Manual for Department Chairs and Program Directors

2022-23

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Department Chairs' Manual 2022-23

I. Chair/Program Director[1] Overview

      A. The role of the chair is a critical one. A creative and hard-working chair can realize a vision for a department and can inspire colleagues, as we have seen many times. Chairs work hand in hand with their colleagues to keep a department on track and functioning well. No role at the college is more important to the daily life of faculty and students than that of the department chair or program director.

The chair has both a stewardship role and a leadership role. As a good steward, the chair plays a conspicuous part in maintaining an atmosphere of collegiality and professionalism in the department or program and ensuring responsible use of the college's resources. In many instances, the chair is asked to represent the department and/or departmental interest in the larger college and external community. As a leader, the chair guides colleagues in defining and implementing the curriculum; upholding standards of academic freedom and excellence; recruiting, mentoring, and evaluating colleagues and staff; supporting and advising students; forming collaborations with other departments and programs; and executing critical long-term planning. The chair is also the person to whom colleagues chiefly turn when conflicts and tensions within the department arise. She or he may feel like Lucy in the psychiatry booth in the Peanuts cartoon: The doctor is (always) in.

There are also numerous managerial functions for which the chair is directly responsible, or which he/she is responsible for delegating to others. Such duties include managing appointments processes, submitting the budget and curriculum and schedule, monitoring the expenditure of endowed and gift funds, and maintaining the department's webpages. Some of these functions, as this manual will indicate, can be carried out with the assistance of (or delegated to) the departmental academic administrator or student employees. Others must be handled directly by the chair or (especially in larger departments) other faculty members. This manual is intended to provide guidance about what responsibilities belong to the chair directly and what is appropriate to delegate as well as practical assistance in regards to specific duties. Because of the differences in size and complexity of departments and programs at the college, the responsibilities described here apply in varying degrees to different chairs and directors.

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[1] Whenever the term chair is used, program director is also understood.

B. Term and selection of chair/program director. The chair is elected by the departmental committee—and in consultation with the department dean -- for a term normally of three years. Ideally, chairs are chosen from among the full professors in a department, though as we discuss below, in some circumstances it may be appropriate for an associate professor to serve in this role. The position of chair/director is a renewable one.

Within and beyond those parameters, there is a great deal of variability in how individual programs and departments select their chairs. In order to facilitate the staffing of a program or department for the following academic year, a good practice is to elect the chair in the fall term of the year before he or she will take office, which allows for service as chair to be factored into staffing plans. While some departments/programs hold open elections, others have found that holding the election of chair by secret ballot leads to fewer hard feelings. Because legislation does mandate consultation with the department dean, it is customary to be in touch with the dean's office in advance of or at the time of the next chair's election.

In recent years, we have seen a number of departments making chair appointments that are for a term shorter than three years. While understanding the many reasons this can happen (e.g., leave schedules and other professional commitments, family emergencies), we strongly discourage a term of fewer than three years for a program director or department chair. Shorter terms disrupt long term planning, inhibit the building of stable relationships among departments and programs, and complicate mentorship and support of junior faculty. Whenever possible, a department should look for a candidate who is able to commit to working in the important role of chair for a full three-year term, even if that means delaying a leave to complete his or her service. While legislation specifies that the chair normally should be a full professor (an ideal that provides associate professors the maximum opportunity to prepare for promotion to full), associate professors in many departments have served ably and effectively as chairs, and it may be preferable to elect a capable associate ready and interested in a three-year term than a reluctant full professor. With full consultation with the Provost's Office, a department/program should select as chair/director the individual best suited for and most committed to the work.

II. Resources for the Department Chair/Program Director

A. There is an orientation for chairs shortly before the start of classes in the fall, and three monthly chairs' meetings are held in each semester. For the current schedule of meetings, see this link to the Dean of the College calendar. Chairs are encouraged to bring agenda items and questions of all kinds to the Provost's Office for discussion at these meetings. Any chair needing special training in specific tasks should feel free to be in touch with his or her department dean. Desktop training in the College's various technologies is available to you and your

academic administrators from LTS, members of the HR staff who will be happy to walk new chairs through online hiring protocols, and staff in the Provost's Office who deal with budget issues. Email about financial or budgetary questions should be addressed to Kathryn Rosenberg, Manager of Academic Budget and Administration (krosenbe@wellesley.edu).

B. Of course, this manual is itself intended as a resource for chairs. Information that is more appropriate to the broad range of faculty issues (rather than intended primarily for chairs), including information about how to apply for the various kinds of leaves and other resources, general faculty benefits, expectations regarding faculty responsibilities and performance, visa regulations that apply to the hiring of international faculty, housing and office policies, and many other policies, procedures, and practices can be found in the *Faculty Handbook*, which is issued annually with updates.

C. We can also recommend a couple of books for chairs that may be helpful in identifying key tasks and developing strategies and leadership styles that are appropriate to individual chairs and departments. These include C. K. Gunsalus's *The College Administrator's Survival Guide* (CUP, 2006) and Don Chu's *The Department Chair's Primer*, 2nd ed. (John Wiley, 2012). The first of these is a much-lauded and classic guide for administrators, which addresses a range of administrative challenges by presenting case studies and abundant insightful and practical advice for dealing with the kinds of issues (especially interpersonal ones) that arise when one is in a leadership position. The second is more specifically targeted to address the kinds of practical issues and tasks (e.g., budgetary, curricular, legal, communicative) that department chairs face in their daily work, "leading from the middle." There are also many online resources for academic department chairs. We recommend the following: Michael C. Munger, "[10 Suggestions for a New Dept. Chair](#)" (*Chronicle of Higher Education*, April 2010); an interview with Don Chu of Chico State on "[What Makes a Dept. Head Successful](#)" (*HigherEdJobs*); and these two columns by "Professor Plainspoken" in *Inside Higher Ed*: "[Beware of the Curse of Small Things](#)," and "[Should You Become Chair](#)."

III. Whom to contact

We hope that faculty members will treat their chairs as the first resource for getting information. Chairs should familiarize themselves with college deadlines and policies as set out here and in the *Faculty Handbook* linked to this document. But no chair knows all the answers him or herself; the real trick is figuring out whom to turn to for a response.

The following link provides quick information about whom to contact about a range of issues of importance to chairs/directors that may be handled by the Provost's Office, Human Resources, Finance, or the Registrar: whom to contact. Specific contacts for 2022-23 in the Provost's Office are as follows:

Jen Ellis (x3228): CFA-related questions, Activities sheets, Sabbatical/Early Leave application status and grant applications, Materials for tenure and other CFA or Merit reviews

Ruth Frommer (x3229): Non-CFA leave applications (medical, parental, unpaid), Sabbatical and Early Leave eligibility, Salaries, Staffing, Non-CFA reappointments, student evaluations of courses

Kathryn Rosenberg (x3573): Unrestricted (Operating) & Restricted gifts/funds annual budgets, Provost's funded programs and reimbursement for recruiting expenses

Courtney Mansfield Chu (x3586): Contract letters' status, hiring ("green") forms.

Hannah Carpenter (x3112): Coordinates fall and year end chair/director's meetings; Year end close departmental journal entries

The specific responsibilities and assigned departments of the Provost and academic deans can be found here.

