

Wabash.

Department Chair Handbook

2024-2025

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2024-25 Division Chairs:

2024-25 Department Chairs:

2024-25 First Year Course Co-Chairs:

DEPARTMENT CHAIR CALENDAR: IMPORTANT DATES, 2024-25

Month	Date	What's Due
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Department Chair Responsibilities

Department Chair Selection and Term

Typical duties leading department

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Fall Semester

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FINAL EXAMINATION SCHEDULE, 2024-25

Final examinations are given at the end of each Fall and Spring semester. No deferred examinations are given except by written excuse from the Dean of Students. The faculty has agreed that no exams will be given and no papers will be due beginning Wednesday and through Sunday of the week prior to finals. No papers will be due during finals week unless there is not a final exam in the course, in which case the paper will be due at the end of the regularly scheduled exam time for that course. Classes not included in the schedule below will be examined during the final exam week under special arrangements made by the instructor. Exams are held in the same classrooms they met in during the semester unless otherwise assigned by the Registrar.

FALL SEMESTER 2024, BY EXAM DATE

Exam Date	Exam Time	Class Meeting Time
Monday, December 9	9:00 AM - 12:00 PM	Classes meeting at 9:45 AM TuTh
	1:30 - 4:30 PM	Classes meeting at 3:10 PM MWF
Tuesday, December 10	9:00 AM - 12:00 PM	Classes meeting at 8:00 AM MWF
	1:30 - 4:30 PM	Classes meeting at 1:10 PM TuTh
Wednesday, December 11	9:00 AM - 12:00 PM	Classes meeting at 9:00 AM MWF
	1:30 - 4:30 PM	Classes meeting at 8:00 AM TuTh & 2:40 PM TuTh
Thursday, December 12	9:00 AM - 12:00 PM	Classes meeting at 10:00 AM MWF
	1:30 - 4:30 PM	Classes meeting at 2:10 PM MWF
Friday, December 13	9:00 AM - 12:00 PM	Classes meeting at 11:00 AM MWF
	1:30 - 4:30 PM	Classes meeting at 1:10 PM MWF
Saturday, December 14	Make-up exams; multi-section and other courses as assigned by the Registrar	

FALL SEMESTER 2024, BY CLASS MEETING TIME

Class Meeting Time	Exam Date	Exam Time
Classes meeting at 8:00 AM MWF	Tuesday, December 10	9:00 AM - 12:00 PM
Classes meeting at 9:00 AM MWF	Wednesday, December 11	9:00 AM - 12:00 PM
Classes meeting at 10:00 AM MWF	Thursday, December 12	9:00 AM - 12:00 PM
Classes meeting at 11:00 AM MWF	Friday, December 13	9:00 AM - 12:00 PM
Classes meeting at 1:10 PM MWF	Friday, December 13	1:30 - 4:30 PM
Classes meeting at 2:10 PM MWF	Thursday, December 12	1:30 - 4:30 PM
Classes meeting at 3:10 PM MWF	Monday, December 9	1:30 - 4:30 PM
Classes meeting at 8:00 AM TuTh & 2:40 PM TuTh	Wednesday, December 11	1:30 - 4:30 PM
Classes meeting at 9:45 AM TuTh	Monday, December 9	9:00 AM - 12:00 PM
Classes meeting at 1:10 PM TuTh	Tuesday, December 10	1:30 - 4:30 PM
Make-up exams; multi-section and other courses as assigned by the Registrar	Saturday, December 14	



