Faculty Travel Fund, you can view the complete policy online at: www.gustavus.edu/kendallcenter/travel

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 Dean of the Faculty 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
$3,500 non-full-time faculty
$3,500 full-time overload

Weekly Compensation Rate
$250.00 (4 hours per week)

Per Class Compensation Rate
$62.50/class hour

Sabbatical Leave Policy & Application – 4:3
Complete information about Sabbatical Leave Policy and Application can be found online.

Policy: www.gustavus.edu/facultybook/facultyhandbook
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 less than 4/7 for the year (or 3/7 if teaching a single semester), may be offered a stipend of up to $400 per semester 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.

Restricted Gift Acceptance & 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 Policy – 4:6**

1. Students will live in campus housing while doing summer research whenever possible. Housing assignments are made by residential life.
2. 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.
3. Students living on-campus will be compensated for housing by the Provost’s Office.
4. Students living off-campus will NOT be compensated for housing.
5. Students will not normally be provided board plan as part of their compensation.
6. All students must sign an agreement before work begins. See Dean Barbara Kaiser 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 Barbara Kaiser (kaiser@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 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
- Honorarium 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 Perform Events, Museums, etc.
- Specialized Equipment (that would not be kept by the department)
- Expendable Materials
- Specialized Off-campus Program Costs

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**

Gustavus Adolphus College accords its students all rights under The Family Educational Rights and Privacy Act (FERPA) of 1974, and will annually notify students and their parents of their rights pursuant to FERPA through notifications in the College Catalog, Gustavus Guide, and Information Please. The College will not disclose information from students’ education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons.
At Gustavus only those persons acting in the students’ educational interest are allowed access to student education records. These include personnel in the offices of the Dean of Students, Provost, Registrar, Admissions, Academic Advising, Student Financial Assistance, Career Services, and to faculty members within the limitations of their need to know.

At its discretion, the institution may provide directory information in accordance with the provisions of the Act to include: student name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational institution attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

Students may withhold directory information by filing the appropriate form with the Registrar within two weeks after the first day of classes for the fall semester. Request for nondisclosure will be honored by the institution for only one academic year; therefore, authorization to withhold directory information must be filed annually.

Students may inspect their education records, challenge any contents, have hearing if the outcome of the challenge is unsatisfactory, and submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panel are unsatisfactory.

Student education records at Gustavus are maintained in the offices of the Dean of Students, Registrar, Student Financial Assistance, and Career Services.

Students wishing to examine their education records must make written requests to the appropriate office listing the item or items of interest. Only records covered by the Act will be made available, within thirty days of the requests. Students may have copies made of their records, except for an academic record for which a financial “hold” exists, or a transcript of an original or source document. Copies will be made at the student’s expense at prevailing rates.

Education records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute, records of the security department, student health records, employment records, or alumni records. Health records, however, may be reviewed by physicians of the students’ choosing.

Students may not inspect the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment, job placement, or honors to which they have waived their rights of inspection; or education records containing information about more than one student, in which case the College will permit access only to that part of the record which pertains to the inquiring student.

The College is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975.

Students who believe that their education records contain information that is inaccurate or misleading may discuss the matter with the chief administrator of the office involved. If that person is in agreement with the students’ requests, the appropriate records will be amended. If not, the students
will be notified within a reasonable period of time that the records will not be amended and be informed of their rights to a formal hearing.

Requests for a formal hearing must be made in writing to the Dean of Students who, within a reasonable period, will inform students of the date, place, and the time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearing by one or more persons of their choice, including attorneys, at the students’ expense. The hearing panel will be comprised of the students’ faculty adviser, a representative of the Dean of Students, and the Provost/Vice President of Academic Affairs.

Decisions of the hearing panel will be based solely on the evidence presented at the hearing, will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the students. If the decisions are unsatisfactory to the students, the students may place with the education records statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with decisions of the hearing panels. The statements will be released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were not in keeping with the provisions of the Act may request, in writing, assistance from the President of the College. Further, students who believe that their rights have been abridged, may file complaints with The Family Educational Rights Privacy Act Office (FERPA), Department of Health, Education, and Welfare, Washington, D.C. 20201, concerning the alleged failures of Gustavus to comply with the Act.

Approved by the Gustavus Adolphus College Board of Trustees: June 28, 1993.

Office Assignment Policy – 4:10

Regular Contract 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 of the Faculty 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 of the Faculty 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.

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**Facilities Use Policy – 4:11**

**Summer**

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 for the summer months of the College calendar (e.g., summer school classes).

Second priority is assigned to College-sponsored events which enhance the quality of life of Gustavus as an academic community (Fine Arts events, faculty-or-staff generated academic offerings for students or teachers; generally not for profit).

Third in priority are those events for outside groups sponsored by the College which support the total mission of the College (e.g., for-profit faculty-generated 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 or debate camps, other denominational church 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 should reflect adequate compensation to cover all costs incurred by the group.

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.

**Academic Year**

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 for the College calendar (e.g., classes, rehearsals and performances, practice, athletic contests, exams).
Second priority is assigned to College-sponsored events which enhance the quality of life of Gustavus as an academic community (e.g., Nobel, Christmas in Christ Chapel, MAYDAY!, films, lectures).

