

**HANDBOOK FOR DEPARTMENT CHAIRS**

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If you have any questions, concerns, or suggestions regarding the Handbook for Department Chairs, please contact Dr. Lynne Crosby at [crosbyl@apsu.edu](mailto:crosbyl@apsu.edu)

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Institutional Effectiveness and Assessment (IEA) provides support to program- level assessment (IE) and student learning outcomes, department effectiveness (administrative outcomes), major field testing, general education assessment, course evaluations, program reviews, surveys, and more. Contact the office if you are interested in a consultation regarding any of these processes. More information can be found on the IEA website:	
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## PREFACE

Department Chairs at Austin Peay have a vital role in the University's day-to-day operation and in its long-term mission. Because of the varied nature of the many APSU departments, a complete, one-size-fits-all handbook is not possible. This document is an attempt at placing in a central location a number of key resources for functions common to most departments. It is important to note that this document is ***not*** a policy manual. No statement in this handbook is policy by virtue of its appearance in the handbook. This handbook does contain links to policies, which are always the final word on the matters they address.

This handbook is updated annually. If you have any suggestions for improving this handbook, please contact the Vice Provost and Associate Vice President for Academic Affairs.

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## RESPONSIBILITIES OF THE CHAIR

APSU Policy 2:049 governs department chairs and program directors, and coordinators: [https://www.apsu.edu/policy/2s\\_academic\\_policies/2049-chairs-directors-and-coordinators.php](https://www.apsu.edu/policy/2s_academic_policies/2049-chairs-directors-and-coordinators.php). This policy governs the way in which chairs are selected and evaluated. Details are omitted here in favor of a discussion of some key points. Readers needing further details are referred to the full policy at the link above.

Chairs are normally appointed for four-year terms, and serve "at the pleasure of the University President." A chair may be reappointed at the end of his/her term "upon the favorable review of the department, the college dean and the Provost."

Annually, the college dean distributes to department members a review form to be used in evaluating the chair. The Academic Chair/ Employee Performance Survey is located on the Academic Affairs Faculty Resources webpage: [https://www.apsu.edu/academic-affairs/faculty/faculty\\_resources/index.php](https://www.apsu.edu/academic-affairs/faculty/faculty_resources/index.php) The dean then discusses summary information from this review with the chair. Additionally, the dean prepares his/her own evaluation of each chair.

Policy 2:049 gives the official job description. Because of its relevance to the content of this handbook, the job description is reproduced here. It is hoped that the remainder of this handbook will provide resources useful in the carrying out of these duties.

1. Department Administration: Preside at bi-monthly faculty meetings; prepare and manage course offerings and schedules, and coordinate these decisions with affected departments; manage department's budget; coordinate and administer curricular changes; approve travel authorizations, travel claims, absence forms, personnel time

- sheets and other appropriate forms and documents; and coordinate library collection and purchases and textbook acquisitions.
2. **Official Department Representation:** Participate in the development of institution, college, and department mission, vision and goals statement; articulate policies and procedures to faculty and staff; articulate and advocate departmental needs for funding, resources and staffing; represent the department (or assign a designee) in meetings with accreditation agencies, at college chairs meetings, Austin Peay Day, and any other gathering where departmental representation is required; oversee regular departmental program review; maintain acceptable relationships with other university offices and administrators; assume a leadership role in fund-raising for the department; and serve as liaison with local and regional businesses, industries, government agencies, school systems, and other institutions related to the department and its programs.
  3. **Personnel Management:** Coordinate faculty/staff workload; recruit faculty and staff, including adjuncts in accordance with University policy; conduct faculty and staff evaluations and make recommendations for promotion, reappointment, salaries, tenure and merit pay increases; encourage faculty and staff to be involved in professional development; supervise staff and student workers; recommend committee assignments; promote effective professional working relationships among faculty and staff; provide an effective work environment for faculty and staff; and mediate faculty and staff grievances.
  4. **Student Services:** Coordinate recruitment of graduate/ undergraduate students; oversee advisement; approve course substitutions in the department's major programs; coordinate graduate placement efforts with Career Services; and mediate student grievances.
  5. **Administrative and Instructional Responsibilities and Compensation:** Academic chairs will have duties and responsibilities during the academic year (mid-August–mid-May). They will receive nine monthly stipends from September through May to cover their service during the academic year. All chairs will have summer duties.
  6. The academic chairs shall have academic year administrative responsibilities, academic year instructional responsibilities, academic year administrative stipends, summer administrative responsibilities, and summer administrative stipends in relation to the number of full-time equated (FTE) faculty in the department per guidelines established by the Provost Office

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### **LEADERSHIP RESOURCES**

Here are a few observations regarding leadership in general. You were no doubt selected as department chair because of your demonstrated ability to lead, so you, no doubt, can produce a better list than what follows. Nevertheless, we give a very incomplete list of, for lack of a better word, pointers:

1. As much as possible, acknowledge the contributions of every faculty member. Just because something is their job doesn't mean that people don't need to be thanked for doing it well. At APSU, faculty and staff wear many hats, and different people contribute in different ways. Acknowledging the positive contributions of each faculty member will have amazing results in maintaining healthy morale.

2. As much as possible, get to know the students, and acknowledge and encourage the student leaders in your department. For example, attend if you can events sponsored by your departmental student clubs. Remember that you are building relationships with your future alums!
3. Always get the facts. Things are frequently not what they seem. People (faculty, students, staff, administrators) who bring you complaints are usually without guile and are reporting what they truly perceive to be accurate. However, sometimes people bringing issues to you do not have full information or have received incorrect information.
4. Interpret the actions of others in the best light that you can. Most people behave in a way that seems reasonable to them in light of their experiences and information. It is possible to disagree with someone about a particular issue without impugning their motives.
5. Listen -- carefully and without interruption. Sometimes people just need to be heard. Sometimes people coming to you with complaints don't really expect you to do anything -- they just want to be heard. Is there a contentious issue in the department? Go to the affected parties, ask for their input and just listen. You don't have to promise anything. Just listen.
6. Hold people accountable for their jobs. Specifically, does each faculty member generally meet their classes as scheduled? Two or three times a semester, walk around the building during a peak class time. (That's all you'll have time for!) Is there an empty classroom? Check it out. (No one has to know you are checking.)
7. Deal with problems directly. It is easier to make blanket rules, but these are detrimental to overall productivity. For example, if a faculty member seldom returns graded student work, and students don't know where they stand, it is easier to make a rule about the number of required assignments than to have a talk with the faculty member. Resist the urge to make a blanket rule -- talk to the faculty member.
9. Be respectful of faculty time. Have an agenda for every meeting, to include time devoted to each issue. For an issue that will require more than a few minutes at a regular department meeting consider a called meeting dealing only with this issue.
10. Ask each faculty member, "What can the department chair do to help you be productive?" In a way this is a dangerous question, as you may have to explain to the faculty member that what they request is out of your power. However, you may be surprised to find many requests are relatively small in terms of what it would take to honor them, and yet for that faculty member they are extremely important. Even if you can't help, the faculty member at least knows you cared enough to ask.

11. Set a few big goals for yourself as department chair. Every day remind yourself of these goals. In dealing with the daily tasks and “emergencies” that arise, it is easy to forget the big picture.

12. Make sure your department has a few strategic goals to be accomplished within the next three or four years. Ideally these goals will be developed collaboratively by the department and will support your college’s mission and goals and be at least loosely aligned with the current university strategic plan. Make sure that mechanisms are in place so that each semester the department will make progress on each of these goals.

13. Take advantage of discipline-specific resources available for leaders of departments. Many of the annual conferences of professional organizations have sessions and workshops for department chairs. You will learn that the challenges your department faces are not unique, and you will learn strategies for dealing with them.

14. Take breaks. Take at least one day every weekend when you do not do anything related to Austin Peay, to include checking email.

15. Delegate where possible and appropriate, after discussing it with your dean. Some department chairs delegate the supervision and evaluation of adjunct instructors. Some department chairs delegate the preparation of the course schedule, etc. Play to your strengths, and let others help where they can. Be aware though, that your workload includes time for administrative duties, and faculty workloads typically do not. If your department’s Area III (service) criteria does not give credit for administrative duties delegated by the chair, consider suggesting to faculty that this be included in the next RTP criteria revision.

16. Be very respectful of APSU staff. You will interact with staff in Admissions, Financial Aid, Advancement, Student Affairs, Academic Affairs, Public Safety, University Facilities, etc. Most APSU staff members are overworked. APSU currently (2019) has the lowest staff to student ratio among all its sister institutions in Tennessee. If you have an issue in a staff member’s area, start with the person with whom you have the problem, not their supervisor. Do not copy the whole chain of command. They will help you if they can. Be sure to thank staff members with whom you work.

17. Work with APSU Alumni Relations to stay in contact with your alums. We will talk more about this in a subsequent section.

18. Participate in the Chair Leadership Program. This is a voluntary professional development program facilitated by an experienced APSU department. More information is posted: [https://www.apsu.edu/academic-affairs/faculty/faculty\\_programs/chair-leadership-program.php](https://www.apsu.edu/academic-affairs/faculty/faculty_programs/chair-leadership-program.php)

## References

Obviously, many excellent books and articles have been written on leadership in general. Consider asking an academic leader whom you particularly respect what resources he/she recommends. Here we highlight just a few resources.

For a quick read with some VERY practical suggestions by an experienced department chair, you will find the following well worth your time:

*Ten Suggestions for a New Department Chair*, by Michael C. Munger, *Chronicle of Higher Education*, April 08, 2010. <https://www.chronicle.com/article/10-Suggestions-for-a-New/64963>

Books specifically dedicated to chairing academic departments and written within the last twenty years include:

Chu, Don. 2006. *The Department Chair Primer: Leading and Managing Academic Departments*. Bolton, MA: Anker Publishing.

Gmelch, Walter H. and Val D. Miskin. 2004. *Chairing an Academic Department*. Madison, WI: Atwood Publishing.

Gunsalus, CK. 2006. *The College Administrator's Survival Guide*. Cambridge, MA: Harvard University Press.

## Running Meetings

Because the solving of problems is one of the main reasons to have meetings in the first place, the agenda tends to get stacked with negative items, and participants leave the meeting overwhelmed and discouraged. Conducting meetings in which creative problem solving takes place, communication is facilitated, and participants are energized is very challenging. A quick internet search yields hundreds of resources on running meetings, of varying applicability to academic settings. A few resources which can be read quickly and which are targeted to a university setting are the following:

*The Art of Meeting*, by Russell S. Powell, *Chronicle of Higher Education*, March 05, 2010. <https://www.chronicle.com/article/The-Art-of-Meeting/64399>

*How to Run a Meeting*, by Gary Olson, *Chronicle of Higher Education*, July 13, 2010. <https://www.chronicle.com/article/How-to-Run-a-Meeting/66237>

*10 Ways to Better Manage Your Meetings*, by Allison M. Vaillancourt, *Chronicle of Higher Education*, September 05, 2019. <https://www.chronicle.com/article/10-Ways-to-Better-Manage-Your/247040>

*Why We Hate our Own Meetings*, by Kevin Gannon, *Chronicle of Higher Education*, September 20, 2017. <https://www.chronicle.com/article/Why-We-Hate-Our-Own-Meetings/241233>

In addition to the information in the above articles, we offer the following suggestions.

1. Know exactly what you want to accomplish and so state. This is different from an agenda (which you also need). “Today I need to let you know about these items from the last college chairs’ meeting, and we need to list our reactions about the proposed policy change so I can communicate them to the Faculty Senate,” for example. Or, “Today we need to give our initial reactions to our curriculum committee about their proposed prerequisite changes, and we need to make our final decision on the proposed curriculum change that we discussed in our last meeting.” In other words, make it clear exactly what the meeting “deliverables” will be.
2. Prepare an agenda that includes an approximate time for each item, and stick to it. Instead of letting an item go significantly over the allotted time, consider deferring to a separate meeting dedicated only to that item.
3. For items where consensus is needed and may be difficult to achieve, do some pre-meeting preparation. Meet with affected parties one-on-one and listen to their concerns. That way you will know what the issues are concerning controversial matters and you will have time to think before the meeting how you can best lead the department to have a constructive discussion and to find workable compromises.
4. Do NOT let meetings run overtime. Instead, if more time is needed, schedule a follow-up meeting.
5. Try to begin and end on a positive note. The beginning of the meeting is a good time to thank people and acknowledge their recent achievements. At the end of the meeting summarize in a sentence or two what has been accomplished.
6. Delegate a faculty member to take notes and prepare minutes. (In some departments, the Academic Assistant takes meeting minutes. Other departments prefer to have a faculty member perform this task.)

### *Conflict Management*

Again, obviously, there are many published resources, workshops and conferences. Expertise at APSU can be found in the Department of Leadership and Organizational

Administration and in the Department of Psychological Sciences. As a department chair you will encounter conflict. Students may have complaints regarding faculty (more about this in a subsequent section), and faculty often disagree with each other. Some practical advice for chairs can be found in the following articles:

*The Conflict Management Tool Kit*, by Patricia L. Price and Scott Newman, *Inside Higher Ed*, Feb. 20, 2015 <https://www.insidehighered.com/advice/2015/02/20/advice-department-chairs-managing-conflict-essay>

*The Three Rs of Conflict Management for Department Chairs and Faculty*, by Walter H. Gmelch and James B. Carroll, *Innovative Higher Education*, Springer, August 2013. <https://link.springer.com/article/10.1007%2FBF00889655>

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## DEPARTMENTAL MANAGEMENT

Because of needs that vary from department to department, there are a number of functions that are handled internally by the departments in ways that may vary. For example, one department may have many purchases during the semester (Chemistry or Art) for example. Another may have very comparatively few purchases other than office supplies (Sociology or Mathematics & Statistics). In some departments faculty may need blocks of time off campus (Curriculum and Instruction, Nursing, etc.). In other departments this use of faculty time is not a factor.

