Southern Oregon University

Department Chairs' Manual

September 2023

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INTRODUCTION TO BEING A CHAIR

Though the chair role can be demanding and thankless at times, there are numerous benefits to the position. As a chair, you can help set both the short- and long-term goals for the program; you can effect change, coordinate the development of new instructional programs, help mentor junior faculty and work on building a diverse, forward-looking faculty and department, and most importantly, help inspire students on their path to graduation. As a chair, you have an opportunity to guide, to provide positive and active leadership, to help take your department in new directions or set it on a steadier course. Chairs provide support and inspiration for both new and experienced faculty, serve as a mentor for students, and act as an advocate for the department. The increasing emphasis on recruitment, retention, planning and assessment throughout the university provides opportunities for re-thinking curricula and re-examining the needs of both students and faculty. In all these areas, you, as chair, play a vital and rewarding part.

The Toolbox for Department Chairs, developed by the Chronicle of Higher Education, provides a great high-level overview of the chair role. In that document, they list five responsibilities that they label the “most universal and important” of all of the chair duties. The five responsibilities include: serving as an advocate for faculty; representing the administration; building consensus; providing a forum; and providing vision. The PDF of the Toolbox can be found in the following folder: Box\Provost READ_ONLY\Chairs Manual & Resources (https://sou.app.box.com/folder/225222908519)

A. Department Chair Duties

Your responsibilities as a chair will vary and will often be determined in part by the needs of the staff, faculty and administration at any given time. Secondary academic divisions may also have internal guidelines for chairing the department. However, the following general duties for Department Chairs are laid out in the SOU Faculty Bylaws: https://inside.sou.edu/assets/senate/docs/constitution/Section_4_Bylaws_February_2020.pdf

- Communication
  - Participating in campus leadership through School, College and Campus-wide Chairs' meetings
  - Serving as the public contact for department
  - as a liaison between their department and other departments and relevant administrative offices
- Scheduling, Faculty Loading and Curriculum
  - Directing curriculum development
  - Managing service assignments for faculty
  - Scheduling courses
- Leadership
  - Leading strategic planning and visioning initiatives for the department
  - Fostering an atmosphere of cooperation and collegiality for all members of the faculty
  - Mentoring new and probationary faculty
- Program Management
  - Facilitating department meetings
  - Implementing department and campus policies fairly and consistently
  - Scheduling (sometimes in coordination with a department committee)
- Personnel
  - Managing personnel issues
  - Recruiting of new faculty
  - Evaluating faculty
  - Facilitating growth and professional development in all faculty
  - Coordinating departmental recruitment activities
  - Supervising and working with the office coordinator, student success coordinator and other staff positions
- Assessment
  - Coordinating departmental assessment duties
  - Coordinating departmental response to Academic Program Review
- Student/Faculty Issues
  - Handling student complaints
  - Submitting cares reports
- Budget
  - Overseeing the department budget
- Other
  - Fundraising/scholarship support to foundation

In carrying out the functions listed above, the chair will consult with the faculty in the departments and may delegate responsibility to them. Where the Bylaws directly identify the chair, it is not meant to prohibit delegation through consistent departmental policy.

These are very general guidelines that can be summed up as saying that the chair is responsible for overseeing and providing leadership in both the day-to-day activities and long-term planning of the department.

B. Role of Department Chairs

The chair leads the department in partnership with the directors, provost's office, as well as many other administrative and student support offices across campus. The chair needs to nurture a relationship of mutual trust and respect with the director that sustains their ability to work together in an honest and open manner. The chair should strive to maintain a relationship with the director that fosters honest discussion about the department's needs, limitations and opportunities within the context of the University's overall vision. At the same time, the chair serves as an advocate for faculty and staff and as a liaison between the department and the administration. Just as faculty do not always agree with the decisions of their chair, a chair will not always agree with the decisions of the administration. The important thing is not to let these disagreements damage any long-term relationships.

The Bylaws are vague on the nature of a chair's authority, and because at SOU chairs rotate back into the faculty, carrying out certain responsibilities and/or directives can be a challenge. Chairs have a network of support available to them outside the department and should freely access those resource persons. Separate sections on handling different departmental issues will also provide more specific guidelines.