Third in priority are those events for outside groups sponsored by the College which support the total mission of the College (e.g., Continuing Education meetings, Physician Friends, Junior Day, Lutheran Youth Day, retreats, synodical assemblies, professional meetings sponsored by faculty, administrators or students).

Fourth, and last, are events sponsored by outside groups desiring to use College facilities for their own purpose (e.g., 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. Thus rental costs should reflect reasonable compensation 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.
SECTION FIVE – HIRING

Initiation of a Tenure-Track Search – 5:1
Department chairs submit a Tenure-Track Faculty Position Request Form by March 15 for any tenure-track search to be conducted in the subsequent academic year. Positions are authorized by the Provost after consultation with the President and the Faculty Senate. After receiving authorization, the Department Chair will meet with the Dean of the Faculty who coordinates tenure-track searches in order to discuss the department’s plans for the search process.

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. In mid-size to large departments or in departments that receive a large numbers of applications (40+), the department may choose to form a Screening Committee that conducts some aspects of the search prior to consultation with the rest of the department.

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. All members of the search committee need to be present for all committee deliberations.

- 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 department members. Exceptions include faculty members on sabbatical that may choose not to participate. In the case of a replacement position for a retiring faculty member, the department needs to make clear at the outset of the search process the role that person will play in the search process. Any tenured member of the department may serve as the search committee chair.

- Diversity Representative
  The Diversity Representative is assigned by the Provost’s Office after consultation with the Department Chair. The Diversity Representative is a full member of the search committee who must be present at all search committee meetings.
• **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 appointment other than tenured or tenure-track), the Provost's Office needs to be notified in advance and a rationale provided.

**The Role of the Diversity Representative**

The diversity representative 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. Diversity representative assignments are not 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 diversity representative 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.

Diversity Representatives perform three essential functions. First, they assist departments in conducting a fair, open, and consistent search process. In this effort, they are asked to pay special attention to diversity issues by encouraging the consideration of candidates who are persons of color and/or those who will contribute to diversity initiatives on campus. The second function of the diversity representative 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. The third function of the diversity representative is to provide candidates with insight into the larger campus community. While all members of a search committee contribute to a candidate’s understanding of Gustavus, diversity representatives serve a unique and vital function.

**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 you are asked about the search process by a candidate, you should refer that person to the search committee chair who can update candidates about the process. All positions are posted on the Gustavus 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 department administrative assistant and any student worker who may be asked to open submissions or file candidate material.
The Search Process

The following is a list of the typical tasks of a search process:

- Writing the position announcement that appears on the Gustavus website and electronic job search websites.
- Writing the position announcement that appears in discipline-specific publications and websites.
- Reviewing files and participating in a discussion that results in the first set of candidates being eliminated from consideration.
- Reviewing files (and any subsequent material requested from candidates) and participating in the discussion that leads to the identification of candidates for telephone or conference interviews.
- Conducting telephone 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.
- Participating in the campus interviews.
- Conducting telephone conversations with references of the campus interview candidates.
- Participating in the final review of candidates and the recommendation that is sent to the Provost's Office.

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 department 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.

The letter from the Provost's Office authorizing a search will include an example of the template that is used for all faculty position announcements as they appear on the Gustavus website.

Diversity 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. Search committees must guard against writing a position description that will automatically “define out” candidates of color. Instead, the goal is to write a position description that attracts a diverse group of applicants. Examples of wording used in position descriptions to signal interest in diverse perspectives include the following:

- Conducts scholarship in areas related to diversity
- Experience with a variety of teaching methods and/or curricular perspectives
- Previous experience interacting with communities of color
• Experience in cultures other than their own
• Academic experiences and interests in culturally diverse groups
• Interest in developing and implementing curricula that address multicultural issues
• Demonstrated success in working with diverse populations of students

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 who 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, the ELCA website, LatinosInHigherEd.com, and the National Minority Faculty I.D. Program. The Human Resources Office submits all job announcements 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 who 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” program in the area of specialization and those with a strong record of graduating people of color. In addition, the announcement ought to be sent to minority serving discipline-based newsletters and any other website that is relevant.

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 $1500 to be divided among the two department members conducting formal conference interviews. Typically, no more than $500 will be available for conference attendance with informal recruiting opportunities.

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

**Using the National Minority Faculty ID Program**

Go to: [www.southwestern.edu/natfacid](http://www.southwestern.edu/natfacid)

When you go to the website, select the “Institutions” link. Then enter the following information into the fields on this screen:

Institution Login: gustavu
Password: dqy1b8

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. At this point, the website is imperfect but worth a look.

**Review of Applications – 5:4**

**Organizing Application Materials**

Many departments construct a simple database for application materials in order to track the receipt of all required materials. A printed version can serve as a guide for search committee members reviewing the files. Typically, the database includes the applicant’s name, degree status and location, courses taught, research area, and items deemed relevant to the particular position.