Within the academic program, the College publishes a list every year of department chairs and program directors which includes academic administrators to facilitate interdepartmental collaboration.

IV. Calendar of Personnel- and Budget-Related Chairs' Duties
If a due date falls on a weekend or holiday, it is moved to the next business day.

Note: This calendar omits dates for tenure-track hiring requests. The due dates for those submissions will be established and disseminated by ACAS in Fall 2022.

September
- ✔ September 15: Verification of annual conversation forms are due no later than this date for tenure-track faculty, faculty on term appointments, ISLs and senior ISLs, and associate professors in the 2nd and 5th years after they receive tenure (for previous academic year.)

October
- ✔ October 15: R&P recommendations for candidates standing for tenure are due.
- ✔ October 15: Names of any candidates standing for early promotion (to full professor) in the spring are due.

<u>November</u>
- ✔ November 15: Lists of names of nominators (for external evaluation) of spring promotion candidates due. (These must be discussed with and approved in advance by the candidate's R&P committee.)
- ✔ Late November: Capital Budget request portal is opened to Chairs for requests for items for the following fiscal year.

<u>December</u>
- ✔ Early December: Capital Budget request portal is closed.
- ✔ December 9-16 (approximate): Staffing plans for the following academic year are due.
- ✔ December 15: Names of any candidates standing for senior lecturer are due.

<u>January</u>
- ✔ January 15: Candidates for promotion to full professor submit materials to the CFA and R&P committees for spring promotion review.

<u>February</u>
- ✔ February 1: Tenure-track reappointment candidates, and faculty on term appointments and ISLs scheduled for reappointment and/or promotion review submit materials to the CFA and R&P committees.
- ✔ February 1: due date for faculty to declare their intent to take leave during the academic year 2024-25 or calendar year 2025. Chairs are copied on these intents and must keep track of them to work in collaboration with the Provost's Office to ensure that no more than 20-25% of the tenure-eligible faculty members in a department are on leave in a single year.
- ✔ February 15: R&P reappointment recommendations for ISLs and senior ISLs eligible for multi-year contracts and for all faculty on term appointments at or beyond their 4th year are due. R&P recommendations for promotion to senior lecturer are due.
- ✔ February 15: Deadline for R&Ps to bring recommendations for "senior hires" (i.e., for the ranks of associate professor and full professor) to the CFA for its approval.
- ✔ Mid-February: Budget portal opens for following fiscal year budget submissions/new requests.

<u>March</u>
- ✔ March 1: R&P reappointment recommendations for tenure-track reappointment candidates and for ISLs on their first 1-year contract are due.
- ✔ Early March: Budget portal closes.

<u>April</u>

- ✔ April 15: Lists of names of nominators (for external evaluation) of fall tenure candidates due. (These must be discussed with and approved in advance by the candidate's R&P committee.)
- ✔ April 15: R&P recommendations for candidates for promotion to full professor.
- ✔ Mid to late April (in response to memo circulated by Provost's Office): performance ratings and reviews for academic administrators and other administrative staff for consideration for salary increase/bonus submitted to Provost. (Provost must submit to Human Resources by early June.)
- ✔ April 30: Last date to be in touch with Director of Slater International Center if you have new hires for the fall with visa requirements.
- ✔ Late April: Capital Budget recommendations are approved by the Board and circulated to departments/programs.

<u>May/June</u>

- ✔ Please note that, while there is no specific due date (the date is simply "spring"), all reappointments of term faculty in their first three years must be requested in writing to the Provost's Office. This should be done as early as possible during the spring semester to ensure that the faculty member experiences no interruption in pay or benefits and that his/her courses are listed for registration in fall courses. Hiring form B (green form) and Contract renewal form for visiting lecturer (checklist for non-tenure-track reappointment)

<u>July</u>

- ✔ July 1: Department annual report is due.
- ✔ July 15: Candidates for tenure submit materials to the CFA and R&P committees for fall tenure review.

V. Department Meetings and Organization of the Departmental Committee

A. The chair is the leader of what College legislation calls the "departmental committee" (Article VIII, Section 1, A), which comprises all members of the department who are at least half-time in the department/program and who are eligible to be voting members of Academic Council. The departmental committee, under the chair's guidance, should meet regularly and carry out the main business of the department (e.g., setting the curriculum, recommending students for the honors program, electing the chair). Some of the work of the departmental committee can be done most efficiently in subcommittees, and many departments have a strong tradition of

subcommittees that manage a wide range of important functions from organizing lectures and events for majors to advising students who are considering majoring to running placement examinations. The chair is generally responsible for appointing faculty members to these subcommittees and designating a chair for each.

B. Meeting customs vary across departments. Some departments meet monthly, some weekly; others do not find a need for regular meetings because their business is done informally and by consensus. Whatever your department's or program's culture, however, it is important to have a shared understanding of the meeting culture, to establish clear expectations about when meetings happen and what they are intended to accomplish, and to create an environment in the department/program where individual faculty members can suggest changes in the number or purpose of meetings if they feel that the current meeting culture is not working.

A standard baseline would be for a department to meet at least two times every semester and for there to be a regular procedure for the taking of meeting minutes, whether by rotation of faculty members, by including the academic administrator as minutes-taker, or by appointing one faculty member annually or by semester as the taker of the minutes as an element in his or her service to the department. It should go without saying that the same faculty member should not be assigned as minutes-taker year after year, even if (or especially if) the task is traditionally assigned to the most junior member.

VI. Faculty Appointments (Reappointments & Promotions)

A.   The chair of an academic department, unless tenure-ineligible or an associate professor in the case of a promotion to full professor, normally serves as the chair of the departmental Reappointments and Promotions Committee (the R&P). This service requires keeping track of a number of rules and deadlines. Observing all procedural requirements is essential in light of the consequential decision-making that the R&P may be engaged in and the possibility that failure to follow the rules may down the road become grounds for the appeal of an appointments decision. We have also heard from untenured faculty members themselves that departments are not all equally conscientious in making their untenured colleagues feel informed and supported as they go through our appointments processes. In the interests of fairness, it is therefore highly advisable that **every chair bookmark the [webpage for the CFA](#)**, where we list a series of concise, comprehensive, and essential guidelines for managing the reappointment and promotion processes of each category of faculty who may need to be reviewed. You will refer to this page often. Here we call out a few of the highlights.

1. It is the chair's responsibility to ensure that every year each tenure-eligible junior faculty member as well as each ISL, senior ISL, lecturer and/or senior lecturer has the opportunity to have an annual meeting with members of the R&P (normally a subgroup of 3-4 senior faculty) to provide an assessment of the candidate's progress and prospects for reappointment and/or tenure. The chair produces a report of this meeting, which is countersigned by the candidate and a copy of which is retained in the department files. The candidate's signature reflects acknowledgment that the annual conversation took place and that the report reflects what occurred in that meeting, not necessarily agreement with its judgments; substantive or evaluative disagreements can be handled by the candidate's writing a response to the report. Candidates also have the right to decline an annual meeting, though except in unusual circumstances (e.g., a senior lecturer on what is anticipated to be a final contract), this is not a decision that should be encouraged.