Most importantly, the chair should keep in contact with the director through both formal situations such as the division meetings and through regular individual one-on-one meetings with the director. It's essential to feel free to pick up the phone, send an email, chat or text, or make an appointment in order to brainstorm or discuss an issue or concern in more detail. Directors are also able to provide support when necessary, in carrying out the responsibilities of the chair role.

Working Relationship with Office Coordinator
Departments will vary in the amount of office support they have and the role the office coordinator plays in the day-to-day operation of the department, but it is essential that the chair develop an open, communicative relationship with the office coordinator (OC) so that they can provide the type of support necessary. Some chairs schedule regular weekly meetings to facilitate open lines of communication between with the OC and to keep updated on on-going projects as well as the regular functions of the office. Some chairs must coordinate their workload for the OC with other chairs and/or directors in the school.

Summer Duties
Chairs (or a designated summer chair) must be available during the twelve-week summer session to manage secondary academic division affairs; the amount of office hours needed to fulfill this requirement will vary, but the chair should remain in close contact with the OC and their director during the summer. Chairs are entitled to four weeks of leave, which normally is scheduled in consultation with the director at non-peak times. The APSOU Collective Bargaining Agreement (https://inside.sou.edu/policies/facstaffcba.html) (CBA) provides further information related to summer duties and compensation.

Academic Freedom and Responsibility
As the principal link between students, faculty, and administration you play a pivotal role in safeguarding academic freedom. The freedom of faculty members to teach and fulfill their professional responsibilities, unencumbered by extraneous political or other pressures, and the

freedom of students to inquire and challenge without fear of rebuke or retribution by administrators or faculty, are equally fundamental to the educational process.

With freedom, however, comes responsibility. Although students need the freedom to question and challenge to learn effectively, they also need to fulfill their legitimate educational responsibilities to classmates, professors, and themselves, irrespective of their personal views. Similarly, genuine academic freedom does not authorize faculty to ignore university regulations, inappropriately promote personal agendas in the classroom, or treat students with disrespect. Moreover, although faculty require freedom to pursue individual scholarly interests, such pursuits relate ultimately to the broader mission of the university. Faculty do maintain a certain degree of freedom in determining how to distribute their efforts among teaching, scholarship, and service pursuits.

Collegiality

A secondary academic division's educational goals are best achieved in an atmosphere of respect, collegiality, and cooperation. Central to the chair's role as educator is the development and renewal of a common vision focused on equitable access to resources, commitment to a diversity and inclusion and, most importantly, student success. Such a vision can be established only by give and take in the department, by enthusiastic and dedicated commitment, and by faculty initiative. You can and should encourage interchange, discussion, and cooperation among faculty members centered on a common commitment to the unit's educational goals and on effective techniques for achieving those goals.

C. Managing Concerns, Crisis and Conflicts

A department chair is often called upon to manage a wide range of situations from the trivial to the extremely serious. The list below provides a few examples of the types of situations that department chairs may encounter:

- Student complaints about a faculty member or another student.
- Workload complaints from faculty and/or staff.
- Conflict between faculty.
- Faculty/staff in violation of SOU policies, bylaws or collective bargaining agreements.
- Faculty/staff/students in physical and/or mental health crisis.

The list above will never approach the wide range of situations you encounter and there is no expectation that you will be able to manage all of these on your own. It is important to note that chairs are not expected to act as mental health providers or care coordinators. The university offers support of various kinds, including people trained in advising and counseling. If you encounter serious problems, ask another experienced person for help.

Listening and Establishing a Caring Climate

Much of your task as a chair can be accomplished if you establish a warm, welcome, and caring atmosphere in your department and office. In this environment, those who seek or need your counsel will feel appreciated and know you are listening to them. Among the ways to establish this climate are the following:

- Find some quiet time and create some privacy, so that the individual will feel at ease.
- Listen carefully.
- Zero in on the most central concerns. The person is probably sharing more information than you need, but if you can help them focus on the one or two central issues, you can help the person considerably.
- Do not be too quick to judge. Remember that your experiences, and therefore your perspective, may be different from that of the speaker. Ask clarifying questions.
- Do not be too quick with advice.
- To ensure accuracy, repeat back the important points.
- Jot down notes. Taking notes will tell the speaker that you care about what is being said, and the notes themselves provide a reference for you later on.