**Acknowledgment of Application Materials**

Letters acknowledging the applications should be sent as quickly as possible after the applications have been received. It is acceptable to send the acknowledgement by email. A sample of the acknowledgment letter is as follows:

```
Dear (name):

Thank you for your application for the position of (fill in) 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,
(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, from an
unacceptable candidate. Using the job announcement as the starting point, discuss key criteria and
establish priorities.

Relevant Questions for Discussion:

• Under what circumstances would an ABD candidate be preferable 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 weight should be given to the colleges/universities from which an applicant earned
  her/his degrees?
• What type of diversity experience is important?

Ranking Candidates
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
(unsatisfactory candidate) is likely to become a system that include 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.

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 can 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 Diversity Representative and as many committee
members as possible should be present. Telephone interviews are usually 20-30 minutes in length and
include an opportunity for the candidate to ask questions.
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 5:10.)

**Conducting Conference Interviews**

In addition to the information provided in Section 3 (Recruiting at a National Conference), the following should be taken into consideration when arranging conference interviews. Ideally, 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 to the Provost’s Office (please send one-sided copies of the files, not originals). The Provost and the Dean of the Faculty will review those files and the Dean of the Faculty 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 of time of approximately 48 hours from the time files are received by the Provost’s Office to the meeting with Dean of the Faculty.

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 of the Faculty. 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 diversity 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 person 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 5:10.

**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. For samples of interview schedules see Section 5:10.

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

**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 time line, etc. (30 minutes)
- A meeting with the full search committee (at least 1 hour), for sample interview questions see Section 5.10
- A meeting with the Provost (30 minutes)
- A meeting with the Dean of the Faculty who coordinates searches to discuss faculty development, tenure criteria and process, salary and benefits, start-up package (45 minutes)
- An opportunity to talk with department majors
- A meeting with the Assistant Vice President for Corporate and Foundation Relations (30 minutes). Please send a copy of each candidate’s CV and cover letter to this person prior to the campus interview.

*A few departments organize the campus interview around individual meetings with department colleagues. There are several problems with this strategy and it is highly discouraged. First, it exhausts candidates to be interviewed over and over again. Second, in medium to large departments this practice uses so much time that other important visit features such as the tour of the area are eliminated. Third, a series of individual interviews undermines the decision-making process because committee members do not have a shared experience of listening to a candidate’s responses and questions. Fourth, individual meetings risk search committee members making inaccurate assertions that are not able to be addressed. Search committee members have multiple opportunities to talk with candidates if they make sure to participate in other activities such as meals, airport trips, and tours.

The Interview Schedule must include the following elements:

- A classroom teaching demonstration
- A campus tour
- A voluntary opportunity to attend 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
- At least one-half hour of free time prior to the teaching demonstration
Additional Ideas for the Campus Visit

- A meeting with the Director of the Diversity Center which may include the search committee’s Diversity Representative (30 minutes). Please send a copy of each candidate’s CV and cover letter 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 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.

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. While that can be done if necessary, it can also work against a candidate who is trying to engage students who are unfamiliar with each other.

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.

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.

Soliciting Student Feedback

Search committees find student feedback to be useful during the deliberation process. Ideally, students will receive a feedback form to fill out and return for each candidate. In addition, search committee chairs often contact any student 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. For an example of a student feedback form see Section 5:10.

**Travel Arrangements & Expenses Related to the Campus Visit**

Travel arrangements are made by the Search Committee Chair or the Departmental Administrative Assistant. Once candidate files have been sent to the Provost's Office for review, the Chair should work with the search committee and the Provost's Office to identify dates when all participants are available for the campus interviews.

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

- **Air Travel**
  Work through Hometown Travel (507-931-6174) or Travel Center (507-625-3153) to purchase airline tickets. Provide them with Shanon Nowell's name so they know which Gustavus account to bill. Candidates should be picked up from the airport or take the shuttle to Saint Peter rather than renting a car to drive to here.

- **Car Travel**
  Candidates who drive to campus will be reimbursed for mileage at the standard 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.

- **Lodging**
  Campus visits should include an overnight stay. Contact Marilyn Beyer (mbeyer@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.

- **Meals**
  During the course of a campus visit, it is useful to use meals as an opportunity 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, meals should include no more than three people in addition to the candidate. A department member’s Wells Fargo card should be used for payment. A detailed 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.

- **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 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**