Some departments are in a college with a small number of departments that are relatively homogeneous from a management standpoint (College of Education, College of Business). Other colleges have many departments that are diverse in function (College of Behavioral and Health Sciences, College of STEM, for example). Therefore, departmental management will vary from college to college and within departments in a given college.

In this section you will find information about managing typical departmental functions. You will need to clarify with your dean the extent to which these functions are managed within your department and the extent to which they are handled by the dean's office. In order to facilitate communication with faculty about internal procedures, some department chairs have created faculty handbooks for their departments. Such a document can clarify expectations and can save time for both the faculty and the chair.

*Banner*

The software used for a variety of departmental functions is Banner. Your academic assistant will need to be proficient with a variety of Banner screens and procedures. You may also from time to time need to interact directly with Banner. A current manual can be found here: [https://www.apsu.edu/registrar/resources/AdminAssistManual-revised\\_92513.pdf](https://www.apsu.edu/registrar/resources/AdminAssistManual-revised_92513.pdf)

### Space Allocation

Per the Space Allocation website:

All university buildings and land belong to the University as a whole and are subject to assignment and reassignment to meet the institution's overall priorities and needs. The Space Allocation Committee is charged with the responsibility and authority for reviewing and recommending all individual space requests, campus-wide space plans, and new space planning to the President.

Recommendations to the President are made after careful review of all relevant factors including: adherence to the master plan, compatibility with existing use of space, university strategic priority and cost, space utilization report, legal, environmental and external mandates. Requests regarding the allocation of academic space are to be directed to the Provost.

For example, classrooms and lab/studio spaces cannot be “taken offline” and repurposed for other purposes without appropriate approval. More information, including the Space Request Form, can be found on the Space Allocation website: <https://www.apsu.edu/space-allocation/>

### Work Orders

The Physical Plant website provides service policies and forms to request work, such as office keys, building repairs, painting, and moving boxes and office furniture. You can always consult with the “building coordinator” for your building before submitting a request. Discuss the work order process with the Academic Assistant in your department to determine the best way to handle these requests.

If this is an EMERGENCY, call:

Monday-Friday, 7:30am - 4:30pm: 931-221-7424  
After Business Hours and Weekends: 931-221-7786

The Physical Plant website is linked here: <https://www.apsu.edu/physical-plant/>

### Departmental Policies and Procedures

Of course, departments are required to function within the overall policy guidelines of the University. Current university policies are maintained on-line and can be found at <https://www.apsu.edu/policy/>. If you haven't done so lately, it would be worth your time to take a few minutes just to take a look at the index of policies to familiarize yourself with the scope of the APSU policies. In addition, a standing committee at APSU maintains a detailed and helpful Faculty Handbook, which is updated each year: [https://www.apsu.edu/academic-affairs/faculty/faculty\\_handbook/Faculty\\_Handbook\\_2019-2020\\_FINAL.pdf](https://www.apsu.edu/academic-affairs/faculty/faculty_handbook/Faculty_Handbook_2019-2020_FINAL.pdf) In particular, the Faculty Handbook contains detailed summaries of policies and guidelines concerning:

- Faculty Absences and Leaves
- Office Hours
- Course Syllabi
- Tests, Examinations, and Grades
- Academic Alerts
- Student Evaluations of Courses
- Student Attendance Reporting and Grades of FA and FN, including on-line and hybrid courses
- Grades of W
- Incompletes
- Grade Corrections
- Class Records
- Academic Freedom

As chair, faculty and staff will come to you with questions about policy. (They will expect you to automatically become a policy expert immediately upon your appointment!) Familiarize yourself with the APSU Faculty Handbook, and consult with your dean regarding areas in which you are not clear. If faculty come to you with policy questions which you cannot answer, feel free to say, "Let me look into that and get back to you." Always be sure to follow up.

### Class Scheduling

#### Credit Hour Policy responsibilities

It is important for the department chair to schedule classes in adherence to Policy 2:064 Credit Hours

[https://www.apsu.edu/policy/2s\\_academic\\_policies/2064\\_credit\\_hours.php](https://www.apsu.edu/policy/2s_academic_policies/2064_credit_hours.php)

As stated in the policy,

Faculty are responsible for the content, quality, and effectiveness of the curriculum; therefore, the responsibility for credit hour determination resides with

the faculty. The amount and level of credit hours awarded for a course will be determined according to these guidelines and courses will be monitored to ensure that they meet or exceed these expectations. Faculty and academic departments are charged with following the credit hour policy in developing and offering new courses or new modes of delivering existing courses.

The University has established the Registrar to be responsible for ensuring the class contact hours for those classes that are completely 'face-to face' are scheduled to meet the minimum contact hour requirement maintained in the official Curriculum file. For distance education (online or hybrid class) courses, the University has established the department chair as responsible for ensuring that the class syllabus is designed to meet the intended learning outcomes.

### Scheduling -- Procedures

In large departments with complex scheduling issues (satellite campus classes, SLA labs, science labs, individual music instruction, courses which must be taught in customized space, studio classes, etc.) preparing the schedule can be one of the most time-consuming tasks for the chair. At APSU scheduling is handled differently in the different colleges. As just one example, in the College of Education, department chairs submit schedules to the dean's office and the schedules are coordinated and entered into Banner from the dean's office. In the College of STEM, schedules are entered into Banner from the offices of the individual department chairs. Check with your dean to be sure you understand any scheduling procedures that may be unique to your college.

Some department chairs may prepare the schedule themselves, and in others chairs may delegate the preparation of the schedule to another faculty member(s). If the department has an Undergraduate Program Facilitator and/or Graduate program coordinator, those persons may construct parts of the schedule. Usually, the Department Academic Assistant will enter the schedule into Banner, and in some departments the Academic Assistant may assist in other ways with schedule preparation.

The Office of the Registrar sends a formal email memo request for the schedule early in the semester prior. The Summer Schedule and the Fall Schedule are submitted together in January. The Spring and Winter term schedules are submitted in September. The Registrar's schedule memo will contain deadlines. There are actually three schedule submissions deadlines:

- Initial schedule deadline
- First-round revisions – priority for classrooms is lost after this deadline.
- Final revisions

Some departments hold scheduling priority over designated classrooms. After the first-round revisions, any unscheduled rooms are available to be scheduled by other departments.

Classroom space at ASPU is, as of this writing, very tight. Except in the most unusual circumstances, departments are expected to schedule classes only within the university's standard time slots. Scheduling across these time frames ties up classrooms so that they cannot be fully utilized. Exceptions to this rule should be discussed with the Office of the Registrar.

Chairs with course offerings through the Austin Peay Center at Fort Campbell can coordinate class schedules with the Executive Director of the Austin Peay Center at Fort Campbell to best support the Fort Campbell student body. Unique enrollment situations can fluctuate based upon Fort Campbell unit operations causing shifts between online and classroom demands.

Chairs with dual enrollment course offerings can coordinate class schedules with the Director of Dual Enrollment to best support the dual enrollment student body.

Banner modules used in schedule entry and revisions are described here:

[https://www.apsu.edu/registrar/resources/AdminAssistManual-revised\\_92513.pdf](https://www.apsu.edu/registrar/resources/AdminAssistManual-revised_92513.pdf)

#### *Scheduling -- Faculty Preferences*

Perhaps the biggest contributing factor (other than salary) to a faculty member's morale is his/her teaching schedule. You will probably want to ask faculty to submit to you, in writing, schedule preferences. If you can accommodate reasonable requests regarding the schedule, you can positively impact the faculty member's potential to be productive. For example, some faculty may want blocks of time for research, etc. They may prefer back-to-back classes. Other faculty may find that they can do a better job in the classroom if they have an off-period between classes. Some faculty may prefer early morning classes. Some may prefer not to have early classes, etc. You will almost certainly find that the scheduling problem is over-constrained. In other words when you account for the number of courses/sections which must be offered, the fact that each course must have a teacher and no teacher can teach two courses at once, each class must have a room to meet in and multiple classes can't meet in the same room at the same time and other obvious constraints, you will almost certainly find that you cannot perfectly accommodate every faculty request. However, to the extent that you can work with your faculty to arrange schedules that fit their work styles, you can help them be productive.

#### *Scheduling -- Long Term Planning*

The undergraduate classes offered by most departments fall into two broad categories

- Courses in the general education core
- Courses in the major and any minors offered in the department and courses required in majors offered by other departments (a science course required for an engineering major, a history course required for an education major, a math course required for a science major, etc.)

Some considerations regarding general education courses are mentioned below. With regard to courses required in programs of study for majors, you will need to ensure that all classes required for a major can be taken by a student within a four-year time period. In some majors, some of the upper-division courses may tend to have small enrollments. You can maximize the efficiency of offering these courses by preparing a multiyear schedule listing what courses will be offered every semester, once a year, every other year, etc. Such a schedule will help students and advisors plan and will help your department operate as efficiently as possible with faculty teaching load credits.

For general education core classes and other classes in which there are typically multiple sections each semester, a number of observations can be made:

- 1) There are many opinions on the effect of class size on the quality of instruction. Any studies that you can find regarding best practice in regard to class size in your discipline can help inform your decisions and your conversations with administrators. Some accreditation agencies have guidelines regarding class size to which you must adhere. Otherwise, you can gather input from your faculty on what they consider best practice regarding class size in each of the various courses in your department. If you can track data relating student success to class size, that is, of course, useful.
- 2) Efficiency is important. Running multiple sections of the same class, many of which are significantly smaller than can reasonably be accommodated for that course, wastes resources. If the department is operating more efficiently, tenured and tenure-track faculty can be assigned time for research, grant writing, mentoring student research, etc. (See the workload discussion below.) If the department is operating more efficiently, it might not be necessary to hire as many adjuncts.
- 3) In tension with 2), is the need to have enough sections of required general education core classes so that
  - overall demand is accommodated,
  - there are sufficient choices of time for returning students to avoid conflicts with required classes within their major, and
  - there are enough openings to accommodate incoming freshmen during summer registration.

There may be other concerns and considerations that vary from department to department. For some departments the following has been a reasonable strategy

for scheduling multi-section courses: For each course, count the actual total number of students enrolled in all sections combined during the semester one year prior to the one for which you are planning (e.g., count students in Fall 2019 if you are preparing the schedule for Fall 2020). If enrollment is expected to change significantly, add or subtract from this number. (For example, have any departments for which you provide service courses changed their requirements? Has Academic Affairs informed departments of changes in trends in the number of applicants? Etc.) Divide this number by what your department has determined is a reasonable maximum number of students in each section. If the course is taken by first-time freshmen, you will need to leave (for summer registration) some openings at several times of the day so that there will be options for students and advisors during summer registration. (Having only one available section of a service course that conflicts with a “must take” classes in a student’s major poses scheduling problems no matter how many seats are open in that one section.) Consequently, it may be best to set caps at some number below the actual physical capacity so that sections will fill evenly during preregistration and options are left for summer advisors to place students. This plan will not reduce efficiency provided the total projected enrollment was realistic.

#### *Avoiding Class Schedule Conflicts with Other Departments.*

Some departments require courses from other departments for their majors. For example, mathematics majors must take at least one computer science class. Physics majors take certain math classes, etc. When these classes are upper division classes, of which there is only one section per semester, it is important that any courses in two departments which are likely to be needed by the same students not be offered at the same time. Thus, collaboration between department chairs during the preparation of schedules may be necessary.

You should also be aware the PELP and Honors students have required courses during certain semesters. Coordinate with the Director of Honors and PELP to avoid scheduling the only section of a required course at the same time as a required PELP or honors class or seminar.

#### *Faculty Workload and Workload Reporting*

Of course, chairs must keep in mind the faculty workload policy when preparing schedules. The APSU policy governing faculty workload is Policy 2:046 [https://www.apsu.edu/policy/2s\\_academic\\_policies/2046-faculty-workload.php](https://www.apsu.edu/policy/2s_academic_policies/2046-faculty-workload.php)

According to the policy, “The standard workload for all faculty at Austin Peay State University is 15 work load credits per semester with exceptions in certain programs. For tenure track and tenured faculty approximately three (3) work load credits typically are assigned for creative and scholarly activity, academic advisement, and committee and service responsibilities.”

The hours for Advising, Research, Committee work, etc. are usually referred to as "ARC." We summarize some other policy provisions here. Consult the full policy for details.

- For undergraduate lecture-format courses, each student credit hour corresponds to 1 work load credit (WLC). For example four undergraduate classes of three credit hours each corresponds to a WLC of 12. The policy makes other provisions for graduate courses, labs, individual instruction courses, studio courses, supervision of interns, etc.
- With approval of the dean, ARC for a faculty member may be adjusted in the range of 3-6 hours in order to provide a full 15 WLC assignment.
- Reassigned time outside of ARC requires approval of the Provost.
- From the policy: "For classes with low enrollment the chair will appropriately prorate the WLC downward. The Provost will provide a procedural definition of low enrolled classes."

The Banner module for faculty workload is SYRTRAL. Instructions can be found here: [https://www.apsu.edu/registrar/resources/AdminAssistManual-revised\\_92513.pdf](https://www.apsu.edu/registrar/resources/AdminAssistManual-revised_92513.pdf) SYRTRAL is the database from which reports regarding workload are generated for required reporting to state and government agencies.

Each semester, Banner generates an initial SYRTRAL report that is populated with data from the course schedule. To account for details such as the workload adjustments mentioned above and other circumstances unique to individual departments, the SYRTRAL database will usually have to be adjusted by hand. Your departmental Academic Assistant will work with you to make these adjustments. Be aware that any adjustments made before the 14<sup>th</sup> day of classes will be overwritten when the 14<sup>th</sup> day Banner databases are frozen. Therefore, be aware that there is a short window of time between the 14<sup>th</sup> day and the day (usually the 18<sup>th</sup> day) that final SYRTRAL report is due.