While most departments find it beneficial and convenient to hold these meetings after classes are over in the spring semester, legislation merely requires that a form verifying that such a conversation has occurred (or been declined) should be submitted no later than September 15 of the next academic year. Some R&Ps prefer to wait to hold the annual meeting until spring SEQs are available, but this is not required, and many R&Ps hold the annual meeting in advance of the availability of spring SEQs. Annual meetings must be offered even in years when a candidate has just undergone a reappointment review or has been on leave.

Chairs should also ensure that conversations to review progress toward promotion are offered to associate professors in their second and fifth years in rank. It may be beneficial to offer conversations for associate professors in other years as well, but legislation requires that the chair submit a form notifying the CFA whether a second-year or fifth-year conversation occurred no later than September 15 of the following academic year. In contrast to annual conversations with tenure-eligible junior faculty and tenure-ineligible faculty, there is no requirement that a written report be produced for these conversations with associate professors.

2. It is also the chair's responsibility to ensure that class visits are occurring at regular, evenly spaced intervals throughout the contract period of each candidate for reappointment or tenure, with at least three visits happening in the 12 months preceding the date at which the R&P's recommendation for tenure or reappointment is due. The chair will assign eligible faculty members within the department to make those visits and will follow up to confirm that all rules associated with these visits have been followed (e.g., that a conversation about the class has occurred before the visit and that the written report has been made available to the candidate within the two-week period required by legislation). The chair will also inform new tenure-

track faculty members that they will have two developmental visits in the first year of an appointment, with no written report required—and then of course will see to it that those visits take place. It is a good practice to maintain a running list of all junior tenure-eligible and all tenure-ineligible faculty members with the dates of class visits and of upcoming reappointment/tenure reviews included in order to avoid being taken by surprise when a reappointment or promotion letter is suddenly coming due. Even in departments where the culture is for all senior faculty to visit a junior colleague before a significant appointments decision, it is inadvisable to schedule multiple visits within a short period of time.

3. Other important duties of R&P committees, managed by the chair, include the review and approval of the nominators in the external evaluation of the scholarship of candidates for tenure or promotion to full professor. These lists must be submitted to the Provost's Office no later than April 15 (in the spring before a fall tenure review) or November 15 (in the fall before a spring review for promotion to full professor), so chairs should be in touch with candidates to arrange for sufficient time for a meaningful conversation about these lists that will make approval possible by the legislated deadline. A schedule of R&P meetings leading up to each reappointment, tenure, and promotion review should be put in place to allow for plenty of time for deliberation in advance of the due dates for R&P recommendations for reappointment, tenure, and promotion. Although the chair is ultimately responsible for assembling and integrating the recommendation letters, it is the custom in many departments to share responsibility for writing different sections of these letters among the members of the R&P committee.

Providing support, of course, goes beyond the explicit rules and also requires a sympathetic understanding of how our appointments system works for faculty in different appointment categories. Where there is ambiguity, chairs should feel free to bring questions directly to the Clerk of the CFA (jellis5@wellesley.edu). Our goal is consistency, while maintaining respect for individual department culture and awareness of the varying experiences of colleagues in different kinds of appointment categories. For example, while the Agenda Committee is normally able to assign every tenure-eligible assistant professor to a committee of Academic Council before a tenure decision, there are not sufficient spaces on committees for all FTAs, ISLs, PERA faculty or associate professors, so service on an Academic Council committee should not be viewed as a requirement for reappointment or promotion at those ranks. This is just one instance of how expectations differ across categories and underscores the importance of the chairs' keeping track of the guidelines for all appointment structures.

B. Important due dates for the reappointment, tenure, and promotion processes are incorporated into the calendar above and can also be found on the CFA website. A chart detailing the requirements for class visits and annual conversation by faculty type is also posted.

VII. Searching for New Faculty

A. *The Request to hire.* In order to receive authorization to search for a new tenure-track faculty member, an academic department or program must submit a detailed request, which will be reviewed by the Advisory Committee on Academic Staffing (ACAS) before a final decision on the request is made by the Provost's Office. The deadline for requests to search for new faculty members taking up their positions in Fall 2023 will be announced by ACAS in Fall 2022. (We expect that the deadline will be in mid-late January.) If approved, the search would occur in 2023-24. Such requests should be addressed to Ruth Frommer, Assistant Provost for Faculty Affairs (rfrommer@wellesley.edu). If a department or program feels that there is a special or compelling reason (for example, a number of unanticipated resignations) to request an "off-cycle" search, the chair/director is advised to consult with the department dean.

B. *Conducting the search.* Once a search has been approved, the hiring department or program must follow the hiring procedures and guidelines for new tenure-track faculty members (Faculty Hiring Guidelines).

These guidelines include a search plan that must be completed by each department and approved by the departmental dean. Part 1 of this plan requires the position description, the names of members of the search committee (as well as a diversity liaison appointed from within the committee), and an outreach plan. By legislation, the search committee must include all members of the R&P committee plus "one or more nontenured members of the Departmental Committee" (Book 1, Article 8, section 1.c). Consistent with the strategic plan, the search committee should also include a member from outside of the department. The search committee may appoint a subcommittee to carry out the logistical work of the search, but the entire search committee ultimately will vote to make any new appointments in a department.

Part 1 of the search plan must be approved by the departmental dean before the ad is placed and the search begins. Cristina DeGaetano, Human Resources (cdegaeta@wellesley.edu) is the first point of contact with that office for academic departments launching searches. Human Resources maintains all applications via an online recruitment site in Workday. The recruitment site is relatively uncomplicated to navigate, but HR can provide desktop training for new users if it is desired.

Part 2 of the plan lists candidates that the search committee has identified for both the long list (interviewed off campus or via telephone or Skype) and the short list (interviewed on campus). Off-campus interviews often take place face-to-face at a discipline's main academic conference. It is becoming increasingly common, however, to hold such long-list interviews by Skype or videoconference. Your department dean is available to advise about all aspects of the search, up to and including good practices for remote interviewing, which can be more complicated than an in-person interview. Each tenure-track search is assigned a $7,500 budget, which includes all expenses related to the search including advertising. Questions about logistics for accessing this budget should be referred to Kathryn Rosenberg, Manager of Academic Budget and Administration (krosenbe@wellesley.edu).

Before on-campus interviews, the department dean must approve the short list. This approval process will include an EEOC report run by Cristina DeGaetano, Human Resources (cdegaeta@wellesley.edu), which helps the College ensure that finalists in the search fairly represent the applicant pool. (Even before this point in a search, it may be advantageous for departments to run their long list by their dean, who can ask Human Resources to run an EEOC report that will indicate how well the long list reflects the applicant pool.) The hiring guidelines (linked above) also include additional helpful information about what kinds of questions are legally allowable and where departments should exercise caution in interviews. Again, please consult with the department dean for specific guidance on the most effective ways to move through a search in compliance with all applicable regulations and with the expectation of achieving the best and most equitable outcome.