FINAL EXAMINATION SCHEDULE, 2024-25

SPRING SEMESTER 2025, BY EXAM DATE

Exam Date	Exam Time	Class Meeting Time
Monday, May 5	9:00 AM - 12:00 PM	Classes meeting at 9:00 AM MWF
	1:30 - 4:30 PM	Classes meeting at 8:00 AM TuTh & 2:40 PM TuTh
Tuesday, May 6	9:00 AM - 12:00 PM	Classes meeting at 11:00 AM MWF
	1:30 - 4:30 PM	Classes meeting at 1:10 MWF
Wednesday, May 7	9:00 AM - 12:00 PM	Classes meeting at 9:45 TuTh
	1:30 - 4:30 PM	Classes meeting at 3:10 PM MWF
Thursday, May 8	9:00 AM - 12:00 PM	Classes meeting at 8:00 AM MWF
	1:30 - 4:30 PM	Classes meeting at 1:10 PM TuTh
Friday, May 9	9:00 AM - 12:00 PM	Classes meeting at 10:00 AM MWF
	1:30 PM- 4:30 PM	Classes meeting at 2:10 PM MWF
Saturday, May 10	Make-up exams; multi-section and other courses as assigned by the Registrar	

SPRING SEMESTER 2025, BY CLASS MEETING TIME

Class Meeting Time	Exam Date	Exam Time
Classes meeting at 8:00 AM MWF	Thursday, May 8	9:00 AM - 12:00 PM
Classes meeting at 9:00 AM MWF	Monday, May 5	9:00 AM - 12:00 PM
Classes meeting at 10:00 AM MWF	Friday, May 9	9:00 AM - 12:00 PM
Classes meeting at 11:00 AM MWF	Tuesday, May 6	9:00 AM - 12:00 PM
Classes meeting at 1:10 PM MWF	Tuesday, May 6	1:30 - 4:30 PM
Classes meeting at 2:10 PM MWF	Friday, May 9	1:30 - 4:30 PM
Classes meeting at 3:10 PM MWF	Wednesday, May 7	1:30 - 4:30 PM
Classes meeting at 8:00 AM TuTh & 2:40 PM TuTh	Monday, May 5	1:30 - 4:30 PM
Classes meeting at 9:45 AM TuTh	Wednesday, May 7	9:00 AM - 12:00 PM
Classes meeting at 1:10 PM TuTh	Thursday, May 8	1:30 - 4:30 PM
Make-up exams; multi-section and other courses as assigned by the Registrar	Saturday, May 10	

Wabash.

Ring In Saturday	AUG 17	AUG 23	AUG 22	AUG 21
Classes Begin	AUG 21	AUG 27	AUG 26	AUG 25
Final Date to Add Full Semester and First Half Courses	AUG 27	SEPT 2	SEPT 2	AUG 31
Student Census*	SEP 3-4	SEPT 9-10	SEPT 8-9	SEPT 7-8
Final Date to Drop (without record on transcript) a First Half-Semester Course or Request Credit/No Credit (CR/NC) Grading Option	SEP 6	SEPT 12	SEPT 11	SEPT 10
Final Date to Request Credit/No Credit (CR/NC) Grading Option in a First Half-Semester Course				
First Day to Request Conversion to Credit/No Credit (CC/NC) Grading Option for a First Half-Semester Course	SEP 16	SEPT 22	SEPT 21	SEPT 20
Final Date to Drop Full Semester Course (without record on transcript)	SEP 20	SEPT 26	SEPT 25	SEPT 24
Final Date to Request Credit/No Credit (CR/NC) Grading Option in a Full Semester Course				
Final Date To Withdraw (with "W" on transcript) from a First Half-Semester Course	SEP 27	OCT 3	OCT 2	OCT 1
Final Date to Request Conversion to Credit/No Credit (CC/NC) Grading Option in a First Half-Semester Course				
First Day to Request Conversion to Credit/No Credit (CC/NC) Grading Option for a Full Semester Course	OCT 7	OCT 13	OCT 12	OCT 11
Midsemester	OCT 9	OCT 15	OCT 14	OCT 13
Midsemester Break	OCT 10-13	OCT 16-19	OCT 15-18	OCT 14-15
Classes Resume; Second Half-Semester Courses Begin	OCT 14	OCT 20	OCT 19	OCT 18
Mid-Term Grades Due	OCT 15	OCT 21	OCT 20	OCT 19
Final Date to Add a Second Half-Semester Course	OCT 18	OCT 24	OCT 23	OCT 22
Final Date to Drop (without record on transcript) from a Second Half-Semester Course	OCT 25	OCT 31	OCT 30	OCT 29
Final Date to Request Credit/No Credit (CR/NC) Grading Option in a Second Half-Semester Course				
First Day to Request Conversion to Credit/No Credit (CC/NC) Grading Option for a Second Half-Semester Course	NOV 4	NOV 10	NOV 9	NOV 8
Pre-Registration for Spring Semester	NOV 4-8	NOV 10-14	NOV 9-13	NOV 8-12
Final Date to Withdraw (with "W" on transcript) from a Full Semester Course OR a Second Half-Semester Course	NOV 15	NOV 21	NOV 20	NOV 19
Final Date to Request Conversion to Credit/No Credit (CC/NC) Grading Option in a Full Semester Course OR a Second Half-Semester Course				
Thanksgiving Recess	NOV 23 - DEC 1	NOV 22-30	NOV 21-29	NOV 20-28
Classes Resume	DEC 2	DEC 1	NOV 30	NOV 29
Last Day of Fall Semester Classes	DEC 6	DEC 12	DEC 11	DEC 10
Final Exams	DEC 9-14	DEC 15-20	DEC 14-19	DEC 13-18
All Semester Grades Due	DEC 16	DEC 22	DEC 21	DEC 20