  Meal tickets for the Marketplace and Campus Buffet are obtained from Judy Roberts (jroberts@gustavus.edu or x6223) in the Provost's Office. Should there be costs other than transportation, lodging (if off-campus) and meals, it is important to clear these in advance with the Dean of the Faculty.

**Internal Candidates – 5:6**
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 of paramount importance 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 what you perceive as the gap between that person's background and the requirements of the position.

- The internal candidate must make a formal submission of materials as requested in the job announcement. The department should not 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 are extremely 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 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 timeframe 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 with that information. The internal candidate should also receive formal notification.

**After the Campus Visit – 5:7**

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 of the Faculty. 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 of the Faculty will notify the Department Chair/Search Committee Chair and, unless the offer has already been rejected (which is rare), then the Department Chair/Search Committee Chair is free to contact the candidate to answer questions, provide information, and convey the department's enthusiasm for 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.

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 October 1 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 of the Faculty.

**Notifying Candidates No Longer Under Consideration**

There are three points at which such notification takes place.

1. **After an 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. Below is a sample letter:

   Dear (Name)

   Thank you for your interest in the position of (fill in) here at Gustavus Adolphus College.

   After careful consideration of all candidates, interviews have been scheduled for only those whose education and experience most closely relate to the requirements of the position. We regret that the Committee has not included your name in the list of final candidates.

   Your interest in Gustavus Adolphus College is appreciated. We wish you much success in your future endeavors.

   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. Below is a sample letter:

   Dear (Name)

   It was a pleasure to speak with you recently to discuss the position of ____ here at Gustavus.

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

   The opportunity to meet with you has been appreciated.

   Sincerely,
   
   (name)
   
   Search Committee Chair
3. **After the campus interview.** The Search Committee Chair should contact the candidate who was invited to campus but not offered the position, by telephone to express thanks for her/his 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 – 5:8**

Federal regulations require that all applications be retained for one year. If storage space permits, the College may retain them for a longer period. 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 sent with all materials to the Provost’s Office at the conclusion of the search.

**Special (Fixed-Term) Appointments – 5:9**

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 Diversity Representative is made by the Department Chair and the Dean of the Faculty.

2. **Advertising**
   All position announcements will be posted on the Gustavus website and the two on-line services to which the College subscribes. 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 of the Faculty.

3. **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 of the Faculty before an invitation for a campus visit is extended. After reading the files, the Dean of the Faculty 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 a meeting with the department search committee, a meeting with the department chair, a meeting with the Dean of the Faculty, and a teaching demonstration.

Samples – 5:10

- Reference Call Protocol
- Campus Interview Schedule (1 night visit w/ reception)
- Campus Interview Schedule (2 night visit)
- Campus Interview Schedule (small group meetings)
- Campus Interview Schedule (fixed-term appointment)
- Search Committee Interview Questions
- Candidate Telephone Interview Questions
- Interviewing Questions
- Student Feedback Form

Suggested Reference Call Protocol

Introduction:

(After you introduce yourself) “I’m calling to follow-up on the reference you provided for X who is a candidate for the tenure-track position in our department. The search committee has read the material X sent us and we’ve conducted a telephone interview with him. He’s now a finalist for the position.”

“I have a few questions I’d like to ask you about X 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.)

Questions:

- “What are the special talents or abilities you think X will bring to this position?”
  (Follow-up to make sure that this reference provides more detail regarding teaching, research or both depending on the person’s relationship to the candidate. Probes might include asking the reference to describe the candidate’s work on a specific project or in a particular course if the reference has observed the candidate in a teaching situation.)

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If your notes from the telephone interview suggest a significant difference between the candidate’s self-perception and the description provided by the reference, you should follow up and ask about the discrepancy (e.g., “In our phone conversation, X described himself as somewhat of a generalist, your description seems to indicate that his focus is more narrow. Could you talk about that a bit more?”)

“In what ways does X need to grow or improve in his professional life?”

At this point, you might ask questions specific to your candidate based on your telephone interviews—anything that would satisfy any lingering doubts or concerns you have and anything that you thought seemed particularly special and positive. (e.g., “We’re very interested in the type of research that X has been engaged in but he does not yet have much independent teaching experience. Could you say a bit about why a position with a significant teaching load would best suit him?” or “We were very intrigued by the outreach program X participated in as a graduate student. How do you think that prepared him for our position?”)

“Gustavus has a strong commitment to diversity. How do you think X will be able to contribute to diversity initiatives?”

“Is there anything else you’d like to tell me about X?”
Sample Campus Interview Schedule (1 night visit w/ reception) (tenure-track)
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 St. Peter.
2:30 p.m. Arrive at campus guest house
3:00-4:00 p.m. Tour campus with Sandra Adams, linguistics major, she will meet you at the guest house
4:00-5:00 p.m. Free time
5:00-6:30 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