An on-campus interview generally takes one day and may often require the candidate to travel to campus from a distance and to stay overnight. The department's search budget is expected to cover such visits. It is customary for on-campus interviews to include either a sample class or a formal research presentation or both. Departments should generally invite students and colleagues from cognate departments to attend these talks and request feedback from such invitees, but students may not serve as members of search committees. The candidate also meets with the department dean and with individual faculty members and/or groups within the department, which may include MRHR and the Associate Provost for Equity and Inclusion. The chair or department academic administrator should arrange the schedule of the campus visit and work with the candidate on her travel requirements. Chairs are also advised to contact Josette McWilliams, Assistant to the Provost and Dean of the College, (jm119@wellesley.edu) to arrange time on the relevant dean's calendar as far in advance as possible.

C. *Concluding the search.* Once a search committee has selected a candidate, the chair of the department or of the search committee should be in touch with the department dean for approval to make an offer. After permission has been granted, either the chair or the dean generally presents the offer to the candidate in a phone call. The dean quickly follows up with a written offer over email; negotiations to determine experience counted, additions to research funds, special equipment or laboratory space, and all such perquisites must be made confidentially between the dean and the candidate. All members of the faculty need to remember at this point that though they are representatives of the College, they cannot negotiate on behalf of the College and, most importantly, they must not coach the candidate on what to ask for. A clear deadline for a response to the offer, consistent with professional norms in the field, should be set with the candidate; in most fields this norm is two weeks from the day of the verbal offer. Adherence to this deadline is critical to a successful search, and again the chair should hold firm on the deadline and let the dean take any requests for extensions under advisement.

Once a candidate has verbally accepted the offer, the department is responsible for confirming that Part III of the Faculty Search Plan has been signed by the departmental dean, and that Form B (also colloquially referred to as the "green form") along with the candidate's CV has been submitted to the Provost's Office (rfrommer@wellesley.edu). The submission of this form will initiate the process that leads to a written contract that the Provost's Office will send to the new colleague for signature and return. The department dean or the chair can put the candidate in touch with the Director of Faculty Housing, Peter Eastment (peastmen@wellesley.edu), if he or she is interested in exploring this option. If the new faculty member is not a U.S. citizen or permanent resident and requires assistance with obtaining a visa in order to be eligible to work, the department must be in touch with the Director of the Slater International Center before the end of April, if the faculty member begins in the fall, in order to ensure that he or she will be legal to work at the start of the fall semester.

D. *Hiring Faculty on Term Appointments.* Sometimes departments and programs will find that a non-tenure-track position provides them with the greatest flexibility and best achieves their curricular goals, especially during a period of transition within the department. A formal request must be submitted to the department dean even for tenure-ineligible positions, though a request for such a position may be made off cycle—ideally as soon as a department becomes aware that an urgent staffing need requires such a search. But departments and programs approved to search for this kind of new faculty member have somewhat greater flexibility in their search processes. For a very temporary bridge hire or one-year leave replacement, a full and open search (sometimes called a "national search") such as is appropriate for tenure-track faculty may not be practical. Networking and limited placement of ads may be sufficient to identify a strong candidate in such cases. Before initiating a search, please contact the department dean, who will determine the search budget. For information on how to

access the search budget, please contact Kathryn Rosenberg, Manager of Academic Budget and Administration (krosenbe@wellesley.edu). The appropriate rank for such an interim faculty member would be visiting lecturer, with teaching assignments prorated to a five-course load, on a contract of no longer than one year. A full and open search makes it possible for a department or program to hire someone directly onto a continuing line with an initial rank of lecturer, whose full-time teaching load would be four courses. Although lecturers may have contracts as long as five years, it is advisable to start a lecturer on a contract no longer than one or two years.

It is important to remember that faculty hired into term appointments are subject to a different set of rules from those that govern tenure-track appointments. This is especially true for "visiting lecturers." In effect, each year that a visiting lecturer is "reappointed" through the Provost's Office constitutes a new appointment and so requires a new Form B ("green form"; see the link above). Such "reappointments" also require a brief but formal evaluation of the candidate's performance (i.e., checklist for non-tenure-track reappointments), which must be filed with the Provost's Office before a new contract is created. Visiting Lecturer appointments are possible for a maximum of four years; in the spring of the fourth year, such appointments come before the CFA for conversion to Lecturer status. As stated earlier, reference to the guidelines for appointments is very helpful in navigating the expectations for different ranks and different kinds of appointments.

VIII. Submission of the Curriculum

According to the *Faculty Handbook*, the chair's responsibilities in regard to the curriculum are as follows:

- oversee preparation of the departmental curriculum and its submission to the Committee on Curriculum and Academic Policy (CCAP);
- schedule departmental courses and (as appropriate) labs and discussion sections (bearing in mind the preferences of department members, but with the authority to override individual preferences in order to adhere to the registrar's instructions on course schedule);
- coordinate departmental offerings with those of other departments; and
- act as departmental contact to CCAP or delegate responsibility to others.

Instructions as to how to meet these responsibilities can be found here: Detailed instructions . The due date for the curriculum is generally in mid-January (third week).

IX. Calendar of Student- and Curriculum-Related Chairs' Duties for 2022-23

Note: Many of the spring 2023 dates listed here relating to fall 2023 course scheduling and registration are still tentative. However, this list provides a sense of what kinds of curricular duties need to be performed and when. The Office of the Registrar will publish a detailed schedule of dates for each scheduling cycle and will communicate updates and reminders to chairs and directors by email.

August through Orientation Week
- ✔ Arrange for representation at Academic Fair *(note: not held in Aug. 2022)*
- ✔ Meet with transfer students who plan to major in your department

First two weeks of Fall
- ✔ Monitor enrollments and waitlists in all sections and make changes as necessary (Course Browser, Workday Waitlists information available through excel download from the Class List app in Administrivia)
- ✔ Give names of all senior honors students to Registrar's office (Thesis Google sheet) (deadline Wed, 9/15)
- ✔ Petition CCAP for honors students below the GPA threshold (email to Michael and Carol) (deadline Wed, 9/15)

September
- ✔ Look for Registrar's Office roll out of new major/ minor declaration and senior program plan confirmation process (for students and advisors)
- ✔ Approve major/ minor completion for October degree candidates (as needed) by Friday, 9/24; Registrar's Office to provide list
- ✔ Plan classes for spring semester in consultation with your department/program and other affiliated departments/programs.

Friday, 9/30/2022
- ✔ Full spring schedule (sections/times/instructors) due to registrar (Google sheets)

10/12/2022
- ✔ Spring Lab and department space assignments due (Course Preferences app in Administrivia)

Mid October
- ✔ Review senior major/minor declarations and confirmations
- ✔ Review full schedule with attention to mistakes, changes to affiliated programs, room assignments (Google sheets) (10/19 - 10/20)

October-November
- ✔ Meet with CCAP about any large changes upcoming to your major or curriculum.

Week of November 7th
- ✔ Initial Spring 2023 registration week (NB: Registration changes week is week of January 9th)

Week of November 14th
- ✔ Review initial spring registration enrollments and waitlists and make changes as necessary (course browser, Workday Waitlists information available through excel download from the Class List app in Administrivia)

Tuesday, November 1 - Wednesday, November 30
- ✔ Review and approve Senior Major/Minor completion
- ✔ Approvals due to Registrar's Office for January 2023 degree candidates on 11/30

Late November-December
- ✔ Start planning next year's courses and staffing, because you will need them for your staffing request!