### Summer Teaching

From the policy: "Faculty members are not guaranteed teaching opportunities during the summer. The maximum summer teaching assignment is 10.5 WLC for compensation purposes. Upon approval of the chair and consent of the faculty member, assignments in excess of 10.5 may be made but will not increase summer teaching compensation"

In an ideal world, all faculty desiring to teach in the summer could do so. In some departments, this happy circumstance is just not possible, as there is insufficient demand for summer courses to offer classes for each faculty member. Chairs should carefully watch enrollment trends – for example, consider offering a section during the summer of any course in your major in which you struggle to offer enough slots during the other semesters.

If your department does not have a policy governing the assignment of summer teaching, consider leading your faculty in the development of such a policy. Since

summer teaching significantly affects annual faculty pay, lack of transparency in summer teaching assignments can be a significant drain on goodwill between the faculty and the chair.

### *Managing the Departmental Budget*

If you are new to the chair's job, it may surprise you what you are and are not responsible for out of the department budget. At APSU, salaries (adjunct and full time) do not come out of monies the department controls. Most instructional equipment (instructor computer stations and projectors in classrooms), lab computers, software licenses, and some discipline specific equipment (scientific equipment, equipment for art studios, etc.) come from TAF (Technology Access Fee) funds rather than departmental funds. The Office of Information Technology (OIT) has a budget for faculty computers and these computers are on a replacement cycle. On the other hand, if departments want to upgrade a faculty member's computer beyond the standard configuration they can elect to do so out of their operating budgets.

When departments conduct a search for new faculty member, travel expenses for interviewees and other expenses associated with the search process are the responsibility of the department. (In some colleges, the dean may defray, from the college budget, part of this expense, but at APSU college budgets are quite low.) When hiring internationally, some expenses related to visas and work permits are paid from the Academic Affairs budget but others are the responsibility of the department. Depending on the situation, the department can incur a bill of several thousand dollars. Coordinate with HR and Academic Affairs to try to identify what these expenses are likely to be as soon as your hiring committee has made its final recommendation, as an unplanned expense of several thousand dollars can be devastating to some departments. Often, however, arrangements can be made by the dean's or provost's offices to help the department with these expenses. The point is to be aware of the potential expense and work with your dean to find solutions.

At the beginning of each academic year monies are placed in the department accounts for operating expenses and for faculty travel/professional development. Keep in mind that the person who inputs the budget transaction/expense cannot also approve the payment of the expense. Typically the Academic Assistant will enter the invoice or expense, and the chair approves it in Govs eShop.

The operating budget will be, generally, the same as the previous year. To request an increase for your department, use the University's Nuventive portal: [https://apsu.edu/budget/budget\\_briefing\\_information/index.php](https://apsu.edu/budget/budget_briefing_information/index.php) Enter your request for the next year by the deadline on this web page (usually in December or January). The dean will prioritize requests and present a budget proposal for the college during the University's Budget Briefings with the Senior

Leadership Team. The Budget Briefings are held in February or March according to the schedule posted on the indicated web page.

If you are new to the department chair's job, ask your Academic Assistant to help you identify the recurring expenses that are required to operate your department. How much do you spend on the copy machine lease? Office supplies? Equipment acquisition and maintenance? Expendable instructional materials? Paper for the copier? Program accreditation fees? Go back two or three years to identify trends so you can make an estimate. Subtract this from your operating budget. If there is anything left, you can use that in support of your departmental goals. Some departments assign to each faculty member an amount that they can spend. Others keep funds in a pool for the chair to use in support of departmental goals. Some departments may find that all available funds are used each year just in the operation of the department. Keeping the department informed of the status of the departmental budget and getting their input on strategic decisions regarding budget allocations is good management practice.

Banner only reflects debits and not encumbrances. For example, if you approve a travel expense (or any other expenditure, for that matter) it will not show in Banner until the travel claim is filed or the purchase is actually made. Therefore, many chairs find it helpful for the Academic Assistant to keep a spreadsheet of the budget, similar to a check-book ledger, to reflect actual unencumbered monies that are available to you.

Department professional development funds are calculated by the formula \$1,000 times the number of full-time faculty lines, although it's best to confirm when you add new lines to your department. This fund is usually called "travel," but other professional development expenses are permitted and may also be appropriate. Of course all expenditures must adhere to the university purchasing policies (discussed below). The department chair has discretion in the allocation of the professional development funds, but, if they are allocated in any way other than \$1,000 per faculty member, transparency in the allocation process will be important in maintaining the trust and confidence of the faculty.

With the approval of the dean, funds can be transferred between the operating budget and the "travel" budget. A "Budget Revision Request" form for this purpose is available here: <https://apsu.edu/budget/forms-and-resources.php>

Several departments have access to monies in Foundation Accounts. Foundation Accounts have been established by donors and earmarked for specific purposes. For example, some departments have a Chair's Discretionary Fund. Expenditures from such a fund must comply with state and university regulations and with any specifications the donors made when the fund was established. Contact the Office of Budget and Financial Planning (<https://apsu.edu/budget/index.php>) to find out if any Foundation Accounts have been established for your department.

Depending on your department, there may be other categories in which money is budgeted for your programs. Some departments, for example, have a budget to pay student workers. In the past, in some years, some revenue from summer school has been shared back with the departments.

All expenditures out of the operating budget must adhere to APSU's purchasing policy, which is detailed in the APSU Procurement and Contract Manual:

[https://www.apsu.edu/procurement/Manual\\_100617.pdf](https://www.apsu.edu/procurement/Manual_100617.pdf)

This manual contains details of policy and procedures regarding purchasing and travel cards, purchase orders and requisitions, purchasing authority and approvals, approved vendors, bidding, and contracts. It also has instructions for on-line purchases through Govs e-shop.

As mentioned in the FAQ on the Procurement and Contract Services website, Bid Thresholds are the maximum limit of purchase that determines how a purchase must be made. Any purchase that exceeds \$20,000 must have three quotes. Anything over \$100,000 must be done by sealed bids. These are landed costs, to include delivery and any other charges associated with the purchase. It is best to involve Procurement in your needs as early as possible to avoid any unnecessary delays.

<https://www.apsu.edu/procurement/frequently-asked-questions.php>

### *Technology Access Fee*

Austin Peay students pay Technology Access (TAF) Fees. These fees are for technology that directly impacts student instruction. TAF fees are awarded by a committee that vets proposals in the Spring Semester for the following academic year. Proposals are typically due in early January. Proposals may be submitted by any faculty or staff member, but you may want to discuss these proposals as a department in light of your departmental goals and strategic plan. As department chair, you may be asked by the committee to rank the proposals from your department.

Specific guidelines, application forms, and current-year deadlines are found here:

<https://www.apsu.edu/taf-allocation-committee/taf-proposals.php>

### *Faculty/Staff/Student Travel and Reimbursements*

Policy 4:015 governs faculty, staff, and student travel:

[https://www.apsu.edu/policy/4s\\_business\\_and\\_finance\\_policies/4015-travel.php](https://www.apsu.edu/policy/4s_business_and_finance_policies/4015-travel.php)

Travel FAQ: <https://www.apsu.edu/accounting-services/faq.php>

Travel Forms: <https://www.apsu.edu/accounting-services/forms.php>

The University no longer owns and operates vehicles, such as 15-passenger vans, for student trips to conferences, service learning, research, or other outings. Please see

the Physical Plant website for information regarding the process to reserve a rental vehicle from the university's contracted vehicle rental provider, Enterprise:  
<https://www.apsu.edu/physical-plant/rental-car.php>

If travel is out of state, a travel authorization form <https://www.apsu.edu/accounting-services/forms.php> is required at least two weeks prior to the start of travel.

Department chairs may approve travel authorizations for travel within the continental United States. Travel outside the continental United States requires approval of the President. Travel claims and receipts must be submitted no later than 30 days after the completion of the trip.

The university currently budgets \$1,000 per full time faculty line for faculty travel and/or other professional development. This money is placed in a separate departmental account (with a different FOAP from the departmental operating budget account.) Some departments and colleges may be able to supplement this budget with other funds. It is permissible, under current policy, for departments to move money from their operating budgets into their travel accounts, if they can afford to do so. In order to move money between accounts, a "Request for Budget Revision" must be filled in and approved by the dean:

<https://www.apsu.edu/coal/forms/APSU-Request-for-Budget-Revision-Form.pdf>

#### *Allocating the Departmental Travel Funds*

The way the travel money is allocated to individual faculty is at the discretion of the department chair.

Some chairs may elect to allocate \$1,000 per faculty member for travel. A faculty member who goes over this amount will be expected to pay any overage out of pocket. A chair who allocates travel funds in this way may still be able to supplement individual faculty travel reimbursements from the travel budget if some faculty do not elect to spend the entire travel allotment. Therefore, it is important to ask faculty to submit an indication of their travel needs to the chair early in the year. That way the chair will know how much flexibility he has in funding any overages. The chair may want to develop an internal form for faculty to submit to the chair in August projecting how much of the \$1,000 they plan to spend and if they will be requesting any funds beyond that amount.

There are other strategies that, under current policy, department chairs may use to allocate the department travel funds. Current policy does not specify how the travel budget is allocated within the department. Realizing that \$1,000 is usually not enough to send a faculty member to a large conference (and pay transportation expenses, hotel expenses, registration fees, food, etc.) a chair might want to fund alternate faculty in alternate years or to apply a criterion to prioritize travel that closely supports departmental goals. The department chair is advised, however, that such a criterion for prioritizing travel requests be implemented with a clearly stated rubric that has been developed with faculty input (which probably includes open discussion at departmental meetings) and has been transparently

applied. In other words, the chair is cautioned that departmental faculty will probably feel that any allocation method other than an even distribution of travel funds requires the chair's adherence to principles of shared governance.

There are, of course, other forms of professional development other than travel (online workshops and many others) and the chair can choose to fund other types of professional development in place of or in addition to travel.

### *Student Travel*

Student travel at APSU is funded from a variety of sources (SGA, Student Organizations, Professional Organizations, APSU's Office of Student Research and Innovation, etc.) Many departments find that supporting student travel to conferences is consistent with departmental goals and learning objectives. Chairs are permitted to use operating funds and travel funds in support of student travel, if they can afford to do so. Some departments may have other sources of support (foundation accounts, etc.) to support student travel and other outside-of-class educational experiences.

### *Policy Cautions Regarding Travel*

It is not our intent to restate university travel policy here. Links have been provided. We will state some considerations that may be easily overlooked.

It is not permitted for faculty, staff, or students to make a profit from university-funded travel. While this sounds obvious, it can be easy to inadvertently violate this rule if funding for the same trip comes from multiple sources. (A conference or grant may partially sponsor a faculty member, and the department may pay the remainder of the expenses, etc.) Multiple funding sources are probably the norm for student travel. The department chair may want to develop an internal form asking faculty and students to list all sources of funding with their amounts. The chair could consult this form to track all the sources of funding prior to approving the final university travel claim amount.

### *Textbooks*

Policy 2:016 governs the adoption of textbooks and ancillary course materials: [https://www.apsu.edu/policy/2s\\_academic\\_policies/2016-adoption-textbooks-and-ancillary-course-materials.php](https://www.apsu.edu/policy/2s_academic_policies/2016-adoption-textbooks-and-ancillary-course-materials.php)

The introductory paragraph of the policy is quoted here:

This policy is intended to encourage the use of textbooks for multiple, rather than single, semesters or terms, thereby creating a demand and market for used texts that result in lower costs of educational supplies for students. Because new editions of existing textbooks typically result in additional costs to students, the adoption of a new edition shall follow the same process as the adoption of a new textbook. Departments/schools are encouraged to adopt identical materials for all sections of a specific course offering. When practical, departments/schools should adopt textbooks that can be used by multiple courses.

Most departments have longstanding practices regarding the selection of textbooks for courses. These practices vary from department to department. It is reasonable to revisit these practices as a department from time to time to make sure that textbook procedures are serving the students and faculty in the best way.

### Multi-Section Courses

In your department do all sections of a course use the same text? If so, how is the decision made? Some departments use a departmental committee of instructors teaching a particular course to select the textbook(s). It is your responsibility as chair to make sure that there is a procedure in place for textbook selection for each multi-section course.

### Single Section Courses

Do individual instructors make the textbook decision? If not, who does? Again, as chair you should make sure that there is a functioning process.

### Considerations for Textbook Selection

It has been estimated that, in some APSU classes, up to 50% of the students do not have the required text. This article, from *Inside Higher Ed*, highlights a similar issue nationwide: <https://www.insidehighered.com/news/2018/07/26/students-sacrifice-meals-and-trips-home-pay-textbooks> Students who are in a class in which a text is heavily used, and who do not have that text are at a disadvantage. The overwhelming reason cited for not buying the course text is cost. Textbook costs have risen drastically, placing them financially out of reach for some of our students. In some courses in some disciplines, there may be a standard text that must be used in order to maintain the academic standards of the course. However, in many courses there may be less expensive (or even free) alternatives. It is the stated goal of the current APSU administration to reduce textbook cost to students. Are there considerations specific to your discipline that your faculty feel should inform textbook decisions? If there are best-practice considerations that should, in the judgment of your department, guide textbook selection and if those considerations have not been formalized, you might consider charging a faculty committee draft a set of guidelines.

### Coordinating with the Bookstore

As of this writing Barnes and Noble is the university contracted bookstore. The Barnes & Noble textbook manager requests that textbook adoptions be submitted using the Faculty Enlight Software: <https://www.facultyenlight.com/?storeNbr=8233>

Working with your department's Academic Assistant, you should formulate a workable departmental procedure for coordinating with the bookstore and make sure that that procedure is clearly communicated to departmental faculty. Will faculty (or course textbook committee chairs) send book selections directly to the bookstore, or will faculty send book selections to the Academic Assistant, who will send the selections for the entire department to the bookstore? The best way to

handle these matters will vary from department to department, but you should have a practical and clear procedure that is clearly communicated.