7:30-8:00 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 (Department members: Angela Jones, Elizabeth Lewis, Allison Simons, Alex Vining, Steve Smith, Susan Anderson, and Andy Burk, Associate Professor of Chemistry and Diversity Representative)
9:20-10:00 Visit the campus library to see linguistics holdings, computer classrooms, meet with department’s library liaison Associate Professor Jon Bren.
10:00-10:20 am. Chapel is optional
10:30-11:00 a.m. Meet with Provost David Fienen
11:00-11:30 a.m. Meet with Bob Weisenfeld, Vice President for Corporate and Foundation Relations
11:30-12: 30 p.m. Lunch with students who are linguistics majors
12:30-1:00 p.m. Meet with Diversity Rep. Andy Burk & Diversity Center Director Virgil Jones 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
2:40-3:30 p.m. Meet with Dean of the Faculty John Clementson
3:30-5:00 p.m. Tour of St. Peter and Mankato with Angela Jones
Sample Campus Interview Schedule (2 night visit) (tenure-track)

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 St. Peter.

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

Thursday, November 13

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 (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 Diversity Representative)

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. Chapel is optional

10:30-11:00 a.m. Meet with Provost David Fienen

11:00-11:30 a.m. Meet with Bob Weisenfeld, Vice President for Corporate and Foundation Relations

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

12:30-1:00 p.m. Meet with Diversity Rep. Andy Burk & Diversity Center Director Virgil Jones 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

2:45-3:30 Meet with Dean of the Faculty John Clementson

3:30-4:00 p.m. Tour Campus with Jennifer Lindstrom, linguistics major

4:00-4:30 p.m. Prep for research presentation

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

5:30-7:00 p.m. Dinner with Alex Vining and Allison Simons

Friday, November 14

8:00-8:45 a.m. Breakfast with Susan Anderson

9:00 a.m.-10:30 a.m. Tour of St. Peter and Mankato with Angela Jones

10:30 Return to Minneapolis airport, lunch on the way 2:00 p.m. flight
Sample Campus Interview Schedule (small group meetings) (tenure-track)
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
5:30-7:00 p.m. Dinner with Susan Anderson and Steve Smith

Wednesday, February 22
7:30-8:20 a.m. Breakfast with Linguistics Department members Stacy Green, Assistant Professor and Alex Vining, Professor at the Marketplace. Dr. Green will pick you up at the Guest House
8:30-9:00 a.m. Meet with Provost David Fienen, Carlson Building
9:10-10:00 a.m. Visit the library to see linguistics holdings, computer classrooms, and meet Associate Professor Jon Bren, Library liaison for Linguistics Department
10:00-10:20 a.m. Chapel (optional)
10:30-11:00 a.m. Meet with Virgil Jones, Director of the Diversity Center & Andy Burk, Associate Professor of English and Search Committee Diversity Representative in the Diversity Center
11:00-11:30 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, Corporate and Foundation Relations, Carlson Building
2:15-3:00 p.m. Meet with Dean of the Faculty John Clementson, Carlson Building
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 St. 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
Sample Campus Interview Schedule (fixed-term appointment) (fixed-term)
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 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. Chapel is optional
10:30-11:00 Meet with Dean of the Faculty John Clementson
11:00-11:30 a.m. Prep for teaching demonstration
11:30-12: 30 p.m. Teach LIN 101 Basic Linguistics
12:30-1:30 p.m. Lunch with students who are linguistics majors
3:30-5:00 Tour of St. Peter and Mankato with Angela Jones and return to Minneapolis airport for 7:30 p.m. flight.
Suggested Search Committee Interview Questions

1. Tell us a little bit about your current research project.
2. What classes have you enjoyed teaching the most?
3. How would you describe your teaching goals and strategies?
4. What kinds of methods do you prefer to use in teaching beginning language?
5. What are some examples of the sorts of things that happen in a typical week in your beginning language classes?
6. You’ve seen our catalogue. What parts of the Classics curriculum would you be most interested in teaching?
7. What are your other academic and intellectual interests? Do you have ways of connecting with other disciplines?
8. What ideas do you have about what you might want to teach during our January term?
9. In your current teaching situation, what kinds of interactions have you had with students, other than in class and office hours?
10. What interests you about teaching at a liberal arts college?
11. After seeing our catalogue and browsing on our web site, what kinds of questions do you have for us about teaching at Gustavus or living in Minnesota?
Suggested Candidate Telephone Interview Questions

Candidate Name:

(We will start with introductions, and an overview of the position and the process.)

1. Tell us about your background and experiences? Why are you applying for this position? (Assigned to committee members.)

2. Why Gustavus? What is it that interests you about Gustavus? (Assigned to committee members.)

3. What is your philosophy of teaching and learning? Describe a typical lesson you would teach at the college level? What would you like your college students to take away from your course? (Assigned to committee members.)

4. How do you help students understand the complexities of your discipline? (Assigned to committee members.)

5. Tell us about how you have developed collegial relationships and collaboration. (Assigned to committee members.)

6. What else would you like us to know about you? (Assigned to committee members.)

7. What questions would you have of us? (Assigned to committee members.)
**Suggested Interviewing Questions**

**General Rules of Thumb**

1. STAR (Situation, Task, Action, Results)
2. Focus questions on what the applicant has done, not what the applicant would do. Obtain clear, specific and relevant information about the applicant’s experiences.

**Possible Questions to Ask**

1. Tell us about some of the toughest groups that you have had to get cooperation from. What did you do? What happened?
2. What are some of the most difficult one-to-one meetings you’ve had? What resulted from the meeting(s)?
3. What is an idea you have recently implemented which was considerably different from the standard procedure?
4. Specifically, what do you do in your work that sets an example for others?
5. What would your colleagues say about your style?
6. How do you go about setting goals/objectives for yourself?
7. What goals have you set recently? What were the results?
8. How do you prioritize multiple tasks that need to be accomplished in a short amount of time?
9. What is your personal command of technology?
10. Tell us about particular opportunities and challenges that come with the increased use of technology.