Giving Advice and Feedback

If, after careful listening and reflection, you believe that you have important feedback for the student, staff, or faculty member, the following pointers may be helpful:

- Ascertain that the person is ready for what you have to say.
- Stay focused on the individual and their words or behaviors, not your own needs or feelings.
- Give feedback on the things the person has the capacity to change.
- Give small amounts of feedback at one time;
- Be as prompt as possible so that the situation does not fester.

- Check with the individual after giving feedback to see if it was understood and if it was productive.

Confidentiality

It is your responsibility to make sure that every faculty member in your area is knowledgeable about the Family Educational Rights and Privacy Act (FERPA), which requires written consent of a student authorizing the disclosure of non-directory information from their University record. Unless a student has a signed FERPA release form on file in the Raider Student Services, faculty are prohibited from sharing information about grades, financial aid, conduct, housing, etc. with other individuals—including the student's parent(s) or employer(s). For more information about the law see: https://sou.edu/student-services/records/ferpa/
The FERPA release forms are also available at the website listed above.

Department chairs often have information about staff, faculty, or students that is private and privileged (for example, grades and employee performance records). In your role as chair, you will frequently hear private and confidential matters; be certain to preserve the integrity of the situation and keep such matters confidential.

The bottom line is that federal laws and campus policies assure students, staff, and faculty the right to privacy, the right to inspect their own records and the right to challenge their accuracy. As the custodian of such information, you should keep in mind that your discretion is essential. You should not share information regarding individual students or employees of the university and you should take measures to secure electronic and printed materials that contain such information.

Emotionally Distressed Individuals

CALL 911 if a faculty, staff member or student is in serious physical or mental health distress

The department chair is often in a position to spot faculty, staff, or students who are in distress. An individual who appears abnormally irritable, aggressive, or withdrawn or who has a sudden and unexplainable change in behavior may be experiencing emotional distress. The person may seek you out; students, faculty, or staff may report uncharacteristic behavior; or more commonly, you will note changes in an individual's behavior. Establish a time to speak together privately. Let the person know what you have observed and that you are genuinely concerned about them. In the case of students, you may want to consider putting the person in touch with a staff member at the university's Student Health and Wellness Center. If the situation appears potentially violent you have two options. For situations where threat is imminent call 911 and alert emergency personnel. If the threat is not imminent but think that a situation might escalate you can contact Campus Public Safety at 541-552-6911.

At a minimum, if a student shows any sign of distress, or displays behavior that you perceive to be unusual or out of the ordinary for that student, and they are not in IMMEDIATE DANGER you should immediately file an SOU CARES report. To file a CARES report, go to the portal through My SOU and click on the faculty/staff tab; click on SOU CARES Report on the right side of the page under RESOURCES.

If you are concerned about the physical or mental health of a faculty or staff colleague and they are not in immediate danger, you should refer them to the Director of Human Resources for assistance.

Summary

Because the department chair is frequently called upon to wear many hats, understanding basic techniques of listening, giving feedback, and creating a caring climate are essential. It is also important for the chair to become acquainted with the resources on campus that can be of assistance when you are dealing with distressed or disruptive individuals.

Important Resources

The Office of the Dean of Students (ODOS) https://dos.sou.edu/find-support/faculty/ has a comprehensive list of resources for chairs and faculty.