A very wise precaution is for someone to visit the bookstore about two weeks before classes start to confirm that the correct books are on the shelves. Identifying problems early enough to correct them is much better than being surprised on the first day of class.

### *Academic Agreements and Contracts*

Please keep in mind that APSU has policies and procedures for agreements and contracts with external entities. Please review Policy: 0265 Academic Approval and Signatory Authority for Academic Agreements <https://www.apsu.edu/policy/2s-academic-policies/2065-academic-approval-and-signatory-authority-for-academic-agreements.php> This policy

establishes the criteria and process for inter-institutional relationships and academic agreements. The University provides requirements for the approval of academic agreements in order to 1) provide sufficient time to review and process the agreement; 2) ensure that the agreement supports the university mission and goals; 3) obtain approval from the appropriate academic office(s); 4) obtain approval from the designated APSU signature authority; and meets SACSCOC Principles of Accreditation and policies.

According to the FAQ on the Procurement and Contract Services webpage: <https://www.apsu.edu/procurement/frequently-asked-questions.php>

All Contracts and agreements that need to be signed by the University **MUST** be reviewed by the office of Procurement and Contract Services. Once the contract/agreement is reviewed and approved, it will be forwarded to the appropriate person for signature.

There are a limited number of people who can enter into a binding contract that contractually obligates the University monetarily. These delegations of authority can be found at <https://www.apsu.edu/policy/delegation-authority-approval-and-execution-contracts-and-agreements-1010> Unless you are one of these people, you should never sign an agreement or contract as a representative of the University without first consulting the Contract Specialist. You may be held personally liable for the full cost of the contract.

### *Departmental Organization and Delegation of Duties*

Each department is assigned a staff member with the title Academic Assistant to the Chair. This person is your very valuable partner in the running of the department,

and, if experienced, undoubtedly has knowledge of university procedures that you lack and insight into good management that you will find helpful. The Academic Assistant can also help you interface with other university constituencies like Procurement and Contracts, the Office of the Registrar, etc. Developing a productive and professional working relationship with the Academic Assistant to the Chair should be your first priority, as there is almost no aspect of the chair's job that does not involve the Academic Assistant in some way. Here is the job description for the Academic Assistant to the Chair (from a recent posting).

This non-exempt staff position reports to and assists the Chair in an academic department by insuring all aspects of the department run smoothly, providing general organizational skills, ability to operate and stay current on the use of various APSU software programs, implementing time saving strategies for recurring deadlines and insuring the most current, accurate information is available to the Chair. This position is often the first point of contact for students and recruits. Under the Chair's discretion, this position may assist faculty who are assigned specific tasks. Primary Duties and Responsibilities Greet visitors and assist as necessary, answer incoming calls and emails, respond to inquiries or transfer calls to the appropriate person. Pick up and distribution of mail and packages. Process requisitions, payment authorizations, purchase supplies for the office, classrooms, labs/studio/building or other needs as arise in the department. Complete textbook requisitions for the bookstore each semester. Payroll forms both paper & electronic, complete student hiring forms such as W-2, etc., temporary hiring documents, faculty hiring documents, and interview arrangements. Process travel authorizations, travel claims, study abroad documents, purchase airline tickets, make hotel reservations, reserve cars, process conference registrations, request and distribute funds in advance for faculty, students, and Chair. Assist Chair with scholarship awards, department awards, college awards, scheduling student seminars, arranging for speakers, recruitment events and letters, alumni events and letters. Maintain files for office. Catalog course syllabi, student evaluations, work orders, key requests, and swipe card access. Maintain a department calendar. Provide support for office equipment. Maintain departmental web page. May be asked by Chair to assist faculty member assigned to oversee computer labs in the department. Utilizing Chair guidelines, enter permits, assign advisors, workload (TLC) changes, class schedule entry, review and correct bulletins. Supervise and assign work to scholarship and work study students. May be asked to proctor a major field test or exam. Class room usage, DFW reports, enrollment, RTP document signatures, curriculum proposals, TLC reports, and other department specific reports. Assist the Chair in monitoring budgets to include monthly reconciliation with Banner. Complete Dual-service contracts, personal service agreements, and other standard contracts for the Chair's review and signature. Administrative duties with the Center of Excellence for the Creative Arts will be assigned, including managing the literary journal distribution and coordinating visiting writers. Other duties as assigned.

You will notice that there is some flexibility in the details, and exactly what the Academic Assistant does in regard to some department functions may vary from department to department. (As just one example, across the university Academic Assistants are involved to varying degrees in the development of the schedule of classes. In some departments the Academic Assistant may only enter the schedule into Banner. In others, the Academic Assistant may assign classrooms or assume responsibility for some other aspect of scheduling.) Make sure that you and your Academic Assistant have a good understanding of the Academic Assistant's role in your department, make sure that that role is consistent with the official job

description, and make sure that your Academic Assistant is comfortable with the role assigned. You should also make sure that the faculty understand the Academic Assistant's role so that they do not make inappropriate demands.

You will almost certainly find it necessary to identify an administrative team. In addition to the Academic Assistant to the Chair, the members of this team will vary from department to department, but might include

- Professional Advisors
- Dual Enrollment Coordinator
- Course Coordinators for large multi-section courses
- Departmental or Program Assessment Coordinators
- Undergraduate Program Facilitator
- Certificate Program Facilitator (if your department offers certificates)
- Graduate Program Coordinator(s) (if your department offers graduate degrees)

With approval of the Provost, the teaching load may be reduced for faculty performing some of these duties. Some of these duties may naturally fall under ARC in the faculty work-load calculation. Consult your dean for guidance regarding appropriate and permissible teaching loads for your administrative team.

The Academic Affairs Website gives formal descriptions of three of the roles mentioned in the list above: Graduate Program Coordinator, Undergraduate Program Facilitator, and Certificate Program Facilitator:

<https://www.apsu.edu/academic-affairs/staff.php>

### *Departmental Internal Procedures*

#### *Syllabi*

Departments are required to maintain an archive of syllabi. University requirements for syllabi content can be found in the Faculty Handbook:

[https://www.apsu.edu/academic-affairs/faculty/faculty\\_handbook/](https://www.apsu.edu/academic-affairs/faculty/faculty_handbook/)

How are syllabi for multi-section courses generated in your department? What content is expected to be in all such syllabi (common learning objectives, etc.) Are faculty aware of the syllabi content that should be uniform and the content that may vary from instructor to instructor? Do they know where to find common content? Do they know to whom, how, and when to submit their syllabi each semester? Give attention to these questions, and make sure that your faculty are informed.

Probably the Academic Assistant maintains the syllabi archive. Is it in hard copy form or digital? Is it organized and easily searchable? The syllabi archive is consulted by accreditation and program review teams. Departments frequently receive requests from former students who need syllabi to aid in transfer of credits to other institutions, etc. If an outside constituent requests a syllabus, does it adequately and accurately reflect the course structure and content?

### Office Hours

As explained in the Faculty Handbook, being reasonably accessible to students is an expectation of all APSU faculty. There is no set number of office hours per week required by university policy. Indeed, accessibility to students involves many possible components, not all of which are applicable to every faculty member. Here is a (non-exhaustive) list:

- Participation in D2L discussion forums
- Timely response to student emails
- Outside of class (optional for students) review and help sessions
- Regularly scheduled office hours
- Availability to students by appointment
- “Virtual” D2L office hours

For an instructor teaching several on-line classes, physical office hours might not help his/her students at all, but other means of contact with students might be very important. For other courses, the physical presence of the instructor in the office may be very important. Some departments may find that a willingness to be available by appointment is more important than scheduled office hours, since scheduled office hours may conflict with student work or class schedules, no matter when they are scheduled. For these reasons, some departments may elect to set a fixed number of required office hours for faculty, and some may not. However, all departments should have clear expectations for faculty regarding accessibility to students.

### Missed Classes and Other Absences

Policy 5:020 governs faculty absences:

[https://www.apsu.edu/policy/5s\\_personnel\\_policies/5020-leave-policies.php](https://www.apsu.edu/policy/5s_personnel_policies/5020-leave-policies.php)

Faculty do not accrue annual leave, but sick leave, bereavement leave, and parental leave apply. Circumstance particular to faculty are also summarized in the Faculty Handbook. In particular:

All absences from classes, for whatever reason, must be reported promptly to the chair and academic dean on the approved form. This regulation also applies to absences during which classes are held by a substitute instructor. It is a policy of the University that all classes meet as scheduled. Any anticipated absence from class or change of schedule in connection with an absence should be reported to the chair and to the appropriate academic dean on a form provided for this purpose. Absences that are not anticipated should be reported as soon as possible. Arrangements should be made with the chair for classes to be held by another member of the department.

The faculty absence form can be found here: <https://www.apsu.edu/human-resources/forms/fact-absence.pdf>

Be sure that the faculty are aware of the expectations when they are absent. It can put the department chair in a very awkward position to find out after the fact that a faculty member has missed a class or classes.

### Exam Proctoring

Do faculty in your department proctor their own tests? If not, who does? In some departments, it is the understanding that faculty will proctor their own tests unless they are ill or away at a conference, etc. Does your department have a policy regarding proctoring of assessments in on-line classes? Clear expectations in these matters can help prevent allegations of academic dishonesty and student complaints about testing procedures. Again, guidelines that have been reached by departmental consensus are usually best.

### Class Permits, Substitutions, Overrides

As department chair, you should establish internal procedures for these matters, and communicate them clearly to the faculty and the academic assistant. For example, a real problem is created if an advisor promises a student a substitution with which the chair is not comfortable. Substitutions within a major or minor are requested in One-Stop by the student's advisor. The substitution then goes to the chair for approval. Substitutions for general education core classes go to the chair of the department associated with the class for approval. For example a request to substitute for English 1010 would be requested by the advisor in Banner and would go to the Chair of the Department of Languages and Literature for approval. Double check with the Office of the Registrar if "late adds" are permitted after 14<sup>th</sup> day.

### Prerequisite Overrides

There arise occasions when a student appears to be qualified to take a class, but does not meet the formal prerequisite. (Perhaps a transfer course is not the same as the APSU prerequisite course, but would involve similar background knowledge. Perhaps the student participated in an REU that, while not generating credit, provided sufficient exposure to prerequisite material, etc.) As chair, do you want to make these decisions, or do you want to delegate them to the faculty teaching the class? If a prerequisite override is given, it will need to be entered as a permit in Banner. In most departments, the actual entering of the permit into Banner is probably done by the Academic Assistant. The Academic Assistant should know on whose authority he/she can enter a permit.

### Incompletes

Department chairs are required to maintain paperwork regarding any grade of incomplete (I) assigned by faculty in their departments. The required form may be found at [https://www.apsu.edu/registrar/forms/fac\\_forms.php](https://www.apsu.edu/registrar/forms/fac_forms.php). Faculty are required to complete this form for any grade of "I" assigned. The faculty handbook contains more details about grades of "incomplete."

### Staff Reporting to You or to the Academic Assistant or to Other Faculty

Depending on the needs of your department, your department may employ lab managers, graduate teaching assistants (GTA's), student workers, etc. Consult with Human Resources and the College of Graduate Studies to be sure you and your academic assistant are aware of current policies regarding work assignments, time sheet reporting, and supervision of GTA's.

Many departments employ undergraduate student workers to assist faculty and the academic assistant with a variety of tasks. Regarding recruitment and compensation, undergraduate student workers fall into two categories:

- **Scholarship Workers.** These students are required to work a specified number of hours per semester as part of work-study scholarship programs. You can request that scholarship student workers be assigned to your department by contacting Student Financial Aid. Your academic assistant will be responsible for certifying that the students work their required number of hours each semester, and for reporting hours worked to Student Financial Aid.
- **Paid Student Workers.** If your department budget permits, you can hire student workers. These positions must be advertised. The Office of Career Services manages “**Jobs4Govs**” program. More information can be found on the Career Services webpage dedicated to **Jobs4Govs**:  
<https://www.apsu.edu/careers/jobs4govs/index.php>

#### *Outside Employment and Dual-Services Contracts*

Faculty should be reminded that they are required to obtain permission for outside employment. The relevant policy is Policy 5:014:

[https://www.apsu.edu/policy/5s\\_personnel\\_policies/5014-outside-employment-and-extra-compensation.php](https://www.apsu.edu/policy/5s_personnel_policies/5014-outside-employment-and-extra-compensation.php). If a faculty member from another Tennessee state university or community college performs work for APSU or if an APSU faculty member performs work for another Tennessee state institution, a dual services contract must be completed. (Just one example of when this might occur would be if your department hosts a grant-supported workshop for area K-12 teachers and you contract with a faculty member from another university to conduct workshop sessions.) All contracts, including dual-services contracts are handled through the APSU Purchasing Office. A sample dual services agreement can be found here: [https://www.apsu.edu/procurement/Dual\\_Services\\_Agreement.pdf](https://www.apsu.edu/procurement/Dual_Services_Agreement.pdf).

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## **CURRICULUM, INSTRUCTION, AND ASSESSMENT**

Everything else that we do takes place in order that we might accomplish the following at both the program and course levels: decide what and how to teach our students, teach them, and assess our effectiveness in our curriculum design and our pedagogical methods by measuring student learning. This is the reason your department exists. Sadly, all of the support services (the rest of this manual and more) may take more of your time. One consolation is that, if the department chair is effective in managing the department, the faculty can concentrate on this most important function without unnecessary distractions. It is your responsibility to make sure that your department is organized and empowered to manage its teaching and student learning functions.