11. Tell us about decisions you have made that have benefit to the students you have taught.
12. How have you resolved conflict in the work place?
13. Can you please share your views on how you perceive the uniqueness of a liberal arts college?
14. What do you consider your finest accomplishment?
15. Describe ways in which you have helped students prepare to move as human beings and citizens across multiple cultural boundaries and communities.
16. How do you maintain your energy level? Describe your most tiring duties or circumstances.
17. What do you do to relax and unwind?
18. Describe a situation where you wish you had interacted differently with someone at work. What happened?
19. How do you motivate students to do excellent work?
20. Describe a teaching situation you have been in recently that describes you at your best? Your worst?
21. What is your research agenda?
Sample Student Feedback Form

Candidate ________________________________

Student Name ________________________________

1. What did you learn about the candidate that made you interested in learning more about them and their work?

2. What did you learn about the candidate that raised concerns for you?

3. Describe your overall impressions of the candidate and their potential for working in the Education Department at Gustavus Adolphus College.
SECTION SIX – EVALUATION

Tenure-Track (Probationary) Personnel – 6:1

The Guidelines for Departmental Review and Support of Tenure-track (Probationary) Personnel are available online: www.gustavus.edu/facultybook/facultyhandbook

Special Appointment & Part Time Faculty – 6:2

The Guidelines for Departmental Review and Support of Continuing Special Appointment and Part-time Faculty can be found online: www.gustavus.edu/facultybook/facultyhandbook

Conflict of Interest Policy for Committee Membership – 6:3

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

Promotion Process Guidelines – 6:4

The Personnel Committee suggests that Department Chairs follow these guidelines for their role in the promotion process.

Consult with the promotion candidate regarding selection of colleagues who will 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 promotion. If a person chooses to write, ask that they address, to the best of their ability, the criteria for promotion and send the letter to the Provost.

Announce to department members that those who have tenure are expected to write a letter to be included in the promotion candidate's file. Non-tenured colleagues may write if they wish. (If there are two candidates from the same department, normally they do not write for one another.) Chairs might also remind departmental faculty that visiting a class, talking with the promotion candidate, and reading a copy of the personal statement prepared by the candidate is useful in helping the faculty member write a letter that addresses the criteria for promotion. Ideally, the candidate should supply a copy of the file or at least a copy of the personal statement, vitae, and publications to the department a couple of weeks before the file closure date, so that this information is available to members of the department.
SECTION SEVEN – PROGRAM ASSESSMENT

Program Assessment – 7:1
In order to promote the academic quality of the department’s programs, Chairs should coordinate regular assessment of student learning and organize external reviews.

Ongoing Assessment Activities – 7:2
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.

In managing the department’s assessment activities, Chairs are encouraged to bear in mind 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 the department’s program.
- The format of the department’s report is up to the department, but should in some way address the following questions:
  - What did we do as a department to assess student learning this year?
  - What did we learn?
  - What changes, if any, have we made as a result?

Assessment is a shared responsibility, and should be an occasion for departmental conversations about how the department is accomplishing its teaching 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:

Alumni Office: provides addresses of graduates for a survey (majors and/or minors); contact Ron Timmerman (ront@gustavus.edu or x7516)

Career Center: for information on internships; contact the Career Center at x7532)

Library: maintains a database 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

Program Assessment and Development Committee: 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 Department Review – 8:1
A Departmental Review is an opportunity for the department, Provost and the Associate Provosts together to review the status of the department’s program and curriculum, assessing its strengths and weaknesses, any problem areas, and its plans for the future. In particular, the review should focus on the department’s mission, its participation in general education, preparation of students for graduate school, uses of information technology and library holdings, departmental diversity issues, and experiential/international education dimensions. This can be accomplished most easily by linking the review to the results of the departmental assessment process.

Process – 8:2
Departments are scheduled every 8-10 years. 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.

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. The Chair should meet with the Associate Provost and Dean of Academic Programs to discuss the process. The Chair, working in collaboration with the department, should conduct a self-study and prepare for the outside evaluators’ visit.

Choose Evaluators
The evaluation team will consist of two external evaluators within the discipline of the department to be reviewed. Departments will send a list of at least four evaluators, along with their vitae, to the Associate Provost. The department should have contacted their nominees to see if they are interested and available. The department should provide a ranking and rationale. The Associate Provost will select two evaluators, and send the evaluators a written invitation. 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. Ideally, the team will consist of one male and one female, with one evaluator being an ethnic minority.

When contacting prospective evaluators, it is important to say that the Associate Provost 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.
Travel Arrangements

The Department Chair is responsible for:

- **Air Travel**
  Work through Hometown Travel (507-931-6174) or Travel Center (507-625-3153) to purchase airline tickets. Provide them with Shanon Nowell’s name so they know which Gustavus account to bill. Evaluators should be picked up from the airport or take the Land to Air Express (www.landtoairexpress.com or 507-625-3977) shuttle to Saint Peter rather than renting a car to drive to here.

- **Car Travel**
  Evaluators who drive to campus will be reimbursed for mileage at the current standard rate. Please remember that even an evaluator who drives from the Twin Cities will be reimbursed for mileage.