Written Comprehensives for Seniors	JAN 9-10, 13-14	JAN 8-9, 12-13	JAN 7-8 11-12	JAN 6-7, 10-11
Oral Comprehensive Exams for Seniors	JAN 15-17	JAN 14-16	JAN 13-15	JAN 12-14
Classes Begin	JAN 20	JAN 19	JAN 18	JAN 17
Final Date to Add Full Semester and First Half Courses	JAN 24	JAN 23	JAN 22	JAN 21
Student Census*	JAN 28-29	JAN 27-28	JAN 26-27	JAN 25-25
Celebration of Student Research (afternoon classes cancelled)	JAN 24	JAN 23	JAN 29	JAN 28
Final Date to Drop a First Half-Semester course (without record on transcript)	JAN 31	JAN 30	JAN 29	JAN 28
Final Date to Request Credit/No Credit (CR/NC) Grading Option in a First Half-Semester Course				
First Day to Request Conversion to Credit/No Credit (CC/NC) Grading Option for a First Half-Semester Course	FEB 10	FEB 9	FEB 8	FEB 7
Final Date to Drop Full Semester Course (without record on transcript) or Request Credit/No Credit (CR/NC) Grading Option	FEB 14	FEB 13	FEB 12	FEB 11
Final Date to Request Credit/No Credit (CR/NC) Grading Option in a Full Semester Course				
Final Date to Withdraw from First Half-Semester Course (with "W" on transcript) or Request Conversion to Credit/No Credit (CC/NC) Grading Option in a First Half-Semester Course	FEB 21	FEB 20	FEB 19	FEB 18
First Day to Request Conversion to Credit/No Credit (CC/NC) Grading Option for a Full Semester Course	MAR 3	MAR 2	MAR 1	FEB 28
Midsemester	MAR 7	MAR 6	MAR 5	MAR 3
Spring Recess	MAR 8-16	MAR 7-15	MAR 6-14	MAR 4-12
Classes Resume; Second Half-Semester Courses Begin	MAR 17	MAR 16	MAR 15	MAR 13
Mid-Term Grades Due	MAR 18	MAR 17	MAR 16	MAR 14
Final Date to Add Second Half-Semester Course	MAR 21	MAR 20	MAR 19	MAR 17
Final Date to Drop Second Half-Semester Course (without record on transcript)	MAR 28	MAR 27	MAR 26	MAR 24
Final Date to Request Credit/No Credit (CR/NC) Grading Option in a Second Half-Semester Course				
First Day to Request Conversion to Credit/No Credit (CC/NC) Grading Option for a Second Half-Semester Course	APR 7	APR 6	APR 5	APR 3
Pre-Registration for Fall Semester	APR 7-11	APR 6-10	APR 5-9	APR 3-7
Final Date to Withdraw (with "W" on transcript) from a Full Semester Course OR a Second Half-Semester Course	APR 18	APR 17	APR 16	APR 14
Final Date to Request Conversion to Credit/No Credit (CC/NC) Grading Option in a Full Semester Course OR a Second Half-Semester Course				
Last Day of Spring Semester Classes	MAY 2	MAY 1	APR 30	APR 28
Final Exams	MAY 5 - 10	MAY 4-9	MAY 3-8	MAY 1-6
Senior Final Grades Due	MAY 12	MAY 11	MAY 10	MAY 8
Commencement	MAY 17	MAY 16	MAY 15	MAY 13
Junior, Sophomore, and Freshmen Semester Grades Due	MAY 19	MAY 18	MAY 17	MAY 15
Classes Begin	MAY 27 (Tuesday)	MAY 26 (Tuesday)	MAY 24	MAY 22
Final Day to Add a Summer Course and Final Date to Drop a Summer Course (without record on transcript)*	one week after course's start date	one week after course's start date	one week after course's start date	one week after course's start date
Memorial Day - No Classes	MAY 26	MAY 25	MAY 31	MAY 29
Independence Day Observed - No Classes	JULY 4	JULY 3	JULY 5	JULY 4
Final Date to Drop a Summer Course (with "W" on transcript) or request CC/NC grading for the course	two weeks prior to course's end date	two weeks prior to course's end date	two weeks prior to course's end date	two weeks prior to course's end date
Last Day of Summer Semester Classes	AUG 15	AUG 14	AUG 13	AUG 18