The Provost's office also maintains a list of resources for chairs and faculty. https://sou.edu/provost/#resources

Campus Public Safety https://inside.sou.edu/security/emergency-procedures.html

Disability Resources https://inside.sou.edu/dr/index.html

D. Advice from Experienced Chairs

- Create open lines of communication
- Maintain confidentiality
- Create a level playing field – be there for every department member equally
- Publicly acknowledge the contributions of every department member
- Meet regularly with new faculty
- Help new faculty see there is no hidden agenda regarding retention and tenure
- Don't be too quick to dispense advice—or too slow
- Delegate tasks to allow departmental faculty to grow into new strengths
- Learn about the budget
- Work with Faculty Senate committees and get information on process for curricular or program change early
- Find your own leadership style, recognizing that there is always room for improvement
- Work openly and collaboratively with other administrators
- Remember to brief others about contacts that have a larger impact on the institution
- Find some strategies for stress management
- Make time for yourself
- Walk the hallways to stay in personal contact

CURRICULUM & SCHEDULING

The Chair is responsible for working with departmental colleagues in developing new curricula and enhancing and updating offerings. By stepping back and looking at the department's curricular offerings in their entirety, you can scrutinize the curriculum in light of the department's and the university's commitment to student learning. This is not to say that you can unilaterally create new courses or alter major requirements; these are the collective responsibility of the department as a whole. Nevertheless, you can take initiative, inviting and encouraging faculty to introduce new courses, certificates, majors and minors, and to rethink old ones. You can also periodically assess how effectively the department's curriculum and teaching methods meet the needs of students, and encourage assessment and reassessment based on discussions with heads of departments served. It is helpful to pay attention to curriculum discussions at professional conferences and to those issues in disciplinary publications and to engage your faculty in discussions about what is being taught in departments elsewhere.

Just as our society and the university constantly change, so a department's curriculum must keep pace with change. Among your central responsibilities is ensuring that the curriculum is up to date and responsive to students' needs and interests and that the material is presented in a manner that enhances student learning. Chairs are responsible for eliciting programmatic discussions and review that looks at the elements listed above but that also focus on roadblocks for students. Are there particular classes that students perform poorly in and, as such, lengthen their time to graduation or worse, increase the potential that those students drop out altogether? Related to this, chairs should also monitor whether there are courses that disproportionately impact students from underserved populations.

Preparing a class schedule to offer your curricula and meet the needs of our students is equally important. It is a complex task given the multiple factors involved, such as the frequency of offering required and elective courses, scheduling courses to serve other majors, avoiding course conflicts within and across departments, covering courses taught by faculty while on sabbatical, let alone taking into consideration the preferences of faculty and students. Best advice: Be transparent. Communicate frequently. Begin with last year's schedule. Start the process of scheduling for the upcoming year early.

A. Catalog and Curricular Changes

Chairs are responsible for managing the catalog and curriculum changes process to ensure that the catalog is accurate and reflect the department's offerings and to ensure that the curriculum is balanced and meeting the needs of the University as a whole. Instructions, documents and deadlines needed for catalog changes can be found on the Provost's website at: https://sou.edu/provost/#curriculum

There are two elements to managing catalog and curricular changes. The first element is the higher-level discussions around curriculum that should occur fairly regularly throughout the academic year. These discussions might be generated as a by-product of assessment, student feedback, accreditation, or simply because a program has built that into their own review process. Even in situations where those elements might elicit a broader discussion around curriculum, it often falls to the chair to schedule time and develop a plan for how to move through this process. Knowing that catalog changes need to be submitted either in late July or late October for each year to be included in the following academic year catalog, chairs should plan to have a general discussion early in each academic year and then depending on the scope of curricular change in play, plan subsequent meetings accordingly. Here are a few scenarios with suggested timelines:

Scenario 1: At the October faculty meeting, the program determines that no significant curricular changes are needed. The chair should plan for a quick check in again during winter term to make sure no bigger changes will be need to be submitted in July. The chair should schedule "catalog changes" for a spring meeting, or set a reminder to review current language in the catalog. Potential changes could include listing retiring faculty as emeritus, listing any new faculty hired for the following Fall, and to change the rank of faculty who received promotion during the year.

Scenario 2: Your program meets in the fall and determines that they want to add two certificates and make a significant change to the capstone class for the following academic year. Subsequent meetings should include enough time for faculty to develop the certificate proposals and changes to the capstone. Of course, certificate proposals may be developed by individual faculty but the chairperson would still play a key role in keeping these proposals on track so that they are ready to submit by either the early (July) or later (October) deadlines. The minor changes discussed in scenario two would still need to be reviewed in Spring term.