Thursday December 1st
- ✔ Sophomore major declarations due for students going abroad in the 2023-2024

Mid-December
- ✔ Staffing requests due to Provost's office (email to Ruth Frommer)

January (*date still to be determined*)
- ✔ TT requests due to ACAS (email to Ruth Frommer)

Wednesday December 7th through Wednesday January 18th
- ✔ Submit next year's curriculum to CCAP (Workday--curriculum and major, courses to be taught, spring/fall, but not sections yet), "Catalog-new course forms" through app in Administrivia, Curriculum Summary Document in Google Docs)

Week of January 9th
Spring 2023 Registration Changes week; monitor course enrollments and make changes as necessary

February 15 through February 22
- ✔ Full fall schedule (sections/times/instructors) due to registrar (Google sheets)

Tuesday March 1st
- ✔ Department spaces, lab instructors, room preferences due (Senta)
- ✔ Sophomore major declarations due (advisors do, chairs must check)

March 8-March 12
- ✔ Review full schedule with attention to mistakes, changes to affiliated programs (Senta)

Early April
- ✔ Senior Major/Minor Approvals due to Registrar's Office for May 2023 degree candidates
- ✔ Organize department participation in Spring Open Campus

Monday April 24th
- ✔ Senior prizes and awards due (Google form to Registrar's office for names in commencement program; supplier invoice request in Workday for prize funds)

Fall Registration - April dates
- ✔ Wed, 4/19/23 starting at 8:00 AM (Rising Seniors register)
- ✔ Thu, 4/20/23 starting at 8:00 AM (Rising Juniors register)
- ✔ Mon, 4/24/23 starting at 8:00 AM (Rising Sophomores register)
    - ✔ After 4/24 registration will be closed until Registration Changes week; Review registration enrollments and waitlists and make changes as necessary (Course Browser, Workday Waitlists information available through excel download from the Class List app in Administrivia)

Mid-May
- ✔ Supervise honors thesis defense process (Honors Visitor submits final results through Google form)

Ongoing throughout the year
- ✔ Approve transfer courses through Transfer of Credit App (Administrivia app)

X. Budget

According to the Faculty Handbook, the chair's/director's responsibilities in regard to the budget are as follows:

- Prepare the annual departmental budget, including the use of endowed funds and gifts, if applicable;
- Develop a process for the distribution of specific funds (e.g., student entertainment, departmental faculty research);
- Monitor departmental funds and expenditures throughout the year so that they do not go over budget;
- Process and approve departmental expenditures within guidelines set by the Controller's Office

In order to adhere to general accounting and federal guidelines, chairs/directors should budget first to department current use gifts and endowed funds before budgeting to and spending against general operating funds (FD100 account). Gifts and endowed funds can be directly charged for departmental expenses, and we suggest chairs/directors consider annual expenses that could be "mapped" to various funds in their area. Chairs/directors should review budget vs. actuals and gift spendable reports with their academic administrators on a regular basis in order to avoid the need for year-end "clean up" of budget overspends with journal entries.

You and your academic administrator should meet with Kathryn Rosenberg, Manager of Academic Budget and Administration (krosenbe@wellesley.edu) each fall to discuss available funding and plans for the year. Your administrator can then meet again with Kathryn at the end of the spring term to ensure that accounts are settled before the year-end close.

XI. Responsibilities Specific to Supporting Students

A. All the faculty members in a department share responsibility for our students' academic success and well-being. Any faculty member on a continuing appointment may serve as a major advisor or direct individual research, though the department may set policy as to how many such relationships should fall to a single individual. And all faculty members find themselves doing informal advising of students and referring students to other resources across the institution, such as counseling or disability services. An essential and immediate line of recourse when advising students who have encountered a roadblock or difficulty is the class deans' office. The class deans will be aware of any background issues or difficulties that have been reported in a student's other coursework and can advise faculty (and chairs) about next steps to take.

There are some functions, however, that fall specifically to the chair to perform or delegate when needed. These include approving courses taken outside the College for transfer credit and reviewing each student's transcript and major to ensure that she has met all requirements within the major for graduation. (see MyWellesley > Administrivia > Especially for Faculty)

      B. Students sometimes seek out the chair and/or other faculty members for help with issues and problems that extend far beyond their academic coursework or even the domain of the class deans. There may be no bright line between personal and academic, especially when a student's personal issues are having an effect on her academic performance, and basic compassion inclines all of us who work directly with students to wish to lend an ear and a hand. **Please be aware that students cannot have an expectation of confidentiality when revealing information to faculty members.** As officers of the College, faculty members have a duty to report any sexual misconduct, including sexual harassment and assault, relationship violence, and stalking, to the College's Title IX Coordinator. This duty is ultimately for the protection of our students as it is only by reporting that patterns of misconduct can be identified. Letting a student know of your duty to report early in a conversation that seems to be taking a turn toward the confidential is a wise step, as you direct her toward resources on the Title IX website that do protect her confidentiality. The Title IX website also has contact information for the College's Title IX Coordinator, information for faculty members about how to address disclosures of sexual misconduct, and an online reporting form to receive sexual misconduct reports. Faculty members seeking additional information on this topic may contact the Title IX Coordinator (https://www.wellesley.edu/administration/offices/titleix). Faculty members may also report to the Title IX Coordinator concerns regarding other areas of discrimination, such as on the basis of race, national origin, disability, and religion, and provide students with appropriate resources. The chair/director is not unlikely to face such situations, which may involve students reporting the conduct of other members of your department. Your duty is first to the student rather than to your departmental colleague.

Of course, students also may bring to the chair problems that they are having with departmental colleagues that do not rise to the level of being actionable as harassment or discrimination. In such cases, your role may be simply to listen fully and with sympathy and good judgment to the student's concern—and to convey (with the student's permission) the concerns expressed to the colleague in question. The section below on "dealing with difficult colleagues" may provide some tips here about how to start such a conversation. While your chief role is to provide support to the student, it is always important to hear both sides of a story before determining whether further action is necessary. If a student/faculty relationship has deteriorated significantly, you

may as chair be able to put into place some structures that will protect the student (such as assigning a substitute faculty member to grade her work or restructuring her course work as an independent study with another faculty member). Alternative structures are a last resort, and as you approach this point, please be in touch with your department dean for advice and assistance.

XII. External reviews

External reviews provide a valuable opportunity for departments and programs to gain a perspective on important aspects of their activities, from staffing and curricular issues to resources and interdepartmental connections, and to identify opportunities for future improvement. They also help to inform the College administration and relevant Academic Council committees (CCAP and ACAS) about the strengths and challenges of our current academic program, and contribute to the College's decision-making about the allocation of faculty resources.

During normal times, the Provost's Office has supported approximately four to six external visiting committees per year, with a goal of reviewing every department or program once every ten years or so. In recent years, as a result of reaccreditation and then of COVID, the pace of external reviews has slowed. In order to return to something closer to a decennial schedule, which is expected for the College's accreditation, we are planning for a relatively high number of reviews in the next few years. We have included in the Appendix our working draft of the timing of future visits. If your department or program wishes to request a slightly earlier or slightly later schedule, please contact your department/program dean.