**SCHEDULE FOR PROMOTION REVIEW
2024-25**

- By December 1:** **Faculty Member & Dept Chair:** Discuss the process for promotion and student/alumni comments.
- Faculty Member:** Notify Dean of the request for promotion. Submit a list of 3 possible Outside Reviewers – including credentials and a brief description of relationship to Reviewer - to the Sr Admin Assistant.
- Sr Admin Assistant:** Create folder and grant access to Dean, Div Chairs, Dept Chair, and Faculty Member. (Box)
- January 17:** **Faculty Member:** Submit electronic set of scholarly and/or creative work for the Outside Reviewer, a list of 8 alumni (with their current email address), and a list of 8 current students who will be asked for written comments. (Box)
- Sr Admin Assistant:** On behalf of department chair, email students and alumni for written comments. Send CV and scholarly and/or creative work to Outside Reviewer.
- January 31:** **Faculty Member:** Submit the review dossier with a statement and supporting documents. (Box)
- Sr Admin Assistant:** Remove Faculty Member’s access.
- February 17:** **Sr Admin Assistant:** Student and alumni written comments are due. Combine current student written comments into one document.
- March 1:** **Dept Chair:** Submit letter of recommendation. (Box)
- Sr Admin Assistant:** Outside Reviewer letter is due.
- April:** **Dean & Div Chairs:** Review materials and deliberate on request for promotion. Submit recommendation to the President. (Box)
- Sr Admin Assistant:** Grant access to the President and Executive Assistant. (Box)
- May 15:** **President & Dean:** Notify the Faculty Member of the College’s decision.
- Sr Admin Assistant:** Remove all access except for the Dean. (Box)

**PROCEDURES FOLLOWING STUDENT FAILURE OF COMPREHENSIVE EXAMS
2024-2025**

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Failure for Missed Oral Exams

SALARY REVIEWS

FACULTY

The Department Chair then drafts a written evaluation addressed to the Dean of the

preliminary assessment of merit level. This draft evaluation should be submitted to the

evaluations. The purpose of this meeting is to ensure the Division Chair fully understands the faculty member's work and to identify any points in the draft evaluations that might be clarified. At this meeting, Division Chairs can also discuss the Department Chair's accomplishments and merit recommendation if they are being

By the Tuesday after Spring Break, the Chair submits the final version of the written evaluation to the Senior Administrative Assistant to the Dean of the College. A copy of the evaluation and merit recommendation should also be given to the faculty member. The Personnel Committee reviews these materials.