B. Course Scheduling

Creating a class schedule is part art and part science. Your schedule should be data-informed while also employing your intuition and skills cultivated through practice. The "Art" comes with time, and understanding your programs, faculty and students. If you are a new chair, reaching out to a former chair of your department, chairs of other departments, and your Director may be helpful. Communicate often with your faculty. Consider having a special department meeting just for scheduling. Your Student Success Coordinator will likely have useful insights.

The "Science" is probably best achieved using I*Reports to generate data. I*Reports pulls data from a warehouse that is updated nightly from our Banner Student Information System (SIS). It is important to remember these data are accurate as of the night before you run your report. [Note: If you need real-time enrollment for a class, for example, you should run a report in Banner such as the roster report (SFASLST).] The Institutional Research website provides resources such as a video tour, help docs, tech docs and other instructions to help you navigate I*Reports, but you can always reach out to Joe Jackson for individualized help with data and reports. These can be found here: https://inside.sou.edu/ir/ireports.html
Other help documents for specific I*Reports are linked further below.

Other useful reports include:

- Weekly executive enrollment reports from the Director of Institutional Research (IR), Joe Jackson. These reports include enrollment (SCH and student FTE) for the current and upcoming term(s) and an executive summary funnel report showing new applicant headcount. These reports are shared via email by the Director of IR. Contact Joe Jackson if you are not on this email list. There are other IR reports posted to their website: https://inside.sou.edu/ir/index.html
- Weekly funnel report showing new freshmen and transfer applicant headcount <u>in detail</u>. These reports are shared via email by Assistant Vice President for Enrollment Management & University Registrar, Matt Stillman. Contact Matt Stillman if you are not on this email list.

One of the best predictors of future course enrollment is past enrollment. This can be heavily influenced by competing courses though. For example, if you reduce the number of electives taught in a term or academic year, you may see higher enrollments in the scheduled electives than in the past. Conversely, if you schedule more sections for the same number of students, you will most likely see reduced enrollments. When developing a schedule of classes:

1. Consider your current and last year's class schedule. What went well? What needs to be adjusted? Consider the number of sections, the term a course was taught, day/time, any time conflicts, instructor adjustments needed, etc.
2. Look at past enrollments. Run an I*Report. Look at course fill rates. Fill rate is actual enrollment compared to the capacity of a class. A fill rate around 85% is considered the "sweet spot" between meeting student need and being efficient. Look for courses with fill rates above 90% and consider whether or not to add additional sections to next year's schedule. Look for courses with fill rates below 70% and consider whether or not you should reduce the numbers of sections in next year's schedule. Here's a link to a help doc for how to pull course data: https://sou.app.box.com/file/1301975217108

3. Understand the audience for each of your courses. It is laborious but you can download rosters for courses. Rosters include a student's major(s) and minor(s). Here's a link to a help doc for how to run a roster: https://sou.app.box.com/file/1310427051672
   Is a course predominantly serving your majors? General Education? Students from other majors? If your courses are being offered to meet the needs of another department, it is important to consult with the other department to determine scheduling needs and potential conflicts. If another department is offering a course for your students, it is imperative that you reach out to the other chair and discuss scheduling.
4. Understand the pipeline of incoming freshmen and transfer students. Refer to weekly funnel reports emailed by Joe Jackson and Matt Stillman (see above).
5. Understand how many students you have in your departmental pipeline and the pipelines of those you serve, and the retention of current students. Here's a link to a help doc for how to run a list of majors: https://sou.app.box.com/file/1301975970636
6. Consider which courses your faculty want to teach and when. Consider providing your faculty with a survey in order to solicit their input, or simply ask for their teaching requests. Remember, these are requests. You are responsible for the class schedule.
7. Determine which sections compete for students and therefore how many of those sections need to be offered. This could be for the same course. For example, how many lab sections of a particular class do I need to offer? This also could be across different courses, such as electives. For example, if your major requires students to take 5 electives, how many electives should you offer each term and each year?
8. Look through your schedule to identify courses serving the same audience that have time conflicts. In other words, a student cannot attend two different classes that meet at the same time.
9. Look for the right balance among in-person, hybrid and online courses.
10. Consider if a course should be offered every or alternate years.
11. Consider the Banner cap (i.e., maximum capacity of the course). The Class Maximums document provides a class maximum for each course. Courses not listed in the document should have a class maximum the same as a similar course. Typically, a course's Banner cap should be equal to the course's Class Maximum.
12. Should you add a waitlist? This may be a good way of ascertaining whether or not another section of the same course is needed.