In most respects, this process will be largely familiar to those who have participated in prior reviews. One new element, though, is a provision for an internal faculty review in advance of, and in addition to, the external visit. This internal review is described in point C below.

    A. Planning for the External Review

        1. By December 15 at the latest, the Provost's Office will communicate with chairs/directors of departments/programs that are scheduled to have an external review in the following academic year, to confirm the timing of the review.

        2. In the academic year preceding the visit, the chair/director should meet with the department dean in order to review the process, consider possible dates, and understand how to prepare a list of potential visitors. The external visiting committee (EVC) should include experts in the field from a variety of institutions and with a range of expertise across the discipline. The Provost's Office makes final decisions about the membership of the visiting committee, but takes account of the department's recommendations.

3. A typical visiting committee has three members, at least one (but frequently two or three) of whom is drawn from the department's/program's starting list. Normally, one member of the EVC will act as chair, which facilitates timely submission of the report by clarifying responsibilities on the committee. Larger departments or departments with more complex issues may have four visitors. Because recruiting the best qualified visitors can be complicated, departmental lists should include 8-12 names at a minimum, representing important fields and perspectives that the department judges should be included. Typically, all members of the departmental committee participate in compiling this list to achieve the broadest representation.

4. A limited budget is available for supporting external visits. Please contact provostfinance@wellesley.edu for more information.

5. Chairs often find it helpful to discuss their plans for external visits and departmental self-studies with members of other departments that have been visited recently. The Provost's Office can help out here.

B. The Departmental Self-Study

1. The self-study should address basic questions about the department or program: What do we do? Why do we do it? Why do we do it in this particular way? How well do we do it? What should we do differently? What resources (staffing, facilities, budget) are required, and how effectively do we use them? On what issues should the visiting committee especially focus?

2. The self-study should lay out a charge for the visiting committee that enumerates the half-dozen (or so) most important issues or questions the department would like addressed during the visit and in the report that the visiting team will write.

3. In answering the questions raised in the self-study and in elaborating a charge, a department may find it useful to consider:

- the history, design, structure, and intents of its curriculum (including both courses for non-majors and courses for majors), pedagogy, and enrollment trends.
- the research interests of the current faculty.
- the factors that have shaped, or will in the future shape, the fields of expertise represented in the department.
- connections between the department and related departments/programs.
- how the department sees itself in relation to excellent departments elsewhere and to the present state of the discipline.
- how the department contributes to the College's strategic priorities.

4. Some departments have found a department retreat a helpful event for gathering information and reaching consensus about what should be represented in the charge to the visiting committee. Please consult your department dean about the support that the Provost's Office can offer.
5. The department should review previous visiting committee reports, if available, and determine what has changed since the last external visit.
6. EVCs have appreciated self-studies that append syllabi, *vitae*, data on enrollments and majors, and information on where the department's students go after graduation. Also helpful are calendars, curricula, and flyers advertising department events.
7. The Office of Institutional Research (OIR) can provide valuable guidance about accessing data regarding students and their programs of study. Please contact Hui Xiong, Assistant Provost for Institutional Research and Assessment (hxiong@wellesley.edu), for assistance.
8. The self-study should be completed at least a month prior to the external visit.

C. The Internal Role in External Visits

In recent years, and especially with the completion of the 2021 Strategic Plan, the College has recognized the importance of viewing academic departments and programs not as islands wholly separate from other departments but as integral parts of the faculty whole. This perspective has implications for the visiting review process, making it a process that is no longer trilateral (department, visitors, provost's office) but provides for the involvement of faculty from other departments as well as faculty committees.

Internal Ad Hoc Committee
Beginning in 2021-22, the Provost's Office has introduced a new stage in the EVC process. This involves the Provost's Office convening an ad hoc committee of three tenured faculty holding appointments in departments or programs other than the department to be visited. The members of this committee will be agreed upon by the chair of the department and the department dean. The members of the ad hoc committee will review the self-study and charge to the EVC, meet with the EVC as part of its campus visit, and provide a brief written report to the department dean and department chair after the visit. This written report will be appended to the EVC report and the department's response.

Committee on Curriculum and Academic Policy (CCAP)
CCAP is involved with the external visit process at three stages:
   1. Prior to the external visit, the department shares the sections of its self-study report related to the curriculum with CCAP, and the chair attends a CCAP meeting for an in-depth discussion of the self-study report and the charge related to the department's curriculum. Recently, department chairs of visited

departments have found these meetings to be very helpful in refining the final version of the self-study, including the charge to the EVC and the presentation of data regarding enrollments and majors. We highly recommend that departments allow themselves sufficient time after the meeting with CCAP to revise their self-studies before sending them off to the EVC.

2. During the visit, faculty representatives of CCAP will meet with the EVC to discuss curricular matters related to the visit.

3. After the department has responded in writing to the external visit report, representatives of the department will meet one final time with CCAP to discuss the EVC's recommendations related to the curriculum and the department's response.

Advisory Committee on Academic Staffing (ACAS)

ACAS members do not participate in the EVC process directly. However, EVC reports are shared with ACAS as part of the material available to the committee to assist in their review of requests for tenure-track authorizations.

D. The External Visiting Committee

1. The department is responsible for setting up the schedule of appointments for the EVC when they are on campus, and working with the Provost's Office to arrange for the logistics of the visit, such as transportation and lodging. Please consult with your department dean about the schedule and whom to include. Remember to schedule in some blocks of time for the committee members to discuss their findings amongst themselves. As noted above, the visit will include a meeting with the internal ad hoc committee and with representatives from CCAP, which can be scheduled in consultation with the Dean of Academic Affairs who chairs CCAP.

2. The EVC will spend approximately two days on campus and will conclude with an exit interview with the president, provost and deans. Typically, the visitors arrive on Sunday afternoon, have dinner with the provost and deans, begin work in earnest on Monday, and conclude on Tuesday afternoon with an exit interview with the president, provost, and deans.

3. The EVC is asked to submit a final report to the College within four-six weeks of their visit. The report is reviewed in the Provost's Office (very occasionally reports include material that requires redaction) and is then sent to the department. The report may be shared with the members of the ad hoc internal committee (at the discretion of the department chair) but should not be distributed more widely without explicit approval from the Provost's Office.

4. The department is asked to submit a written response to the EVC final report, usually by the end of the semester following receipt of the report. If the EVC report recommends that a department make significant changes in its organization or curriculum, a follow-up retreat for all department members may be recommended (and supported) by the Provost's Office.

Please do not hesitate to get in touch with your department dean at any stage of this process. Most departments find the occasion of an external review to be an important opportunity for growth and self-reflection. While it does require work, it can also be a rewarding and even pleasurable experience. We want this visit to be valuable to you and your colleagues, and our goal is thus to do whatever we can to make your own efforts as efficient and effective as possible.

XIII. Working with your Departmental Academic Administrator

As we all know, the academic administrators in departments and programs provide indispensable support. They are often the face of a department or program to students and to others both within and outside the college. They submit curricula, manage finances, plan events, and coordinate daily and weekly activities in a hundred different ways. But there are reasonable limits to what chairs and faculty members should ask of their administrators. Academic administrators should always be encouraged to decline such extra work that falls outside their job descriptions.