### *Program Reviews and Accreditation*

APSU Policy 2:032 governs program accreditation:

[https://www.apsu.edu/policy/2s\\_academic\\_policies/2032-program-accreditation.php](https://www.apsu.edu/policy/2s_academic_policies/2032-program-accreditation.php)

All academic programs that are accreditable are required to seek, obtain and maintain accreditation per Tennessee Higher Education Commission (THEC) 2015-2020 Quality Assurance Funding Guidebook: [https://www.tn.gov/content/dam/tn/the/bureau/aa/academic-programs/qaf/THEC\\_2015-20\\_Quality\\_Assurance\\_Funding\\_Guidebook.pdf](https://www.tn.gov/content/dam/tn/the/bureau/aa/academic-programs/qaf/THEC_2015-20_Quality_Assurance_Funding_Guidebook.pdf)

Per THEC (Tennessee Higher Education Commission) policy, as outlined in the *Quality Assurance Funding 2015-20 Cycle Standards*

([https://www.tn.gov/content/dam/tn/the/bureau/aa/academic-programs/qaf/THEC\\_2015-20\\_Quality\\_Assurance\\_Funding\\_Guidebook.pdf](https://www.tn.gov/content/dam/tn/the/bureau/aa/academic-programs/qaf/THEC_2015-20_Quality_Assurance_Funding_Guidebook.pdf)) programs for which there is no external accrediting body are required to periodically conduct a program review.

If you are a new chair, you should immediately read the latest program reviews, academic audits, or accreditation reviews prepared for your programs. There will undoubtedly have been recommendations for improvement suggested by that external review process. Is your department on track to address these recommendations prior to the next required review? If so, are the processes being documented? If not, have a discussion with your department so that faculty leaders (committee chairs, perhaps) are identified to spearhead the department's progress toward meeting the recommendations.

The dates in which programs come up for program review are set by Academic Affairs. If you are a new chair, consult with the Office of Institutional Effectiveness and Assessment to determine where your program is in the cycle. Is your department keeping track of the data now that will be needed for the next self-study?

The Office of Institutional Effectiveness and Assessment maintains resources for program reviews including the schedule of program reviews here:

<https://www.apsu.edu/institutional-effectiveness/prresources.php>

### *Program Assessment*

A major component of the university's SACSCOC self-study and of any departmental program review is assessment of the program-level student learning outcomes. Requirements vary, but all external department reviews will look for evidence that the department has a process in place for formulating, updating, and assessing program learning outcomes. These program-level student learning outcomes

(SLOs) reflect major program goals, as opposed to more narrow course objectives which are assessed by faculty in the process of assigning grades. SLOs are measurable categories of learning in term of kinds of knowledge, skills and values that graduates of a program should be able to demonstrate. Program-level student learning outcomes are expected for each degree program and certificate program offered by a department. Another common characteristic of external reviews is that the reviewers are looking for a faculty-driven process, as opposed to something dictated by the chair or any other single person. Therefore, program assessment is not something you can do for the department, but, as chair, you should make sure your department has the committees and procedures in place to conduct program assessment and to gather data on an on-going basis (and not just the year of the self-study).

At the beginning of each fall semester your department is required to hold an assessment meeting in which you review the previous year's assessment data and "close the loop" by formulating a plan for improvement informed by the data that the faculty have collected from all delivery methods and if applicable, from off-campus instructional sites. You should also determine what assessment data you will collect during the current academic year. Most faculty were not trained in graduate school in formulating SLO's and gathering program assessment data. Consequently, many faculty are puzzled and overwhelmed by the process. Find out from your dean who is the college's resource person for assessment and collaborate with this person as you formulate your plans. (In several colleges, the Associate Dean has been tasked with providing departments with assessment resources and monitoring departmental progress on assessment.) There are also resources, such as "SLO Primer", feedback tools, previous workshops etc. on this web page: [https://www.apsu.edu/institutional-effectiveness/workshop\\_resources.php](https://www.apsu.edu/institutional-effectiveness/workshop_resources.php).

You will need to record SLOs, your data, actions for improvement, etc. in the Nuventive Software. Access and tutorials for Nuventive are available here: <https://www.apsu.edu/institutional-effectiveness/nuventive-forms.php>. Log into Nuventive for feedback from your dean/associate dean on your IE plans and from the Institutional Effectiveness Committee on your completed IE reports.

The Major Field Test is part of the assessment program for most departments. It can further be a measure of student learning in terms of knowledge SLOs. Information can be found here: <https://www.apsu.edu/institutional-effectiveness/mft.php>

Departments that have courses in the General Education core are also responsible for assessing general education student learning outcomes as set by the University. This includes sections taught online and at off-campus sites. Since courses may be taught by adjuncts, outreach and coordination are required. For more information, contact the General Education Standing Committee: <https://www.apsu.edu/governance/commitees/geneducation.php>.

Please contact the Office of Institutional Effectiveness and Assessment for consultation, workshops, and other resources: <https://www.apsu.edu/institutional-effectiveness/ie-assessment/index.php>

### Course Evaluations

Course evaluations are administered using an online software system called SurveyDig, regardless of instructor type (full-time faculty, part-time instructor, etc.) or the course delivery method. Course evaluations are administered for Fall and Spring Semesters, A and B terms, I and II terms, as well as Wintermester, Maymester and Summer.

The purpose of the course evaluations is to collect information to assist faculty in improving the courses and their instructional methods. Therefore our hope is that as many students as possible will complete the course evaluations. Student input is critical to the teaching and learning process. The course evaluation allows students an opportunity to anonymously express their opinions about the course but they also have the option to opt-out of completing any course evaluations.

The course evaluation process is managed by the Office of Institutional Effectiveness and Assessment (IEA). The Course Evaluation Committee meets regularly with IEA and considers ways to improve the process. Students are reminded to complete the course evaluations by receiving Web Self-Service reminders and emails. Completion of the course evaluations is completely voluntary.

Encourage your faculty to remind students to complete the course evaluations, however it is not appropriate for students to be awarded extra credit for completing course evaluations. In order to reduce any potential concern by students that faculty members could see the course evaluations prior to assigning final grades, the course evaluation period is set to close prior to the faculty member's submission of final grades. The system is designed so that course evaluations results are anonymous and typically cannot be accessed by faculty until after the faculty member submits final grades to the Office of the Registrar.

As the Chair, you have access to run reports in SurveyDig to view course evaluation results per course or instructor. Results are available within a few days after the term ends. Consider setting aside time after the end of each term to review the results for your full-time faculty and part-time instructors. In addition, help your brand new faculty and part-time instructors learn how to access their course evaluations.

For more information about course evaluations and the schedule, please visit: <https://www.apsu.edu/academic-affairs/course-evaluations/> or contact IEA.

### Department Curriculum Committee(s)

Larger departments will need one or more department curriculum committees. Smaller departments may find that the whole department can serve as the curriculum committee. If you have large multi-section courses, you may want to have a faculty coordinator and perhaps a committee for each course. You may want a separate committee or committees for the concentrations in your major. Sometimes as programs grow, departments find it necessary to move away from committees of the whole to more specialized curriculum committees.

#### Revising Courses, Programs, etc.

As a natural consequence of your department's regular evaluation of curricula and pedagogy, you and your department will find that you need to make course revisions in the form of new courses, edited course descriptions, edited course titles, prerequisite changes, etc. and make program revisions, such as program length, required courses versus elective courses, etc. Ensuring the quality, integrity and currency of the curriculum is the responsibility of the faculty. A list of policies related to curricular development can be found here: <https://www.apsu.edu/academic-course-and-program-development/curricular-policies.php>.

The university uses curriculum management software called Curriculog. Representatives of departments and curriculum committees enter proposals for curriculum changes, and the necessary approvals are tracked by the software. A description of the software along with tutorial videos and a training schedule may be found here: <https://www.apsu.edu/academic-course-and-program-development/curriculog-information/index.php>

The approval process will vary depending on the nature of the proposed changes. Some program modifications require internal approval only. Others, in particular those involving new APSU degree programs, must be approved by the APSU Board of Trustees and THEC (Tennessee Higher Education Commission), and possibly by a program accreditor or SACSCOC. Full details and timelines can be found here: <https://www.apsu.edu/academic-course-and-program-development/academicprogrammodification.php> A summary table detailing the level of approval required for each type of curriculum change can be found here: <https://www.apsu.edu/academic-course-and-program-development/links/curricular-development-auguat-26-2019.pdf>

In particular, chairs should note that at APSU all changes (including course description changes and prerequisite changes) require, at a minimum, approval of the department, department chair, college curriculum committee, college dean, university curriculum committee, and Provost. As indicated above, all curriculum proposals are entered, routed, tracked, and approved through the Curriculog software. You may want to delegate the entering and monitoring of these proposals to the chair(s) of your department curriculum committee(s).

Launching new programs to meet the needs of our community, state, and region is an important strategic function of each college. Resources for this process can be found here: <https://www.apsu.edu/academic-course-and-program-development/new-academic-program/index.php>. In the early planning stages you may particularly find this flow chart helpful: <https://www.apsu.edu/academic-course-and-program-development/new-academic-program/new-program-process.jpg>. As with more minor changes, at APSU the new program process is tracked through Curriculog.

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## **RECRUITMENT AND HIRING OF FACULTY**

### *Faculty Qualifications*

All faculty, regardless of type of position or rank must meet APSU Faculty Qualifications guidelines and matrix, which is based upon SACSCOC guidelines. Although you should refer to the APSU Faculty Qualifications Matrix for specific information for each course, in general a master's degree with at least 18 graduate semester hours in the teaching discipline is required for undergraduate courses and a terminal degree in the teaching discipline or a related discipline is required for graduate courses. As chair it is your responsibility to ensure that all faculty teaching in your department, meet APSU's Faculty Qualifications Matrix. If you believe that an exception is warranted (due to professional licensure or related work experience, or other demonstrated competencies and achievements) you can submit a "Request for Exemption" form via DocuSign. Exception requests must be approved prior to assigning the instructor to the class. The form can be found here: [https://www.apsu.edu/academic-affairs/faculty/faculty\\_resources/exception\\_for\\_faculty\\_qualifications\\_rev\\_Aug\\_2018.pdf](https://www.apsu.edu/academic-affairs/faculty/faculty_resources/exception_for_faculty_qualifications_rev_Aug_2018.pdf)

At APSU the maintenance of current documentation regarding faculty credentials, falls under the leadership of the Vice Provost and Associate Vice President for Academic Affairs. The University uses Xitracs software to document faculty credentials.

### *Graduate Teaching Assistants (GTA's)*

In some cases departments will use GTA's (Graduate Teaching Assistants) to assist faculty with instruction-related duties (keeping office hours, conducting recitation sections, etc.) Most GTA's at APSU do not serve as the instructor of record. GTA's who are the instructor of record must meet APSU's Faculty Qualifications Matrix, and permission from the Provost is required before appointing a GTA as an instructor of record. The required form is here: [https://www.apsu.edu/grad-studies/faculty-staff-resources/GTA\\_Instr\\_of\\_Record\\_Req\\_52418.pdf](https://www.apsu.edu/grad-studies/faculty-staff-resources/GTA_Instr_of_Record_Req_52418.pdf)

As of this writing there is a new procedure for hiring graduate assistants and graduate teaching assistants, using Job4Govs. Consult the APSU Human Resources Web page for details: <https://www.apsu.edu/human-resources/> and [https://apsu.edu/careers/jobs4govs/New\\_GA\\_Process\\_Guide.pdf](https://apsu.edu/careers/jobs4govs/New_GA_Process_Guide.pdf)

### Categories of Faculty Appointments

- Full time
  - Tenure/tenure-track appointments
  - Non-tenurable--fixed term appointments
  - Temporary (“visiting”) appointments
- Part time (including adjunct appointments)

### *Hiring Full Time Faculty (Tenure-track and Non-tenure-track)*

Policy 2:051 governs faculty appointments:

[https://www.apsu.edu/policy/2s\\_academic\\_policies/2051-faculty-appointments.php](https://www.apsu.edu/policy/2s_academic_policies/2051-faculty-appointments.php). Each tenure-track faculty member is an enormous investment for the university. Your hiring decisions now can affect the productivity of your department for decades. There are legal requirements which govern the hiring process. For these reasons, great care must be devoted to the hiring process.

Faculty lines must be approved by the Dean and Provost, and the search and hiring process can take several months, so it is important to begin the process as soon as you have permission to hire. You will work with Human Resources very closely throughout the hiring process. All steps and actions must comply with Affirmative Action/Equal Opportunity guidelines, and you will receive instruction in these guidelines and in other applicable policies and procedures from Human Resources as you go through the hiring process.

An outline of the process follows. The reader is reminded that this Department Chair Manual is NOT a policy document. The process outlined below is not a policy statement – it is an outline of procedures current at the time of this writing. Consult the policy for details and updates.

The software used by APSU for hiring processes is PeopleAdmin:

<https://www.apsu.edu/human-resources/peopleadmin.php>. Training in this software is available from Human Resources. The point of contact in HR for the hiring process is the Director of Human Resources <https://www.apsu.edu/human-resources/staff.php>, and you will work closely with the Director throughout the process. At each step in the process, you will enter information into PeopleAdmin and it will be routed for approval to the appropriate administrators. At various stages required approvers may include the Dean, Provost, Budget Officer, and Director of Equal Opportunity and Affirmative Action, and others.

You may find it helpful to send an email to the Director of Human Resources whenever you have put something new into PeopleAdmin. This will alert the director to the need to route the new action to the appropriate approver.

1. You will need to appoint (or the department will need to elect) a recruitment committee. From the policy:

A search committee shall be appointed and convened by the department chair. The committee shall include at least one tenure-track faculty member and at least one tenured faculty member. A department chair may serve on a search committee. The department chair may chair the committee, appoint the committee chair, or choose to permit the committee to select its own chair. Insofar as possible, the search committee shall include members of protected groups in order to comply with Affirmative Action/Equal Opportunity Guidelines (see B, above), which may include the addition of an APSU staff member on the faculty search committee. At the discretion of the department, it is encouraged that a person outside the department serves on the search committee.