Be sure to follow the block times in the Stripes schedule (https://sou.app.box.com/file/1302140531707). Note: The block times help students and faculty avoid overlapping class times, and help with room availability.

After the class schedule is developed, you will work with your School Director to enter it into the Course Budget Planner (see below for more details). After the budget is approved, you will have a departmental budget to work within to offer your classes. The class schedule submitted through the Course Budget Planning process should be the schedule entered into Banner; however, things happen and modifications need to be made. Any deviations from the Course Budget Planner should be discussed with the School Director. It is important to note that the Course Budget Planning process results in an approved departmental budget. As mentioned previously, this provides a departmental budget to work within to offer your classes. This process does not approve your class schedule. Your class schedule is always a plan that should and will be modified as 💩 happens.

The new Chair needs to be aware of how long the scheduling process takes and initiate it early enough so that it is completed in advance of scheduling deadlines. Starting the process during Fall term for scheduling the next academic year is not too early. The scheduling process must be as transparent as possible. The Chair may consider faculty preferences in the scheduling process but the overall schedule must meet the needs of the students and the University. The Chair is ultimately responsible for scheduling but may work with the department as a whole or a subcommittee. Where individual faculty cannot agree on teaching assignments, the Chair makes the final decision, as fairly as possible.

Classroom assignments will be dealt with according to various needs (i.e. times and technology). A School or Department may have priority registration for specific rooms. The School scheduler works with Chairs to determine available and/or appropriate rooms as needed.

Typical timeline for entering and posting class schedules:
Spring term Week 2 – Fall class schedule posted online
Spring term Week 5 – Fall term registration opens
Fall term Week 2 – Winter and Spring class schedules posted online
Fall term Week 5 – Winter term registration opens
Winter term Week 5 – Spring term registration opens

Please note this timeline indicates that you will have your class schedule for the entire academic year posted by Week 2 of Fall term. This is very important for student planning purposes.

You'll want to work with your School-level scheduler and Director to input and then review the class schedule. You may want to create a checklist to use before the class schedule goes live each term. Your list may include:

- Are appropriate fees and fee codes included? Have fees been checked against the Special Fees book?
- is an instructor assigned to each class
- Have all aspects of the course been assigned (day/time/instructor/course fees?)do meeting days and times make sense?
- Is the course and instructor identified in the Course Budget Planner
- Does this course fall within a typical stripes schedule

You should work toward developing a 4-year plan for classes. While this plan must be flexible and will change with enrollment and staffing changes, it should provide a reasonable structure to build on and modify each year and can give students a road map to graduation.

Scheduling is intimately involved with budget and finances. Faculty members have a contractual teaching assignment and it is the Chair's responsibility to monitor compliance by accounting for credit hours or ELUs (equated load units) in accordance with the current APSOU Collective Bargaining Agreement (CBA) (https://inside.sou.edu/policies/facstaffcba.html). The Class Maximums document includes loading for each course in the catalog. This document can be found in the following folder: Box\Provost READ_ONLY\Class Maximums Document

You will likely maintain loading for your faculty using a shadow system, such as one developed by a previous Department Chair. Faculty loading for all faculty is recorded in the Faculty Loading Report (see below).

Avoiding class conflicts, communication and advance planning are the keys for smooth scheduling and effective enrollment management.

C. Course Budget Planners

The Course Budget Planner is a tool for communicating a department's proposed class schedule for the upcoming academic year, staffing and fees for those courses, and projected enrollments. This process is a companion to your internal course planning process and does not replace it. Once you have determined your class schedule for the upcoming year and which faculty will be teaching these courses, you are ready to begin working on your planner.