Below is a bulleted list of the primary responsibilities that academic administrators must meet, most of which are for work that happens under the direct supervision of the department chair. In some cases, administrators work for more than one department, which multiplies the number of their responsibilities.

Chief priorities of the position of departmental academic administrators:

- Manages the department budget and all department funds;
- Assists chair in preparing curriculum, course packets, flyers, and teaching schedules;
- Supports department faculty job search activities; at conclusion of search facilitates submission of Form B (the "green form"), arranges for phone, computer, and keys.
- Maintains files and supports the activities of the departmental R&P committee;
- Coordinates the organization of department meetings, events (including travel for presenters), and communications with other offices and external stakeholders;
- Ensures that the department website is current;
- Supports preparations for department external reviews;
- Responds to requests from other administrative offices, including those related to building renovation; submits facilities work orders for building repairs;

- Hires and supervises student assistants. Also handles the posting of student jobs in Handshake, the hiring of student assistants in Workday, and approving student hours in workday. (Photocopying, mail delivery, library runs, as well as some website and social media updating, newsletter preparation, bulletin boards, and event publicity are normally tasks that can be delegated to student assistants.)
- Maintains office supplies;
- Assists faculty members with distributing materials for final exams as part of the regular college-organized exam process;
- Handles paperwork for international visitors and language assistants (if relevant); communicates with Wellesley's Slater International Center regarding visas and orientation, and with Provost's office for contracts;
- Serves as contact person with the Registrar's Office and the Controller's Office for student prizes;

- Maintains department calendar, records for majors and minors, thesis students and independent studies, and other departmental information (e.g., faculty office hours).

Work that an academic administrator should <u>not</u> be asked to perform:

- Faculty's individual travel arrangements;
- Faculty's individual expense reports in Workday (although they are the first point of contact for process-related questions);
- Personal errands for faculty members or department chairs. This includes not only the most egregious examples (e.g., picking up dry cleaning), but also organizing events and parties that do not have a business purpose (e.g., birthday parties, baby showers);
- Supporting college committees or initiatives that are not associated with the work of a specific department (the work of a department administrator belongs to that department; if another college priority needs support, please be in touch with the department dean);
- Carrying responsibility for complying with college legislation on searches, reappointment and promotion reviews, and other department business (this is the chair's responsibility);
- Any action that requires an administrator to go into a faculty member's password-protected account, such as submitting grades or submitting a faculty member's expense report in Workday;
- Posting specific course-related material to online Sakai or Google sites; maintaining or creating reading or reserve lists for specific courses;
- Personal correspondence of faculty members, including professional correspondence or email with students.

If in a given year or semester, there are an unusual number of time-consuming activities happening within a department that may make it impossible for an academic administrator to manage her responsibilities within her assigned hours (e.g., when there is both a faculty search and preparation for an external review), please be in touch with the Provost's Office, which can assign additional hours or other temporary assistance to a department.

We know that you will be respectful of the time of your academic administrators, and, in turn, they will be able to support you in the way that most fully realizes institutional priorities and goals.

Department chairs have the responsibility to approve the weekly time sheets and time-off requests for their academic administrators within Workday. Chairs should work in tandem with their academic administrators to identify vacation periods that are sensitive to the predictable work demands of the department, while also respecting the administrator's prerogative to use her or his time off. It is also the responsibility of the department chair to provide an assessment of the academic administrator's performance at the close of each academic year, which will form part of the college's performance review and recommendation for salary increase or bonus amount. This assessment will include both a performance rating and a performance review, which includes the goals for the administrator in the current year and the upcoming year and the administrator's success in meeting these goals. There may also be a bonus pool, and supervisors will then be asked to nominate administrators for a bonus, based on significant achievement, the temporary assumption of additional duties, or the accomplishment of a special task or project. The performance ratings and review (no longer than one and a half pages) are due to the Provost in late spring. Each year a memo is sent with the exact date and logistics of submission.

XIV. Guidelines for Retention and Archiving of Department Files

The Provost's Office is frequently asked which documents need to be maintained in the department faculty files and for how long. Included below are guidelines we have developed to address these questions.

A. Past job search files
We are legally required to keep application materials for three years; however, faculty searches have been online for over three years, so there is no need to retain hard copies at all.
Exception: Sometimes people apply directly to the department and not through the online system. In those cases, the department needs to keep applications for three years and can then shred them. (Human Resources always tries to send applicants to the online site; 90-95% of candidates apply through the online system.)

B. Department files for current faculty members contain:
- Original application materials (cover letter, CV, reference letters, etc.); recent activities sheet and CV; R&P-related documents (see below); unsolicited letters.
- R&P documents:
    - SEQs: Since SEQs are all available online, there is no need to hold onto hard copies. If the R&P prefers hard copy, SEQs should be shredded once review is over.
    - External evaluation letters: After a tenure or promotion review is completed, the external evaluations, evaluators' CVs, and R&P recommendation(s) should be shredded (and electronic versions deleted). (The Provost's Office maintains all of these documents if they are ever needed.).
    - Other R&P documents created at the department level (including annual meeting reports and class visit reports) should be retained in the department file until at least such time as the faculty member is promoted to full professor. (If the R&P chair is an outside member, these documents would be kept by her/him in a separate "R&P folder.")

C. What happens to a faculty member's "department file" while s/he is department chair? It is up to each department to decide how that should be handled. In some departments, the administrative assistant keeps all the faculty files; in others, the previous chair or a senior colleague holds onto the file.

D. Archiving department files:
- For current long-time tenured full professors with unwieldy department files, their "pre-promotion-to-full-professor" documents may be sent to Archives (clearly identifying them as such). A detailed list of what was sent to Archives should be placed in their current department file in case any need to be retrieved.
- Once faculty members leave the College (for whatever reason): Files should go to Archives after three years. There is no need to send any hard copies of SEQs to the Archives since they are available online. Any hard copies should be shredded. (This includes SEQs that predate our online system since the Provost's Office maintains copies of them.)

Please note that any files sent to the Archives should be in their original format. For example, you should send the original digital versions of files rather than printing out your digital files and sending Archives hard copies.

XV. Dealing with Difficult Colleagues

The department chair is in an especially delicate position in dealing with difficult colleagues, given the collaborative chairing model at the College. In the middle between the central administrative and the academic staff, chairs lack the big sticks (for instance, influence over salary increases) that colleagues in similar positions at other institutions may have. Fortunately, most problems can be solved without wielding a club—and in fact may give way more easily to subtler interventions. Here are three tips for addressing the (inevitable) conflicts that will arise in your department between colleagues:

- Avoid email as a first step. Email provides great efficiency, and sometimes it is essential (e.g., you are traveling, the situation is an emergency, you need to create a paper trail). In most cases, however, talking to colleagues face-to-face prevents misunderstanding and builds trust. Fine modulations of tone are hard to manage over email, and that paper trail can work against you as well as for you, given how easy it is to forward email.
- Listen carefully and fully to both sides of a story before you formulate a plan about how to address a problem. It is very tempting when you hear about or even witness misbehavior to want to step in and handle it quickly and forcefully. There is often another side, however, and developing a reputation for fairly hearing out your colleagues will work strongly in your favor over time.
- After you have heard everyone out, determine a plan of action and schedule a conversation with the colleague whose behavior is causing the difficulty. Carefully work out in advance what you will say to this person, and follow that conversation up with a clearly worded email message that outlines the outcomes that you expect. Do not threaten consequences that you would be unwilling actually to implement. Be realistic in what you ask for; small changes in behavior or environment can lead the way to larger ones.