You will need to enter the members of the committee into PeopleAdmin, and it will be routed for approval to the Director of Equal Opportunity and Affirmative Action.

2. Early in the process, schedule a meeting with the search committee, the Director of Equal Opportunity and Affirmative Action, and a representative from HR. Precise details of the search process will be communicated to you and the search committee at this time.
3. You (probably with input from the members of the search committee) will formulate a job description. PeopleAdmin will automatically filter out candidates that do not meet the minimum requirements in the job description, so you must be careful. For example, let's suppose you are conducting a search during the 2020-2021 calendar year for a faculty member to begin the Fall 2021. Suppose your job description specifies that the successful candidate will have a Ph.D. Suppose you do not wish to rule out candidates who do not have the Ph.D. in hand but who will graduate from a Ph.D. program before the fall term begins. If you say in your job description that the Ph.D. is required, a candidate applying in April who will receive the Ph.D. in June will be automatically excluded! Careful wording of the job description will prevent such unintended consequences. You will enter the job description in PeopleAdmin, and it will be routed to the appropriate approvers.
4. The university will advertise for the position. Work with the Director of Human Resources to craft appropriate language for the advertisement, and to generate a list of appropriate places to advertise. Many departments at APSU are working to increase the diversity of their faculty. In your discipline, do there exist professional organizations with the stated mission of increasing opportunities in the field for under-represented minorities? If so, you may want to consider advertising in their newsletters, etc. In general, the department will be responsible for all or part of the cost of advertising. Be sure to clarify with HR who is

- responsible for advertising costs. You will need to enter all advertising language into PeopleAdmin, and wait for approval before placing ads.
5. After candidates have applied, you will need to request that HR release the pool for search committee consideration. After careful consideration of the candidates (using a rubric developed by the search committee in consultation with HR) the committee will select a list of candidates for phone interviews. You (or the search committee chair) will enter the phone interview list into PeopleAdmin, and it will be routed for approval. Upon approval, the search committee may schedule and conduct phone interviews, following guidelines for interview questions provided by HR.
  6. Consult with HR for appropriate timing and documentation of reference checks.
  7. From the policy: “The Search committee, in collaboration with the dean may then select two (2) or more candidates for formal on-campus interviews, subject to the availability of funds.” You (or the committee chair) will enter these candidates into PeopleAdmin, and this list will be routed for approval.
  8. From the policy: “The Search committee, in collaboration with the Dean, then should select the best available candidate in terms of the written criteria used from the beginning of the search....” The selected candidate is entered into PeopleAdmin and routed for approval.
  9. Upon approval of the selected candidate, ask the Director of Human Resources for a salary calculation. You can ask HR to make the offer or you can make the offer. The candidate may wish to negotiate. The Director of Human Resources and the Dean will let you know the parameters within which you may negotiate. You should know that, in general, moving allowances, should you wish to offer them, will be the financial responsibility of the department; in certain circumstances other funds may be available—consult with the dean and HR. Please review Policy 5:009 Moving Allowance:  
[https://www.apsu.edu/policy/5s\\_personnel\\_policies/5009-moving-allowance.php](https://www.apsu.edu/policy/5s_personnel_policies/5009-moving-allowance.php)

It is suggested that when making an offer if the candidate asks for some time to think about it, you allow a very short period (no more than a few days at most). Sometimes faculty candidates will try to “collect” multiple offers and then decide between them. If you allow a long time and then the first-choice candidate turns you down, you may have lost the next candidates on your list, resulting in a failed search.

### *Emergency Hires*

Occasionally, due to illness, resignation, etc., a chair will have a faculty vacancy without enough time to conduct a search. The APSU General Personnel Policy ([https://www.apsu.edu/policy/5s\\_personnel\\_policies/5011-personnel-](https://www.apsu.edu/policy/5s_personnel_policies/5011-personnel-)

[policy.php#emergency](#)) provides for an emergency hire for one year only. Consult with your dean and HR for procedures.

### Hiring Part-time/Adjunct Faculty

The current process for hiring part time instructors including adjunct instructors, professional staff who are teaching, dual services instructors, and dual enrollment instructors can be found here: [https://www.apsu.edu/academic-affairs/faculty/faculty\\_resources/Search\\_and\\_Hiring\\_Process-PartTime\\_Instructors\\_RevApril032020Final.pdf](https://www.apsu.edu/academic-affairs/faculty/faculty_resources/Search_and_Hiring_Process-PartTime_Instructors_RevApril032020Final.pdf) Just as with full-time faculty, candidates submit applications online and HR maintains the applicant pool. The department chair or designee may check references, conduct interviews, and select the applicant for hire. All HR policies must be followed and the chair should document the process. Upon selecting a candidate, the chair completes the Request to Hire Part-Time Instructor form to the Associate Dean of the College who will route the form for further approval. Check the link above for details.

Note that the Part-Time Instructor Hiring Form must be submitted in the following circumstances:

The applicant is a new part-time instructor at APSU

- The academic department would like to hire an existing part-time instructor to teach a different course than the part-time instructor has been assigned to teach in the past (revision to existing appointment)
- The part-time instructor is returning to teach at APSU after at least one (1) year break in service
- The academic department requests an exception to the established pay rates (in this case, complete the form every academic year)
- The academic department requests to hire an APSU staff member to teach the course (in this case, complete the form each semester that the person teaches a course)

Departments are also expected to submit appropriate notification when a part-time instructor will no longer work for APSU or is not returning in the next semester to teach.

### Immigration Issues

Needless to say, faculty who are not US citizens must have permission to work in the U.S. Visa categories are explained on the APSU Office of Human Resources web

page: <https://www.apsu.edu/human-resources/immigration.php> It may be the responsibility of the hiring department to pay some of the expenses for some of these visas. Several thousand dollars for visa expenses may overwhelm some departmental budgets, but your dean may be able to help you find resources. If your recruitment committee selects someone who is not a U.S. citizen, coordinate carefully with your dean and with HR to clarify as soon as possible your department's responsibility for expenses associated with hiring international faculty.

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## EVALUATION OF FACULTY

### *Fostering Professional Growth and Evaluating Faculty*

As department chair, you can help set the tone for a departmental culture that helps all faculty grow professionally and support each other in that growth. Positive, constructive feedback to faculty can help prevent serious problems down the road. Be sure to thank faculty individually for their contributions to the mission of the department. Just because faculty are doing their jobs doesn't mean you shouldn't notice and thank them. All faculty want to feel that they are contributing to the progress of the department and that their contributions are noticed and appreciated. It's really quite remarkable how positive a little recognition can be for morale.

When problems arise with a faculty member, there may be a temptation for you to address the issue in a general way publicly, or to make a rule that everyone has to follow in order to "solve" the problem. (For example, maybe you realize that students legitimately can never find a member of your department, so you make the rule, "all faculty must post and spend \_\_\_ office hours per week." You quite possibly have made life more difficult for faculty who go out of their way to be accessible to students, and you have probably not solved the "problem." Or perhaps you realize that a faculty member is relying on a final exam alone to establish grades, but your department's understanding of best practice requires multiple assessments. So you say all faculty must give at least \_\_\_ tests per semester." You have make life difficult for a faculty member who is using creative alternative assignments (papers, etc.) in lieu of in-class tests, and, again, you have probably not solved your "problem.") Dealing with people one-on-one is much harder than making a bunch of generic rules, but what is needed is for you to have a courteous and frank discussion with the faculty member. You may even find out that there were extenuating circumstances of which you were unaware.

For new faculty, APSU has a faculty mentoring program. Guidelines for the mentoring program can be found here: [https://www.apsu.edu/academic-affairs/faculty/faculty\\_resources/Mentoring\\_Guidelines-final\\_Fall\\_2019.pdf](https://www.apsu.edu/academic-affairs/faculty/faculty_resources/Mentoring_Guidelines-final_Fall_2019.pdf).

Mentors and mentees are eligible for \$300 each in professional development funds (details in the Guidelines document). Give careful attention to how you assign mentors for new faculty. You may find that a meeting of faculty mentors to discuss best practice is helpful.

Although used for RTP decisions and in the merit pay system, faculty evaluation should also be seen as one aspect of mentoring for professional growth. The various required evaluations are outlined below.

### *Orientation and Evaluation Chart for Instructors of Record*

This chart ([https://www.apsu.edu/academic-affairs/faculty/faculty\\_resources/type\\_of\\_instructor.pdf](https://www.apsu.edu/academic-affairs/faculty/faculty_resources/type_of_instructor.pdf)) details the required evaluation frequency for faculty in each category and gives links to the process descriptions and forms. The chart is organized by faculty category. Below is a list organized by evaluation form.

### *Retention/Tenure/Promotion (RTP)*

Academic Affairs issues a Calendar for Faculty Personnel Actions every year, published here [https://www.apsu.edu/academic-affairs/faculty/faculty\\_calendar/index.php](https://www.apsu.edu/academic-affairs/faculty/faculty_calendar/index.php) It is your responsibility to make sure that your departmental RTP committee meets the deadlines for departmental committee and chair recommendations. There is usually a short turn-around time between the time at which the RTP dossiers are due and the time when the departmental evaluation must be complete. Training for RTP procedures occurs every fall, and policies and procedures are well-documented and will not be detailed here. Links to policies, procedures, criteria by department, and the necessary forms can be found here: [https://www.apsu.edu/academic-affairs/faculty/faculty\\_resources/index.php](https://www.apsu.edu/academic-affairs/faculty/faculty_resources/index.php). The Faculty Handbook also gives detailed information: [https://www.apsu.edu/academic-affairs/faculty/faculty\\_handbook/Faculty\\_Handbook\\_2019-2020\\_FINAL.pdf](https://www.apsu.edu/academic-affairs/faculty/faculty_handbook/Faculty_Handbook_2019-2020_FINAL.pdf)

### *Adjunct, Dual Enrollment, APSU Staff, Post-Retirement, TN eCampus*

The process is described here: [https://www.apsu.edu/academic-affairs/faculty/faculty\\_resources/links/PTI-review-Process.pdf](https://www.apsu.edu/academic-affairs/faculty/faculty_resources/links/PTI-review-Process.pdf)

Most of these evaluations are required once per year, but check the chart linked above for details. These evaluations use forms under “Part-time Instructor Review Process and Forms” at [https://www.apsu.edu/academic-affairs/faculty/faculty\\_resources/index.php](https://www.apsu.edu/academic-affairs/faculty/faculty_resources/index.php). Note that there are forms for on-ground instructional observations and on-line instructional observations. The instructional observations of instructors in these categories may be delegated to senior faculty in the department.

### *Graduate Teaching Assistants (GTA's) Serving as Instructor of Record*

At APSU most GTA's do not serve as instructors of record. Those who do must be evaluated each semester. Here are the relevant forms:

- Graduate Teaching Assistant Supervisor Evaluation:  
[https://www.apsu.edu/academic-affairs/faculty/faculty\\_resources/links/gtasupervisorevaluation.pdf](https://www.apsu.edu/academic-affairs/faculty/faculty_resources/links/gtasupervisorevaluation.pdf)
- Graduate Teaching Assistant Self-Evaluation Review Form:  
[https://www.apsu.edu/academic-affairs/faculty/faculty\\_resources/links/gtaselfevaluation.pdf](https://www.apsu.edu/academic-affairs/faculty/faculty_resources/links/gtaselfevaluation.pdf)

*Full-Time Faculty (Tenured, Tenure-Track, and Non-Tenurable)*

Policy 2:053 ([https://www.apsu.edu/policy/2s\\_academic\\_policies/2053-annual-faculty-evaluation-review.php](https://www.apsu.edu/policy/2s_academic_policies/2053-annual-faculty-evaluation-review.php)) concerns the annual faculty evaluation review. This is a separate process from RTP and is required for all full-time faculty. For faculty eligible for consideration for performance and merit pay, this evaluation is used in the calculation of merit pay.

The policy gives a detailed process, which will not be repeated here. The review period for these evaluations is January 1 – December 31, and the review occurs in the following spring. The schedule is published annually by Academic Affairs here: [https://www.apsu.edu/academic-affairs/faculty/faculty\\_calendar/index.php](https://www.apsu.edu/academic-affairs/faculty/faculty_calendar/index.php)

Links to forms may be found on the Academic Affairs Web Page and are also given here

- Full-time Faculty Annual Evaluation Review Form:  
[https://www.apsu.edu/academic-affairs/faculty/faculty\\_resources/Annual-Faculty-Evaluation-Form-2018.pdf](https://www.apsu.edu/academic-affairs/faculty/faculty_resources/Annual-Faculty-Evaluation-Form-2018.pdf)
- Full-time Faculty Self-Evaluation Review Form: [https://www.apsu.edu/academic-affairs/faculty/faculty\\_resources/Annual-Faculty-Self-Evaluation-Form-2018.pdf](https://www.apsu.edu/academic-affairs/faculty/faculty_resources/Annual-Faculty-Self-Evaluation-Form-2018.pdf)

*Merit*

The current merit process is relatively new (as of this writing, Fall 2019). Details can be found here: <https://www.apsu.edu/human-resources/compensation/faculty-merit.php>

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## **RECRUITING, ADVISING, AND WORKING WITH STUDENTS**

### *Recruiting Students*

APSU, like all other similar institutions, operates in a very competitive environment. There are several ways that you and your faculty can assist the Office of Admissions with undergraduate student recruitment and the College of Graduates Studies with graduate student recruitment. Some departments host events for high school students interested in their discipline. (The Department of Languages and

Literature hosts a Classics Day, the Department of Mathematics and Statistics hosts math contests, etc.) Studies have shown that students who visit campus are much more likely to apply and enroll than students who have not.

Each week the Office of Admissions sends to chairs a list, sorted by intended major, of students who have applied and been accepted to APSU. Of course, some of these students will enroll in APSU, and others will go elsewhere. Consider a personal note or email to students who have been accepted to APSU and who have indicated an interest in your discipline. You might mention something distinctive about your department, invite the students for a campus visit, etc.