- **Lodging**
  Campus visits will include two overnight stays. Contact Marilyn Beyer in Church Relations (mbeyer@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, or students, or other faculty with related interests. In order to have a comfortable, informal conversation with the evaluators, meals should include no more than three people in addition to the evaluators. A department member’s Wells Fargo card should be used for payment. A detailed 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.

- **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**
  Meal tickets for the Marketplace and Campus Buffet are obtained from Judy Roberts (jroberts@gustavus.edu or x6223) in the Provost’s Office. Should there be costs other than transportation, lodging (if off-campus), and meals, it is important to clear these in advance with Barbara Knight Kaiser, Associate Provost and Dean of Academic Programs.
Scheduled/Coordinate Visit

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

- Reception on Sunday late afternoon (Evaluators, Department faculty, Provost, Associate Provosts)
- Dinner (Evaluators and 2-3 faculty)
- Monday (morning): 30 minute meeting of Evaluators with the Dean of Academic Programs.
- Rest of schedule could include meetings with:
  - Department faculty
  - Faculty from related departments
  - Student majors
- . . . and 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, Associate Provosts, Department Chair, and Evaluators).

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 Leslie Weber, Administrative Assistant (lweber2@gustavus.edu or x7675), to determine appointment times for the evaluators to meet with the Provost and the Associate Provosts.

Payment

The Provost and Associate Provost 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 $500 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 Associate Provosts 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. The department may find it helpful to contact the evaluators to
determine what information would or would not be valuable to them. Tying assessment reports to the self-study could also be helpful. The completed self-study should be sent to the Provost (hard-copy, with tabbed section dividers, in a three-ring binder) five weeks before the visit. After approval of the draft by the Provost, a final draft of the self-study binder should be sent to the evaluators two weeks before the visit.

The information listed below has proven to be helpful for outside reviewers. Each department should, however, choose which of these suggestions are pertinent to the issues the department would like the reviewers to address.

**Department Mission Statement**

Provide a statement that will help the reviewers understand the department's mission, philosophy, and vision.

The mission statement defines the work of the department and the relationship of the department to the institutional mission. Departments should review the College's mission statement, as it should serve as a point of departure for departments and programs.

Questions to consider while preparing your mission statement:

- What do we, as a department, do? What do we do for majors, non-majors, and the campus as a whole?
- What are the special contributions the department makes to the totality of the College?
- How does the department mission relate to the institutional mission?

**Department Philosophy Statement** (can be combined with Mission Statement)

Department philosophy statements are relatively long documents describing the beliefs of the department about the discipline, teaching, and learning. They also contain pertinent beliefs about the world.

**Department Vision Statement** (can also be combined with Mission Statement)

Vision statements describe what the department looks like and does when things are working perfectly. Goals for the department often emerge from the vision, and should be included in this section.

**Department Objectives and Outcomes**

Department outcomes or aims are statements which specify what students should know, value, and be able to do when they graduate. Outcomes add specificity to mission statements by describing the department's planned impact on students.

Questions to consider while preparing your outcomes include:

- What should the graduate or student completing specified work within the department know?
- What should the graduate or student completing specified work within the department be able to do?
• What should the graduate or student completing specified work within the department care about and believe?

Departmental outcomes are broad descriptions of the competence/characteristics of the ideal graduate. These student outcomes define the target for students as they complete work within the department or the program. The outcomes also serve to focus and refocus the department as it considers new courses or configurations, relationships between courses, and changes within the field.

**Department Assessment Plan**

Departments could include a copy of their assessment plan and annual reports as part of the self-study. Copies of annual assessment reports could also be included (see Section Eight of these guidelines for more information on assessment). Departments should include a summary of what was learned from the assessment process since the last departmental review, and what changes resulted from the assessment process.

**Information/Data Section**

1. **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

2. **Advising**

This could be a brief discussion detailing the departmental procedures for advising majors. It should include materials (Major Handbooks, Advising Documents, Major Declaration Forms) that the department uses for advising.

3. **Diversity Issues**

This should be an assessment of the ethnic and cultural diversity of the department, both in terms of students, faculty, and curriculum, as appropriate. It could report how the department is addressing the College’s goal to create a welcoming environment for diverse members of the community.

4. **International Dimensions**

This could 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; and information on recommended sites.
- Lists of international guests the department has hosted.
• Faculty attendance at conferences on internationalizing the curriculum and/or international travel.
• Lists of majors who have studied abroad.

5. Library Holdings
This could be a brief assessment of the discipline-related holdings (texts, electronic resources, etc.) and services provided by the Library. Include both strengths and areas for improvement. A copy of the self-study should be given to the library in preparation for the visit. Contact the department’s liaison librarian for a customized report than can be adapted as the department sees fit.

6. Information Technology
This could be a brief assessment of the department’s use of information technology, and may include:
• A brief list of computer equipment held by the department;