Planners should start with an idea of how many students your program can expect based on prior years, number of students in the pipeline, projections for returning and new students, etc. Courses need to be scheduled to meet anticipated student demand. Faculty should then be scheduled for these courses. Lastly, term-by-term instructors or overloads are assigned to remaining courses. If faculty are not fully loaded, rather than adding additional courses, please reach out to your Director and have a conversation. There are programs that need additional faculty and can pull from a wide variety of programs. In other words, do not add courses to fill faculty time if there is not an anticipation of student need.

The planners are used to proactively develop a class schedule to meet the needs of students while also best utilizing our faculty talent and expertise. During the process, we 1) doublecheck to make sure ongoing faculty are fully loaded, 2) create a term-by-term and faculty overload budget for each department, 3) create course fee budgets for appropriate departments, and 4) provide a "gut check" for institutional revenue projections. This process also allows us to verify that sabbaticals, retirements, post-retirement contracts, and administrative release time are budgeted, as well as anticipated faculty and staff searches.

You are instrumental in working with your faculty to set the class schedule. You will work closely with your School Director to input your information into the Course Budget Planner. Typically, the Director will meet with the Provost's Office to review your planner during Review Week 1 and 2 indicated below. In some cases, you may join your Director for this review. There is always a timing issue related to seeking approval for our budget and scheduling courses for Fall term. The Fall term schedule is posted online in early April and students start registering in late April/early May; however, our Board of Trustees typically does not approve our budget for the upcoming year until June or later. The proposed budget for Academic Affairs is handled by the Budget Officer for Academic and Student Affairs, Deborah Lovern. The Budget Officer rolls up the budget in mid-April and is in conversation with the Director of Budget and Planning. By mid-April, we have a good sense for what is likely to be approved and therefore can move forward with our Fall term schedule of classes. Your budget becomes final only after the Board of Trustees approves the budget for the university.

Timeline:
Course Budget Planners (CBPs) – initially available around end of January here:
    Box\Provost READ_WRITE\Course Planners\Template
Due to Directors – mid-February
Due to Provost's Office – end of February
Review Week 1 – end of February
Review Week 2 – mid-March
[Fall term class schedule goes live – early April]

Planners frozen for budgeting purposes – mid-April
[Student registration for Fall term begins – late April]
University budget goes to our Board of Trustees for approval – June

For reference, prior CBPs are located here: Box\Provost READ_ONLY\Budget info\Course Budget

Here’s a link to the Course Budget Planner Instructions:
https://sou.app.box.com/file/1301977483170

D. Student Registration

Chairs are responsible for ensuring that students are aware of student registration timetables. Chairs may choose to send out email reminders, communicate via Navigate campaigns, advise faculty to reach out directly to students, and/or develop printed/digital signage to alert students of registration deadlines. Typically, the class schedule is posted online for at least 3 weeks prior to student registration beginning. Keep your ears open during this time for students finding time conflicts, so issues can be resolved before registration begins. Throughout the registration process, Chairs are responsible for monitoring enrollments (see below). If a course needs to be rescheduled during a different day/time or modality, the original course is cancelled and all students are dropped. The new course is created and students have to re-register. You're highly encouraged to triple check your schedule, including fees, before students start registering.

E. Monitoring Enrollments

After creating a student-centered schedule of courses, you then need to monitor enrollments during student registration for areas of demand and low enrolled courses. Make note of when registration opens, realizing that your upper division courses will tend to fill earlier because upperclass-students have priority registration over others. Registration typically opens during Week 5 of the preceding academic year term, meaning that registration typically opens:

Week 5 of Spring term for Fall term registration
Week 5 of Fall term for Winter term registration
Week 5 of Winter term for Spring term registration
Summer registration typically opens close to Spring term registration

You should use Fall term enrollments to make adjustments to Winter and Spring term course offerings. Consider whether you have too few, too many or just the right number of sections scheduled.