When prospective students schedule campus visits, the Office of Admissions will try to make an appointment for the student to meet someone in the department of their intended major. Try to make sure someone is “on-call” to meet with these students.

The presence of enthusiastic faculty members at AP-Day and Montgomery County College Day can make a good impression on students and their parents. Some departments have found it helpful to bring representatives of department student organizations to these events.

Consider inviting someone from the Office of Admissions to visit a faculty meeting and bring faculty up to date on the University’s recruiting efforts and how the department can assist.

### Advising

You or your designee will be expected to participate in Govs ROW, the APSU summer welcome program. Your role will be to assist incoming freshmen and transfer students with preparing their first class schedule at APSU. A list of students who have signed up for each Govs ROW session will be sent to you in advance. Some Govs ROW advisors like to plan a tentative list of course recommendations for each of these students in advance. Be sure to keep a list of each student that you advise at Govs ROW; early in the semester your or your Academic Assistant will need to assign each of them permanent advisors in Banner.

Some departments use professional advisors for all advising tasks. Most departments, however, assign advising duties to faculty. You will need to develop a process for these assignments that distributes the work load as evenly as possible.

The APSU faculty handbook contains an advising syllabus, and tips for effective academic advising.

Some departments have an advising event (luncheon, pizza supper, etc.) right before priority registration begins. These events contribute to camaraderie among students. Faculty can collaborate to assist students with issues such as transfer credit, course substitutions, etc.

Many advising decisions impact student financial aid, veteran's educational benefits and military tuition assistance. The Office of Financial Aid has prepared a guide for advisors which can be found here: [https://www.apsu.edu/financialaid/faculty-staff-resources/Guide for Faculty Revised August 2019.pdf](https://www.apsu.edu/financialaid/faculty-staff-resources/Guide%20for%20Faculty%20Revised%20August%202019.pdf)

Working with transfer students is one aspect of advising on which you will probably spend a great deal of time. Particularly in the case of students who are or who have been in the military, a student may present transcripts from a number of different institutions. When students transfer credit from public Tennessee community colleges or universities, articulation agreements are in place which make it possible for the Office of the Registrar to automatically determine the corresponding APSU course; indeed in many cases the course numbers will be the same. However, when students transfer from private or out-of-state schools someone will have to evaluate the transcript. As department chair, it is ultimately your decision if and how to count transfer courses in your major and in your department's areas of the general education core. You should work with the Transcript Analyst in the Office of the Registrar (<https://www.apsu.edu/registrar/personnel.php>) on issues of transfer credit.

As chair, you will also approve (or deny) any course substitutions that faculty advisors recommend. Encourage your faculty to consult with you on any substitutions prior to making promises to students. (Substitutions are requested in OneStop by the student's advisor and routed automatically. You will get an email that a substitution request is in your OneStop Workflow.)

Any transfer student receiving Veterans Administration (VA) Benefits will be required to have a Prior Credit Evaluation on file in APSU's Veterans Education Benefits Office (VEBO). Here is a link to the process and the form: <https://www.apsu.edu/veterans-affairs/course-requirements/prior-credit-evaluation/index.php>

### *Student Life in the Department*

Most departments have student organizations, and the members of your student organizations will appreciate your interest in and support for their activities. In addition to helping students develop a sense of belonging in the department, and helping them start to create a network of life-long professional contacts, these organizations can sponsor important outside-of-class learning opportunities. Student groups who travel with faculty sponsors to conferences have an opportunity to learn about their chosen profession in ways impossible to convey in a classroom setting.

Student organizations that are officially registered by the University are eligible to apply for funds for selected activities and to participate as a club in various university events. Information about APSU student organizations, including the registration process may be found here: <https://www.apsu.edu/student-life/organizations/> Each student organization must have a faculty advisor. It is important that your department count this activity as departmental service, since an involved and enthusiastic organization advisor can help foster a real sense of community among students and faculty in your department.

Your student organizations can help you with recruiting at AP-Day, can help you run any events that you host for high school students, can help you publicize departmental events, and can give you feedback on departmental issues. Time invested in cultivating a relationship with your student organizations is time well-spent!

### Scholarships

Donors may have established scholarships earmarked for students majoring in your discipline. At this website: [https://apsu.scholarships.ngwebsolutions.com/CMXAdmin/Cmx\\_Content.aspx?cpld=1112](https://apsu.scholarships.ngwebsolutions.com/CMXAdmin/Cmx_Content.aspx?cpld=1112) you may browse for scholarships that may be available to your students. This is also the web site through which students apply for these scholarships. You will need to appoint a departmental scholarship committee to review these applications and make award decisions. Generally, student applications are due in March, and scholarship committees should convene soon thereafter to make award decisions for the following academic year. The website linked above contains a faculty login for committee members to review scholarship applications. Contact the Director of Donor Relations and Scholarships (<https://apsu.edu/advancement/uastaff.php>) for questions about available scholarships and the award process.

### APSU Honors Program

Having honors graduates contributes to the prestige of a program. The APSU Honors Program (<https://www.apsu.edu/honors/>) is heavily dependent on department chairs. Each department participating in the honors program has two 3000-4000 level honors courses or honors seminars, which are taken by students in their junior year. It is important to include these courses in the department's course schedule and to communicate with the honors program director about the course rotation. Additionally, the honors program uses faculty from various departments to teach the honors diversity course, HON 2220 and the freshman seminar course HON 1000, which replaces APSU 1000 for honors students. If possible, encourage your faculty to participate in the instruction of these courses, and consider discussing with the Director of Honors and PELP regarding how you and your faculty can help optimize the honors experience for honors student in your major.

### Student Conduct, Rights and Responsibilities

### Behavior Related Concerns

The APSU Faculty Handbook ([https://www.apsu.edu/academic-affairs/faculty/faculty\\_handbook/](https://www.apsu.edu/academic-affairs/faculty/faculty_handbook/)) and the APSU Student Handbook (<https://www.apsu.edu/handbook/>) both have sections on student rights and faculty-student expectations. Familiarize yourself carefully with these documents. APSU Policy 3:001 governs student rights and freedoms: [https://www.apsu.edu/policy/3s\\_student\\_policies/3001-student-rights-and-freedoms.php](https://www.apsu.edu/policy/3s_student_policies/3001-student-rights-and-freedoms.php).

As chair, faculty members may well come to you with concerns about student behavior. Student behavior can be concerning in several ways. The behavior might be disruptive for a particular class, or it might not fall into the category of misconduct but cause you to be concerned about the welfare of the student. APSU has a Behavioral Intervention Team (BIT). To report a concern to the BIT use the Incident/Complaint Form:

1. Go to [apsu.edu/student-affairs](https://www.apsu.edu/student-affairs).
2. Click on Report a Concern
3. Select Behavioral Intervention Team tab.
4. Click the link within the text for the form.

Reporting a concern to the BIT does not “get the student into trouble.” From the BIT Brochure: “The BIT takes reports from the campus community and as a group we determine what services the University can offer that may help a distressed student.”

You can also make a direct referral of a student to APSU Counseling Services. Here is a link to Services and Resources (from the APSU Health and Counseling Web Page): <https://www.apsu.edu/health-and-counseling/counseling/servicesoffered/emergency.php>  
Guidelines for talking with students in distress may be found here: <https://www.apsu.edu/health-and-counseling/counseling/faculty-resources.php>

Although rare, sometimes faculty are faced with disruptive students in the classroom. From the Faculty Handbook:

The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity **and can order the temporary removal or exclusion from the classroom of any student engaged in disruptive conduct** or conduct inconsistent with the general rules and regulations of the institution. **Extended or permanent exclusion from the classroom or further disciplinary action can be effected only through appropriate procedures established by the Division of Student Affairs.**

Student Affairs maintains a *Faculty/Staff Resource Guide for Disruptive Students* ([https://www.apsu.edu/student-affairs/dean-of-students/student-conduct/Faculty\\_and\\_Staff\\_Resource\\_Guide\\_for\\_Disruptive\\_Students.pdf](https://www.apsu.edu/student-affairs/dean-of-students/student-conduct/Faculty_and_Staff_Resource_Guide_for_Disruptive_Students.pdf)). This resource guide contains, in a concise format, detailed advice for dealing with various issues concerning student behavior and strategies for preventing problems. The resource guide contains links to the forms for temporary exclusion and permanent exclusion.

- The required form for temporary exclusion: <https://www.apsu.edu/student-affairs/dean-of-students/student-conduct/exclusion-notice.pdf>
- The required form to request a permanent exclusion is in an Appendix at the back of the resource guide.

### Academic Misconduct

Students suspected or accused of academic misconduct must be afforded due process, and the university has a very well-defined and specific procedure which must be followed by faculty in the event of student academic misconduct. This procedure is described in the Faculty Handbook. The actual policy is Policy 3:005 ([https://www.apsu.edu/policy/3s\\_student\\_policies/3005-student-academic-misconduct.php](https://www.apsu.edu/policy/3s_student_policies/3005-student-academic-misconduct.php)). A sample form for initiating action in the event of academic misconduct may be found here: [https://www.apsu.edu/policy/3s\\_student\\_policies/pdfs/3005AddendumtoPolicy.pdf](https://www.apsu.edu/policy/3s_student_policies/pdfs/3005AddendumtoPolicy.pdf)

### FERPA

As chair, you may receive communication from the parents or guardians of students. The Family Educational Rights and Privacy Act (FERPA) limits your ability to release information to parents. You can refer parents and guardians to this site for information on FERPA: <https://www.apsu.edu/parents/student-info.php>. If a parent or guardian states that their student has signed a FERPA waiver, you must confirm this by calling the Office of the Registrar before discussing confidential information with the parent. APSU's formal confidentiality policy is Policy 1:020: [https://www.apsu.edu/policy/1s\\_governance\\_organization\\_and\\_general\\_policies/1020-confidentiality-student-records.php](https://www.apsu.edu/policy/1s_governance_organization_and_general_policies/1020-confidentiality-student-records.php)

### Student Complaints

As chair, you will deal with student complaints, which can arise from a variety of situations. A student may dispute a grade, may feel that he/she has been treated inappropriately in class, may find the behavior of a classmate objectionable, may object to the particular instructional methods used in class, etc. Always listen respectfully and without interruption. Make notes. Do not make a snap judgment. You can listen carefully and respectfully without taking sides or agreeing/disagreeing with the student or defending/criticizing the instructor.

Never ignore complaints and hope they will go away. It is easier to deal with student complaints sooner rather than later. A slight exception might be if a student comes to your office angry and without an appointment. Making an appointment with the student to come back a few hours (not days!) later is sometimes wise. It will give you and the student a chance to take a few deep breaths and think before discussing the issue.

Be aware that sometimes things are not what they seem. For example, on one occasion a chair received a complaint that an instructor did not know how to use the required technology in the class (a calculator in this particular class). The chair, upon visiting the classroom observed that the instructor managed the technology at the instructor console very well, but that the student who made the complaint was using an older model calculator that was not supported by the instructor. The problem was that the student didn't have the appropriate calculator. The student's perception of the problem was that the instructor didn't know how to use the technology. After class, the chair met with the student privately and arranged for

the student to borrow (without cost) a calculator for the rest of the semester. The point is that you can assure a student that you will investigate their concerns without making any promises. In some cases, if you dig a little deeper, it may be relatively simple to resolve the situation.

Become familiar with the Student Appeals and Procedures and the various types of grievance and appeal procedures at APSU <https://www.apsu.edu/student-affairs/dean-of-students/student-appeals-and-complaint-procedures/index.php> The Dean of Students collects a log of written student complaints from each relevant office and department at the end of each semester. Contact the Dean of Students to find out more.

If a student comes to you with a complaint of harassment (sexual or otherwise) or discrimination there are policies that you must be sure to follow. In this regard, you and your faculty are required to complete Title IX training annually. The instructions for on-line training are emailed to faculty each year, and the training specifies precisely the procedures you must follow if students come to you with complaints of discrimination, harassment, or sexual misconduct. *In particular, in the case of sexual misconduct, you MUST report this.* From the Faculty Handbook:

The following person has been designated to handle inquiries regarding the nondiscrimination policies: Director of Equal Opportunity and Affirmative Action, 416 College Student, Clarksville, TN 37044, [bryantism@apsu.edu](mailto:bryantism@apsu.edu). Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972, as amended. The University's Title IX Coordinator, designated to monitor and oversee Title IX complaints, is LaNeece Williams, Chief Diversity Officer and Title IX Coordinator, 416 College Street, Clarksville, TN 37044, [williamslr@apsu.edu](mailto:williamslr@apsu.edu). The University's Equal Opportunity Compliance Officer and Investigator designated to investigate complaints of harassment and discrimination is Steven Grudzinski, 416 College Student, Clarksville, TN 37044, [grudzinskis@apsu.edu](mailto:grudzinskis@apsu.edu).

Please report complaints to the Office of Equity, Access & Inclusion  
<https://apsu.edu/equity-access/>

Most student complaints will be about classroom procedures or grades. In these cases a good first strategy is to suggest that the student speak one-on-one with the faculty member concerning the issue. Surprisingly, in many cases you will find that the student has not already done this. If not, advise the student to make an appointment with the instructor or visit during office hours to discuss the situation. Ask the student to send you an email or make an appointment with you as a follow-up to the student's conversation with the instructor, so you can find out if the situation is resolved. It is also helpful to make sure the student knows about resources available to help them with the class such as tutoring in the Learning Resource Center (<https://www.apsu.edu/lrc/>), the Writing Lab in the library, etc.

In all situations involving student complaints, keep a meticulous paper trail of all communication with the student and the faculty member concerning the situation.

A student who feels that their concern has not been resolved has a right to file a grievance in accordance with university policy.