The Dean of the College and Division Chairs send their final recommendations for faculty

After salary recommendations have been adopted, the Dean writes to each Department Chair indicating the merit units assigned to each member of their department who was

DEPARTMENT CHAIR REVIEW AND COMPENSATION

STAFF

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staff member

Professional Development Approval Process

Dean's Professional Travel Funds

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Coss Faculty Development Fund

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BKT Research Grants

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Sabbatical Leave Program

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Outside Grant Proposals

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Staff Professional Development and Travel (Business Travel)

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The Consortium for Faculty Diversity at Liberal Arts Colleges
Information for Departmental Search Committees at Wabash College

Mission and Goals

Shared Commitments of Member Institutions

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Fellowships for Candidates Who Enhance the Diversity of the Academy

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CFD Fellowship Guidelines

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Wabash's Commitment to the CFD

CFD in Practice at Wabash College

For CFD post-doctoral fellowships,

Strong, Active Mentorship in the Campus/Faculty Life of a Liberal Arts College

Using Our CFD Membership to Expand other Faculty Applicant Pools

We treat CFD candidates in broader faculty searches differently than post-doctoral appointments

Developing and Executing Tenure Track Searches: An Overview



FACULTY HIRING PROCEDURE

Additional resources for faculty hiring are available to those leading searches in the Hiring Guidance Box folder. Also consult the document “Developing and Executing Tenure Track Searches: An Overview,” which procedures this section of the Department Chair Handbook.

Department Chair

Department

Dean and Division Chair(s)

Dean

Department Chair

Department Chair

Dean’s Office

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U.S. News,

Colleges That Change Lives.

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Upon hire, Wabash requires successful completion of a background check and official transcripts. Notification of this requirement can be discussed during campus interview and included in appointment letter.

*However
not*

Department

Dean

Dean's Office



Coordinators

Academic Administrative

Department Chair

Academic Administrative Coordinator



Academic Administrative Coordinators

Department

and with rationale and including candidate review criteria

Dean or Senior Associate Dean

Department Chair

Personnel

Committee

Dean

Dean's office

Department Academic Administrative Coordinator

College's calendar

*Division Chairs'
Senior Associate Dean's*

Dean's

Academic Administrative Coordinators

Academic Administrative Coordinators (AACs)

Academic Administrative Coordinators

Division Chairs Dean

Interview scheduling

All interviews must produce one or more ways to evaluate teaching ability and potential. A preferred mechanism for this evaluation is a teaching demo using an existing class or a teaching experience constructed for the interview. If a teaching demo is not used, the department must require a portfolio of material demonstrating teaching effectiveness as part of the application materials and/or request that at least one letter of recommendation be requested from a recommender who is able to insightfully comment on the candidate's teaching

Other considerations:

Chair

Department

Department members

Department Chairs

Department Chair
Division Chair
Personnel Committee Department Chair
Department

Department Chair

Dean,

Dean

Department Chair.

Dean

Dean

*Department
Academic Administrative Coordinator*

HIRE INFORMATION - WHAT TO RETAIN IN JOB SEARCHES

ACADEMIC AFFAIRS STAFF HIRING PROCEDURE

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Colleges That Change Lives.