There is more than one kind of "bully" in academe. In fact, the aggressive bully, while not entirely absent, is rarer than the passive aggressive or "victim bully" (or the "memo bully" whose lengthy missives are a form of displaced aggression!). See chapter 5 of *The College Administrator's Survival Guide* on "bullies" for valuable advice on how to create an environment resistant to these forms of behavior.

Most of us who choose the life of faculty members relish the freedom and independence that it affords; we are by nature reluctant to interfere in conflicts between others or to call out a colleague for his or her bad behavior. Especially with the protections of tenure, bullies can thrive in this kind of environment—and their behavior is enabled by instincts of avoidance on the part of others. As chair, it is your job to intervene when you become aware of such situations to prevent them from becoming poisonous and leading to

dysfunction in your department. There are exceptions, however. If bullying behavior looks like it may escalate to actual violence, if a member of the faculty or staff in your department is engaging in harassing or illegal discriminatory activity, or if a situation threatens to spiral out of control in any way, reach out immediately to your department dean.

The Ombuds Office is another resource for helping faculty, staff, and students explore options for resolving problematic issues. Kathryn Bender, ombudsperson (ombuds@wellesley.edu), assists in navigating workplace and campus disputes and provides confidential guidance about policies, procedures, challenging issues, and difficult conversations. She is also able to facilitate and mediate conversations. The ombuds office web page can be found at:
https://www.wellesley.edu/administration/ombuds.

XVI. Facilities Requests

Wellesley College's physical campus is one of its most spectacular, beguiling, and yet unavoidably challenging assets. Where the architectural significance of our college is in part related to the age of our buildings, you can expect at one point or another to encounter a problem that needs to be referred to the Facilities Department for attention. Use (or ask your academic administrator to use) this link. If your request is not promptly acknowledged or does not receive the response that you believe it deserves and within a reasonable time frame, please be in touch directly with a member of the Facilities management staff, so that one of them can take appropriate action.

Facilities issues that affect the environmental health and well being of our students, staff, and faculty are especially critical to address in a timely and appropriate way. The Director of Environmental Health and Safety (Suzanne Howard; showard@wellesley.edu) is a responsive and trained resource. If such an issue arises in your department or program, reach out to her without delay.

XVII. Annual Report

The annual report is a valuable resource both for the Provost's Office and for the individual department's archives. In our office, we carefully read the reports over the summer, to help us keep up with what is happening on the department level.

We offer the template below as an indication of the sort of information we would find most useful for you to provide. Please do not feel that you need to include all the elements mentioned there. 3-4 pages (excluding attachments), single-spaced, should

be sufficient; this may vary somewhat depending on the size of the department or program and how much went on this year. There is no need to duplicate material that is available in other easily accessible "official" sources (e.g., activities sheets, the course catalog).

Please describe the full range of activities and concerns in your department or program this year. We are interested equally in successes, difficulties, challenges, and desires (as long as none of these are personalized). It's useful to be reminded not only about where things are going well but about where problems exist, and the annual report helps both the department and the administration to keep a record of accomplishments and of challenges.

A. State of the department or program; the year in review (e.g., turnover of one chair/director to another, a new academic administrator or assignment of administrative duties, announcements of promotions, new hires, retirements; if an external review is underway or has recently occurred, how departments/programs are preparing or responding)

1. Curriculum
   (a) Major revisions or reviews of the departmental curriculum, including responses to suggestions from external reviews
   (b) Highlights and innovations (experimental courses, First Year Seminars, Calderwood seminars, capstone courses, etc.) (c) Enrollment trends, number of majors, thesis students, independent studies

2. Faculty
   (a). Staffing highlights (where there were challenges in covering your curriculum, notable changes in staffing, search results)
   (b) Activities (notable faculty activities, such as book publications, new courses developed that are significant to the curriculum or the faculty member's overall interests, important fellowships or grants awarded. Some departments ask each department member to supply a brief paragraph – no more than 10 lines – highlighting their most significant scholarly, teaching or service activities of the year.)

3. Departmental activities (events and notable moments, such as a retirement celebration, an inspiring lecture or workshop, activities planned by student clubs, supported by a specific fund, trips, extracurricular lectures, symposia, panels, interdepartmental connections, programs abroad, Wintersession courses)

4. Students (notable student activities, such as national fellowships and prizes, internships, distinctive thesis performance, group student research projects)

5. The year ahead
   1. Teaching
   2. Faculty staffing
   3. Departmental activities (major events of coming year)
   4. Student activities

6. Assessment
   (a) Assessment activities carried out during the year, and results
   (b) Plans for assessment in the upcoming academic year

B. Issues and concerns of special note

C. Appendices (Some departments occasionally include appendices, such as newsletters, retirement appreciations. These materials, if they are not too lengthy, can help fill out the picture of an individual year and are helpful additions that do not take too much effort to compile.)

External Reviews (as of 8-29-22)

Department/program	Year visit occurred	Year visit occurred	Scheduled
Africana Studies	1995	2014	2026-27
American Studies		2020	2029-30
Anthropology		2008	2021-22
Art (History)		1998	2022-23
Art (Studio)	1998	2011	2023-24
Astronomy	1999	2017	2029-30
Biochemistry		2016	2027-28
Biological Sciences	1997	2013	2025-26
Cinema & Media Studies		2020	2029-30
Chemistry	2000	2012	2024-25
Classical Studies	1997	2017	2028-29
Cognitive & Linguistic Sciences			2024-25
Comparative Literary Studies		2015	2026-27
Computer Science	1998	2012	2024-25
East Asian Languages & Cultures	1994, 2002	2016	2027-28
Economics		2009	2023-24
Education	2003	2014	2025-26
English & Creative Writing		2009	2022-23
Environmental Studies		2017	2028-29
French & Francophone Studies	1998	2014	2025-26
Geosciences	2001	2017	2028-29
German Studies		2009	2023-24
History	1998	2011	2023-24
Italian Studies	1997-98	2017	2028-29
Latin American Studies		2014	2025-26
Mathematics		2008	2022-23
Media Arts & Sciences			2022-23
Middle Eastern Studies			2024-25
Music	2000	2014	2025-26
Neuroscience		2006	2022-23
Peace & Justice Studies		2008	2022-23
Philosophy	1996	2012	2024-25
Physical Education, Recreation &	1999	2012	2024-25
Physics	1999	2015	2026-27
Political Science	2008	2015	2026-27
Psychology	2002	2014	2025-26
Religion	1996	2010	2022-23
Russian	1997	2016	2027-28
Sociology	1997	2009	2023-24
Spanish	1996	2012	2023-24
Statistics/Data Science			2022-23
Theatre Studies		2015	2026-27
Women's and Gender Studies	1997	2016	2027-28