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## **WORKING WITH ALUMNI RELATIONS AND UNIVERSITY ADVANCEMENT**

As chair, you have an important role in the department's relationship with alumni and donors.

Periodically, University Advancement will send you a list of recent donations to your department's funds (scholarship, chair discretionary, etc.) Be sure that you or someone in the department acknowledges these gifts, preferably with a personal note.

A word of caution is in order in regard to fund-raising. The "ask" should always come from a member of the University Advancement Office, not from you. University Advancement carefully coordinates fund raising efforts to avoid a potential donor from receiving multiple "asks" from different people. You can and should, however, make University Advancement aware of potential donors, and find out from them how you can best assist in cultivating relationships with these donors.

A member of the University Advancement team has been assigned to your college or program. Contact the Advancement office ([advancement@apsu.edu](mailto:advancement@apsu.edu), 221-7121) and ask for the name of this person. You can help your advancement liaison by

- Putting them in contact with potential donors and by keeping them in the loop when potential donors contact you.
- Identifying departmental needs and letting your liaison know what they are. Your list of needs will help your liaison to navigate the conversation when they speak with potential donors.
- Consider inviting your Development Office liaison to a department meeting.

The Office of Alumni Relations works in very close cooperation with the University Advancement team.

(<http://www.alumni.apsu.edu/s/1806/17/interior.aspx?sid=1806&gid=2&pgid=458>) Here are some ways that your department can work together with the Alumni Relations team to maintain relationships with your alums:

- When alumni come to events, they come to see faculty. There are a number of regional alumni groups and program specific alumni chapters. The current list is found here:

<http://www.alumni.apsu.edu/s/1806/17/interior.aspx?sid=1806&gid=2&pgid=528>

If your program or college has a chapter, attending chapter events will help you to maintain a relationship between your department and its alums.

- Alumni Affairs sends regular email newsletters to alums. Consider submitting departmental news to Alumni Affairs for inclusion in these newsletters.
- Alumni Affairs solicits nominations for several annual alumni awards. Consider nominating your outstanding alumni for awards. Information about some of the awards and a nomination form can be found here: <http://www.alumni.apsu.edu/s/1806/17/interior.aspx?sid=1806&gid=2&pgid=568> Watch for solicitations from Alumni Affairs for nominees for other awards.
- When you learn that an alum has moved, encourage them to update their contact information by filling out the secure form on the Alumni Relations web page: <http://www.alumni.apsu.edu/s/1806/17/interior.aspx?sid=1806&gid=2&pgid=565>
- Alumni Relations can help you publicize departmental events by giving you access to names and contact information of alums. Here is a link to the data request form: <http://www.alumni.apsu.edu/s/1806/17/interior.aspx?sid=1806&gid=2&pgid=910&cid=2239>

Since most donors donate to scholarship funds, the Director of Donor Relations and Scholarships ([adkisonk@apsu.edu](mailto:adkisonk@apsu.edu)) is an important part of the fund-raising picture. Do you have scholarships that are difficult to award because the donors criteria are too restrictive? (For example, the donor may have specified that the scholarship only to go Cheatham County Students, but in some years there are no Cheatham county students in your major, etc.) Your scholarship committee must follow the donors' criteria when awarding scholarships, but if you let the Director of Donor Relations and Scholarships know of problems with the criteria, they may be able to work with the donor to revise the criteria.

One final word regarding alums. Take advantage of their expertise! Some programs have Advisory Boards composed of alums and other members of the community with expertise in their discipline. Members of these boards can advise you on curricular matters, help you find internships for your students, keep you abreast of trends in the job market, etc. Working on a departmental self-study? An alumni focus group can give insight into your program that it would be impossible to obtain any other way.

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## **DEPARTMENTAL STRATEGIC PLANNING**

Where do you want your department to be in 5 years? 10 years? Have you asked your faculty this question? It is very easy to spend all your time on the day-to-day activities (and emergencies!) of running a department, but your overall strategic plan, not the day-to-day details, will define your legacy. Make time to discuss short and long-term goals with your department. The university has a strategic plan

([https://www.apsu.edu/external-affairs/strategic\\_initiatives/StrategicPlan.php](https://www.apsu.edu/external-affairs/strategic_initiatives/StrategicPlan.php)), and your departmental goals should be consistent with it, but the university plan is necessarily broad. Departments working strategically to develop programs and design instruction to give students a competitive edge will determine what the university strategic plan actually looks like in fruition. Administrative unit outcomes (AUs) are entered into Nuventive on a yearly basis. They may be linked to resource requests.

As you think about your strategic plan, you may find that you need data. Access to various repositories of data has recently been centralized in the Office of Decision Support and Institutional Research. Some key institution-wide data can be found on the Decision Support and Institutional Research web page:

<https://www.apsu.edu/dsir/index.php/senior-exam>. (Look under “Institutional Data” and “Reports.”) It is also possible to request more specialized data by filling in the Program/Report Request form on this site.

You may find that you need the same database query run each year or each semester. Argos (<https://www.apsu.edu/registrar/resources/index.php>) is used at APSU as a database query and report interface for Banner. There may be reports, specific to your department that are already set up in Argos. You can run these reports periodically to obtain department specific, current data. Modifications to existing Argos reports and new reports can be requested by filling in the Program/Report Request form mentioned above.

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## **CAMPUS RESOURCES AND QUICK CONTACT LIST**

### *Deans, Directors, Chairs, and Direct Reports*

The Faculty Handbook ([https://www.apsu.edu/academic-affairs/faculty/faculty\\_handbook/](https://www.apsu.edu/academic-affairs/faculty/faculty_handbook/)) contains a current list of APSU administrators, including deans, directors, department chairs and all administrators reporting directly to the Provost, to the Vice President for External Affairs, to the Vice President for Students Affairs, and to the Vice President for Finance & Administration.

In most cases for routine matters, the most efficient way to consult with these administrators is to contact the appropriate administrative assistant. Often the administrative assistant will be able to address the matter at hand and, if not they can facilitate your communication with the administrator.

In addition to the “direct reports” mentioned above, you may find it useful to communicate directly with the following people in Student Affairs, the Office of the Registrar, the Office of Financial Aid, and University Advancement:

*Office of the Registrar*

(Names, phone numbers and emails can be found here:

<https://www.apsu.edu/registrar/personnel.php> )

- Graduation Analyst
- Transcript Analyst
- Degree Works Coordinator
- Scheduling Specialist
- Course Catalog Specialist
- GoArmyEd Specialist
- Transfer Coordinator
- Certification Analyst

*Office of Financial Aid (including Veterans Education Benefits Office)*

Names, phone numbers and emails can be found in the *Student Financial Aid, Scholarships and Veterans Education Benefits Guide for Faculty and Staff*:

<https://www.apsu.edu/financialaid/faculty-staff-resources/index.php>

In particular there are Financial Aid Counselors, Scholarship Coordinators, and Veterans Education Benefits Counselors, Supervisors, and Coordinator, who can help you with specific and general questions regarding student financial aid.

*Concerns Regarding Student Behavior or Welfare*

Director of Student Conduct and Case Management

Director of Boyd Health Services and Counseling Services

*Scholarships*

Director of Donor Relations and Scholarships

<https://apsu.edu/advancement/uastaff.php>

*Decision Support and Institutional Research*

It is clear that department chairs need data and information in order to properly plan and make effective decisions for the department as well as the academic programs contained within it.

Decision Support and Institutional Research (DSIR) enhances institutional effectiveness by providing information which informs the decision-making and planning processes for furthering the university core mission.

DSIR is the primary source for official campus data, complying with federal, state, and university reporting standards and requirements. Specifically, DSIR:

- Supports university leaders in development and reporting of the strategic plan and Quality Assurance funding.
- Provides and maintain a centralized location of institutional data to ensure accuracy and consistency of data.
- Collects, analyzes, and reports data on topics including but not limited to assessment, enrollment, retention, graduation, faculty FTE, and student credit hours.
- Administers and submits IPEDS, University Fact Book, Common Data Set, US News, and other college guides.
- Makes available institutional and programmatic data for accreditation reports and program reviews.

DSIR's website (<http://apsu.edu/dsir>) contains information, reports, and dashboards that are particularly useful to department chairs. Furthermore, if data or information is needed that is not contained within DSIR's website, the chair is welcomed to contact the DSIR office for all data needs.

### *Institutional Effectiveness and Assessment*

Institutional Effectiveness and Assessment (IEA) provides support to program-level assessment (IE) and student learning outcomes, department effectiveness (administrative outcomes), major field testing, general education assessment, course evaluations, program reviews, surveys, and more. Contact the office if you are interested in a consultation regarding any of these processes. More information can be found on the IEA website: <https://www.apsu.edu/institutional-effectiveness/>

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### **CALENDAR (RESPONSIBILITIES MONTH BY MONTH)**

The following is NOT a list of all the things a department chair needs to do. Most department chair duties are ongoing, and are not listed here. However, there are

some duties that are concentrated at particular times of the year and that have inflexible due dates. Here, by month, is a reminder list of some of those duties.

#### August

- Spring and Winter term schedules due
- Job posting (in PeopleAdmin) for positions to be filled
- Meet with untenured faculty about RTP dossiers which are due this month
- Reassign any GA's and GTA's for the coming academic year
- Orient new GTAs and Part-Time instructors
- Assign mentors to new faculty
- Monitor enrollments in classes (both Clarksville Campus, Fort Campbell Center and other locations) in case low-enrolled classes need to be cancelled at least three days prior to start of the term
- Ensure that the department elects members of department committees and departmental representatives to college committees
- Contact adjuncts to be sure they are ready for the first day of classes
- Complete annual IE report for each degree program and certificate program in Nuventive

#### September

- Be sure you and the department meet all RTP deadlines
- Complete annual IE assessment plans for current year in Nuventive
- Work with your Academic Assistant to be sure fall semester STRTRAL (faculty workload report) is correct
- Prepare adjunct pay forms

#### October

- Make sure that all of the majors in your department have advisors (review all term enrollments). Priority registration begins this month

#### November

- Be sure Fall GTA evaluations are complete

#### December

- Schedule summer and fall classes
- Monitor Winter Term enrollment
- Review course evaluation reports in SurveyDig

#### January

- Staff evaluations are due
- Be sure you and the department meet the RTP deadline for 1<sup>st</sup> year reviews.
- Orient new GTAs and Part-Time instructors

- Monitor enrollments in classes (both Clarksville Campus, Fort Campbell Center and other locations) in case low-enrolled classes need to be cancelled no later than three days prior to the term start
- Work with your Academic Assistant to be sure spring semester STRTRAL (faculty workload report) is correct

#### February

- Budget proposals for upcoming academic year are due. Submit to dean in Nuventive
- Complete annual evaluations of all faculty and schedule conferences
- Work with your academic assistant to complete and submit Winter term extra compensation forms
- TAF proposals due

#### March

- Priority advising for summer and fall semesters
- Submit faculty annual evaluations with scores and supporting documents
- Work with your Academic Assistant submit any bulletin edits

#### April (mid)

- Assure collection of general education assessment results from department's core course faculty by semester and as directed by the General Education Standing Committee
- Work with you faculty to select recipients of departmental student awards.
- Make sure that the department scholarship committee has selected recipients.
- Complete spring GA and GTA evaluations
- Complete annual adjunct evaluations and submit paperwork to H.R.

#### May, June, July

- Review course evaluation reports in SurveyDig
- Work with your Academic Assistant to be sure extra compensation forms for summer school are submitted on time
- Make sure Govs ROWs are staffed
- Hire necessary adjuncts for the following academic year

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### QUICK LINKS TO GUIDES

- Faculty Handbook: [https://www.apsu.edu/academic-affairs/faculty/faculty\\_handbook/](https://www.apsu.edu/academic-affairs/faculty/faculty_handbook/)
- Student Financial Aid, Scholarships and Veterans Education Benefits Guide for Faculty and Staff: [https://www.apsu.edu/financialaid/faculty-staff-resources/Guide\\_for\\_Faculty\\_Revised\\_August\\_2019.pdf](https://www.apsu.edu/financialaid/faculty-staff-resources/Guide_for_Faculty_Revised_August_2019.pdf)
- Administrative Assistants, Deans, and Department Chairs Banner Training Manual (including SYRTRAL): [https://www.apsu.edu/registrar/resources/AdminAssistManual-revised\\_92513.pdf](https://www.apsu.edu/registrar/resources/AdminAssistManual-revised_92513.pdf)
- APSU Faculty Mentoring Program Guidelines: [https://www.apsu.edu/academic-affairs/faculty/faculty\\_resources/Mentoring\\_Guidelines-final\\_Fall\\_2019.pdf](https://www.apsu.edu/academic-affairs/faculty/faculty_resources/Mentoring_Guidelines-final_Fall_2019.pdf)
- Part Time Instructor Search and Hiring Process: [https://www.apsu.edu/academic-affairs/faculty/faculty\\_resources/Search\\_and\\_Hiring\\_Process-PartTime\\_Instructors\\_RevApril032020Final.pdf](https://www.apsu.edu/academic-affairs/faculty/faculty_resources/Search_and_Hiring_Process-PartTime_Instructors_RevApril032020Final.pdf)
- APSU Procurement and Contract Manual: [https://www.apsu.edu/procurement/Manual\\_100617.pdf](https://www.apsu.edu/procurement/Manual_100617.pdf)
- Faculty/Staff Resource Guide for Disruptive Students: [https://www.apsu.edu/student-affairs/dean-of-students/student-conduct/Faculty\\_and\\_Staff\\_Resource\\_Guide\\_for\\_Disruptive\\_Students.pdf](https://www.apsu.edu/student-affairs/dean-of-students/student-conduct/Faculty_and_Staff_Resource_Guide_for_Disruptive_Students.pdf)
- Guidelines for Talking with Students in Distress: <https://www.apsu.edu/health-and-counseling/counseling/faculty-resources.php>

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