• Descriptions of how technology is used in the classroom;
• Faculty attendance at workshops related to technology;
• Technology related needs;
• Technology used in ongoing research, scholarship, and/or creative activity.

7. Graduate School Preparation and Advising
This could include:
• A brief discussion of the process used to prepare students for graduate school;
• Departmental handbooks, manuals, etc.;
• Lists of students who have recently (since the last review) been accepted to graduate school;
• Observations regarding trends related to attendance at graduate school for Gustavus students.
• Senior exit interview data.
• Information about current and past students who majored in the area.

8. Internship Programs
This could include:
• A brief description of the appropriateness of internships for your students;
• Lists of students who have recently participated in internships and their sites.

9. Teacher Education
This could include a brief description of your participation in teacher education, if applicable.

10. Student/Faculty Research, Scholarship and Creativity
This could include:
• A brief description of student faculty research, both in and out of the classroom;
• A list and brief description of recent student/faculty collaboration;
• Descriptions of any ongoing projects.

11. Departmental Seminar Program
A brief description of the department's program, if applicable.

12. Departmental Faculty Development and Mentoring
A brief description of faculty development opportunities sponsored by the department. A description of how new faculty are mentored.

13. Data
• Enrollment and Retention Data (5 years or more, contact Registrar).
• Placement of graduate majors (since last review, contact Placement Office).

14. Course Syllabi
One from each regularly taught course, if possible/practical.

15. Brief (one-page) Vitae of All Faculty

16. Brief Description of Departmental Facilities

17. Department-Sponsored Groups & Activities

18. Department Student Employment Program – A brief description of the number of student employees assigned to your department, and the types of work assignments.

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

Departmental Review Check List – 8:4
• The Department Chair will schedule a Departmental retreat to discuss evaluators, issues for review, and distribute self-study work the year before the Department will undergo review.

• The Department Chair will meet with Barbara Knight Kaiser, Associate Provost and Dean of Academic Programs to discuss evaluators.

• The Department Chair will work with Leslie Weber (lweber2@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 three-ring binder WITH TABS that has the materials described in section 8.2.
• The self-study should be sent to the evaluators at least two weeks before the visit. (The Provost’s Office should receive a copy of the self-study five weeks before the visit).

• The Department Chair will arrange the itinerary for the visit. Per the Department Chairs Manual, this should include:
  
  o On the evening of their arrival, a reception with the Department, Provost, and Associate Provosts, if available.

  o The next morning a 30 minute meeting of the evaluators with the Associate Provost and Dean of Academic Programs; this should be the first meeting of the visit.

  o Rest of schedule could include meetings with:
    
    ▪ Department faculty

    ▪ Faculty from related departments

    ▪ Student majors

  o Allow some free time that 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.

  o The late morning of the following day, schedule the 1 hour exit interview (Provost, Associate Provosts, Department Chair, and evaluators), this should be the final meeting of the visit.

• The Department Chair is responsible for making travel, lodging, and ground transportation arrangements for the evaluator.

  o If air travel is necessary, work through Hometown Travel (507-931-6174) or Travel Center (507-625-3153) to purchase airline tickets. Provide them with Shanon Nowell's name so they know which Gustavus account to bill.

  o If driving, we will reimburse mileage at the current rate per mile. For those driving from the Minneapolis airport, the distance is approximately 150 miles round-trip.

  o Reservations for the Guest House should be made by contacting Marilyn Beyer (mbeyer@gustavus.edu or x7001). She will have the information you need about picking up keys, guest parking permits, etc.

  o Meal tickets are obtained from Judy Roberts (jroberts@gustavus.edu or x6223) in the Provost’s Office.

  o Original copies of receipts and a completed request for payment form must be provided to Judy Roberts (jroberts@gustavus.edu or x6223) in the Provost's Office in order to be reimbursed for expenses.

• 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 Associate Provosts to discuss the review and consult about follow-up.
SECTION NINE – SUPPORT STAFF WAGE AND HOUR GUIDELINES

Hours of Work – 9:1
The normal workweek is Sunday to Saturday, beginning and ending at midnight on Saturday. Standard working hours are 8 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.

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. Support Staff may occasionally be asked to work during a rest period and their cooperation is expected at such times.

Gustavus encourages employees to attend Chapel Services from 10 to 10:20 a.m. on days classes are in session by allowing employees to substitute the 15-minute morning break period for the 20-minute service.

Time Sheets – 9:3
Accurately recording time worked is the responsibility of every non-exempt (support staff) 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.

It is the employees’ responsibility to sign their time records to certify the accuracy of all time recorded. The supervisor will review and sign the time record before submitting it for payroll processing. In addition, if corrections or modifications are made to the time record, both the employee and the supervisor must verify the accuracy of the changes by initialing the time record.
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 sheets are submitted every other week. Time records must be submitted to the Finance Office by noon on the Monday following the Saturday that concludes the two-week pay period.

**Overtime – 9:4**

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

All hours worked, including overtime hours must be recorded on time cards. 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. Time off on 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. Your time card would show actual hours worked, overtime hours, and the hours taken as time off.

Example: If an employee worked 50 hours in the first week of a pay period, their time card should show 40 regular hours worked and 10 hours of overtime. If he/she worked 25 hours and took 15 hours (1.5 x 10 hours overtime) off the second week, the time card should record 25 regular hours worked and indicate taking off 15 hours as time off to compensate for the previous week’s overtime hours.