U.S. News,

Interview Scheduling

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HIRE INFORMATION - WHAT TO RETAIN IN JOB SEARCHES

Search Committee Training and Process

Before Reviewing Candidates

Watch the “Welcome to Outsmarting Implicit Bias” video from the Outsmarting Implicit Bias website: https://youtu.be/9OjvKR7Ynk?si=3XZfkj4ta0B_02ya

2. Review, individually, the “Common Errors of Individual Members” summarized from JoAnn Moody.
3. The committee discuss the video and Moody piece and consider how the ideas can be incorporated into your search process.

If you did not already do so when forming your position description, as a committee (make a list of important qualities the successful candidate should have (forming a set of evaluation criteria) In doing so you might consider using the Criteria Matrix that is included with the materials. In full you might discuss and agree on what will be your evaluation criteria, ways the criterion can be met, and what evidence will demonstrate that the candidate excels or exceeds in this area, with a mind toward “keeping the funnel wide” when it comes to applicants in the screening stage. Our goal is to rely less on general impressions in evaluating candidates and more so to make decisions based on agreed upon standards and evidence. In advance of beginning candidate review, submit your evaluation criteria, or the full Criteria Matrix, to your Division Chair.

While Reviewing Candidates

Allow enough time to review candidates. When committee members are rushed, it is easier to fall back on implicit biases or read only parts of an applicant’s portfolio.

Avoid discussing candidates in informal settings.

7. Decide what you will do as a committee if you receive additional notes or nudges about a particular candidate, for instance, an email endorsing a candidate from a dissertation advisor with whom you know well. How will this affect the committee’s screening process?

Use your evaluation criteria/Criteria Matrix as a rubric for keeping the committee committed to its qualifications.

Submit your selection criteria/Criteria Matrix, candidate recommendations, and brief rationales to the Dean of the College and your Division Chair. Please wait for feedback from the personnel committee before scheduling any short list interviews.

Before and During the Interview Phase

10. For each list interview prepare a structured interview. You might find some concepts from the “Outsmarting Implicit Bias” Structured Interview Action Sheet helpful in doing https://outsmartingimplicitbias.org/wp-content/uploads/OIB_ActionSheet_StructuredInterview.pdf). To the extent practical, consider how structured interviews might also help you evaluate candidates consistently and in full during campus interviews.

In preparing for your interviews, review the “What Not to Ask” section in the Department Chair Handbook

Rising above Cognitive Errors

Evaluation

JoAnn Moody, PhD,

www.diversityoncampus.com

I. Common Errors of Individual Members

Not errors just made by the 'bad guys' but things we all tend to do if we are not motivated to avoid them.

Negative Stereotypes. "A stereotype can be defined as a broad generalization about a particular group and a presumption that a member of that group embodies generalized traits of that group." Negative stereotypes are negative presumptions such as presumptions of incompetence in an area, or presumptions of lack of character or trustworthiness.

2. **Positive Stereotypes** A halo effect where members of a group are presumed to be competent or bonafide. A member receives the benefit of the doubt. Positive achievements are noted more than negative performance, and success is assumed.
3. **Raising the Bar**

Self-Fulfilling Prophecy Some call it 'channeling,' where we structure our interaction with someone we can receive information congruent with assumptions, avoid information incongruent with our assumptions.

12. **Seizing a Pretext** Hiding one's concern agenda (e.g., excessive weight) behind something trivial, or focusing on a few negatives rather than the overall performance.

13. **Character over Context, Attribution** example, failing recognize context of situation was it social, late in the day, outside of the professional arena, or an attribution of responsibility for a situation that is misplaced on one person rather than others.

Premature Ranking/Digging In Rush numbers, if they objective, drive decision.

Momentum of the Group It is difficult resist consensus when majority be heading one way without a full hearing on other considerations.

Developing Screening Criteria: Step-by-Step Guidance for Search Committees

INTRODUCTION The goal of this step in the search process is for committee members to articulate a shared understanding of the qualifications for the new position, rather than relying on unspoken assumptions or past iterations of the department and position. The full search committee participates to develop this tool, discussing the key criteria for candidate evaluation, which qualifications strongly predict better performance, and how/when to evaluate each qualification. Doing this before advertising double checks the qualifications for clarity and priority, allows them to be refined as needed, and uncovers differences of opinion or assumptions that may stall the committee later in the process. Tying evaluative conversations to the matrix at each successive stage helps mitigate cognitive *and* structural bias.

Evaluation Criteria and Required or Preferred Each evaluation criterion should be identified, one qualification in each cell. Typically, these criteria should be directly represented in the ad text. In the second column, indicate *R* for required or *P* for preferred. candidate **must** required qualifications be hired. Preferred qualifications predict better performance.

Relationship to Job To understand how broadly we can evaluate/interpret qualification, we understand what it enables appointee do in position. Which position duties require it? Why is it needed? **What aspects of the job might be difficult or impossible without it?** Does this qualification tie directly to duties described in the job description, or have we failed to show the part of the job this qualification supports? Is it a proxy for skills not otherwise articulated? If so, what skills? Might it be better to list them individually?

Ways Criterion Can be met This column broadens our understanding of how candidates may meet each qualification, so we can consider more candidates and those who are qualified in less typical ways. Given its relationship to the job, what experiences, accomplishments, or learning meet this qualification? If it could be assessed in an interview, what **MUST** candidate include in their answer minimum need? Go beyond *quantity* (such as number of years) to define indicators of acceptable *quality* in their performance or understanding. Ask “who might we miss?” and “What ways to meet this have we overlooked?” to broaden the criteria.

of the top in a **first** of skills in order of a few hard **qualifications**, **continuing**

Priority How important is *strength* in this qualification compared to *strength* in other qualifications? Required qualifications: If meeting qualification *strongly* (vs. minimally) strongly predicts *better* performance, it is *high priority* for committee spend time evaluating. Conversely, if once an objective numeric qualification is met, there is no need for the committee to spend more time on it, it is *low priority* Preferred

qualifications: Those that most strongly predict better performance are *high* priority. Those that least strongly predict better performance are *low* priority. *High, medium, and low* priority apply to both preferred AND required qualifications.

Evidence the Candidate Excels medium and high priority qualifications, what indications candidate *strongly* (beyond meeting them) in relationship job? ways of meeting exceeding) the qualification predict better performance? Go beyond quantity (how *much*) to include quality (how *well*).

When to Assess what stage will we have enough information this qualification for applicants? If it is high priority and will be evaluated than one stage, what we looking for stage? When will we eliminate candidates for not meeting it?

Revised November 2023, Adapted from Oregon State University

Criteria Matrix

Job Title:

Full Consideration Date:

Final Closing Date:

<p>Evaluation Criteria</p>	<p>Required or Preferred?</p>	<p>Relationship to job – <i>What parts of the job does this qualification support? Why is it needed/how is it used? What might they not be able to do without it?</i></p>	<p>Ways Criterion Can be Met – <i>what are the different ways someone might meet this qualification?</i></p>	<p>Priority – <i>importance</i></p>	<p>Evidence the Candidate Excels or Exceeds in this Area <i>what are indicators that someone meets the qualification STRONGLY – what ways of meeting it predict better performance?</i></p>	<p>When to Assess <i>(and eliminate for not meeting)</i></p>

Interviews-What is Inappropriate to Ask

1. Subject: Relatives/Marital Status

Inappropriate:

Appropriate:

2. Subject: Residence

Inappropriate:

Appropriate:

3. Subject: Pregnancy

Inappropriate:

Appropriate:

4. Subject: Physical Health

Inappropriate:

Appropriate:

5. Subject: Family

Inappropriate:

Appropriate:

6. Subject: Name

Inappropriate:

Appropriate:

7. Subject: Sex

Inappropriate:

Appropriate:

8. Subject: Photographs

Inappropriate:

Appropriate:

9. Subject: Age

Inappropriate:

Appropriate:

10. Subject: Education

Inappropriate:

Appropriate:

11. Subject: Citizenship

Inappropriate:

Appropriate:

12. Subject: National Origin/Ancestry

Inappropriate:

Appropriate:

13. Subject: Race or Color

Inappropriate:

Appropriate:

14. Subject: Religion

Inappropriate:

Appropriate:

15. Subject: Organizations

Inappropriate:

Appropriate:

16. Subject: Military

Inappropriate:

Appropriate:

17. Subject: Height & Weight

Inappropriate:

Appropriate:

18. Subject: Arrests & Convictions

Inappropriate:

Appropriate:

Appropriate:

20. Statements of Guaranteed or Permanent Employment

Inappropriate:

Appropriate:

Departmental Reviews

_____ *prior*

This will be a written document submitted to the Dean's Office and outside consultant(s) at least three weeks prior to consultants arriving on campus

prior to extending any invitation to participate



I. Identification of Review Focus Questions (Required element)

II. Characteristics of the department (Required element)

C.

III. Review (and revision) of departmental curriculum and student learning goals (Required)

The department review self-study should document these discussions and, at a minimum, include an updated set of department student learning goals.

IV. Practice

V. Assessment: How We Assess Student Learning, Pedagogy, and Programs (some consideration of assessment data is a required review element)

VI. Questions and Issues: Moving Forward

VII. Appendices (Optional, included as deemed useful by department)

Department and Program Review Schedule

	2023-24	2024-25	2025-26	2026-27	2027-28
Deans Level Assessment					
Department Reviews					
Division 1					
Division 2					
Division 2					
Division 3					
Division 3					
Program reviews					
Program reviews					
Support					

BUDGETING RESPONSIBILITIES AND PROCESSES

Budget Tracking (throughout the year)

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Purchasing Card (P-Card) Use

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Purchasing Card Reconciliation (Monthly)

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Check Requests

Other Accounting Forms

STUDENT AND DEPARTMENT ACADEMIC INFORMATION

Reviewing Majors and Minors in Academic Planning

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academic advisor

primary

one

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major advisor

minor advisor

pre-health advisor

it can also be useful to review progress in the summer prior to a student's senior year to catch any errors related to completion of annually offered courses that are in the fall. This access and review process should also be helpful to chairs to help plan and anticipate the courses and/or number of sections of courses that need to be scheduled based on the needs of students in their majors or minors.

Because there are different roles for advisors, most students will have multiple people assigned to them with an advisor role. Many students will have three people assigned; a student whose academic advisor is also his major or minor department chair may have fewer; a student with multiple majors and/or minors may have more. However, it is always the academic advisor who functions as the primary advisor.

On the Advising Overview screen in Academic Planning, an advisor can search for his or her advisees and filter the search by advising role. Thus, an advisor who only wants to search for his or her academic advisees can select "Academic" from the drop-down menu, click Go, and see a list of only academic advisees. Follow the same process but select "Major" or "Minor" to see only those advisees.

Informer 5 Reports of Departmental Data

All department chairs should have access to an Informer 5 dashboard that pulls department majors and course enrollments for both the current term and historical terms. The dashboard can be used to track the number of department majors as well as produce information on a variety of student metrics. To access the dashboard, log in to Informer 5 at informer.wabash.edu, click on "Reports" on the left side of the screen, and search for "Department Chairs Dashboard."

It is important to keep in mind that the dashboard contains FERPA-protected information, so department chairs should only allow others to access their contents within the "legitimate educational interests" clause. Access should be strictly limited to those who have been trained in handling FERPA-protected information and for whom handling sensitive information is the scope of their professional duties.

Below is a link to a video tutorial for using the dashboard. Please reach out to the Director of Institutional Research with any questions.

[Department Chairs Dashboard Tutorial](#)