You need to pay particular attention to course enrollments during July and August for Fall term courses, Weeks 8-10 of Fall term for Winter term courses and Weeks 8-10 of Winter term for Spring term courses. In particular, look for courses close to capacity or for those with low enrollment.

Here's a link to a help doc for how to run a low enrollment report:
https://sou.app.box.com/file/1311529782283

You can use the Course Enrollment I*Report to look for courses close to capacity:
https://sou.app.box.com/file/1301975217108

The options below include modifications to courses already advertised to students as available for a particular term; please make sure to include your student success coordinator(s) on any modifications to those courses.

If you have a course close to capacity, consider:

- Saving seats for graduating seniors. Some courses are notorious for having registration late comers that must have the class in order to graduate. In this situation, if you know that you have seniors that need a particular class and who have not yet registered, you may want to lower the Banner cap in order to "save seats" for these graduating seniors. Typically, your office coordinator can request the banner cap adjustment for you. The instructor can then give overrides to students for these "saved seats", if the class closes. Importantly, this method will not work if the class is full, any adds in that situation will result in the course exceeding the banner cap. To avoid confusion, all adjustments to banner caps should run through the chairperson.
- Adding a waitlist to the course, if one doesn't exist. This allows you to estimate if another section may be needed.
- Adding another section if student demand exists (If you know a particular course will have high demand adding a waitlist and setting it to a much higher number (e.g., 20) can you help you determine how much additional demand a course may have).
- Finding appropriate substitutions for students.
- Advising students of courses being offered in an upcoming term.

If you have a low enrolled course, consider:

- Looking to see if the course has a time conflict with another course obviously competing for students; if so, consider finding another time or offering the course online.
- Looking for scheduling mistakes (e.g., was the course mistakenly scheduled for Saturdays only?).
- Advertising the low enrolled course through advisors and Student Success Coordinators.
- Running a Navigate campaign.
- Reaching out to specific students likely needing the course.
- Cancelling the course.

What to do if you need to cancel a course?
First, download a course roster. When the course is cancelled, it is removed from Banner and you won't have access to the list of students enrolled.

Optional: You or your office coordinator can reach out to schedulerequest@sou.edu to request the Banner cap be changed to 0. This will prevent any further enrollment. Then, you'll need to reach out to the students to ask them to register for another section by a given deadline. After the deadline, you'd work with ScheduleRequest to cancel the course. This option is particularly beneficial when cancelling a section that has a co-requisite section. For example, if you simply cancel a lab section, it will also drop a student from any co-requisite lecture sections. Allowing a student to unregister and then re-register allows them to stay enrolled in the co-requisite course that is not being cancelled.

When working with ScheduleRequest to cancel a course, provide an email message to be sent to the students. The message should include appropriate alternatives to the class being cancelled. The students will be dropped from the course and will need to re-register for another course, if they choose.

Course cancellations should occur no later than late August for Fall term and Week 10 of the preceding term for Winter and Spring terms. This gives students time to readjust their schedules. This also gives your department time to reach out to students affected. Your Student Success Coordinator should be involved. It is important to remember that students need to be enrolled in 12 undergraduate credits or 9 graduate credits to qualify for financial aid. Therefore, last minute course cancellations can put a student's financial aid in jeopardy.

Considerations for programs with declining enrollment and/or degrees conferred:

- Recruit students
- Retain students
- Streamline curriculum
- Increase Banner caps
- Decrease ELU needed through either lending out your faculty to teach in another department or decreasing term-by-term adjunct and overloads needed

F. Faculty Loading Report

The Faculty Loading Report (FLR) documents ELU loading for all on-going faculty. It does not include term-by-term or applied music instructors. This information is used to determine ELU used by each department, ELU bank balances per faculty member, and index code splits for each faculty member.

ELU used per department – This is an important metric measuring expenses of a department (i.e., how many ELU did it take to run your department?). It is an indirect measure of actual costs. The largest expense of the university is personnel costs (salary plus benefits). Therefore, being conscientious of how you utilize your ELU is being fiscally responsible.

ELU bank balances – Each faculty member's ELU are added up and subtracted from their expected loading of 36 or 45 ELU (or less for those with partial FTE) for the academic year. The positive or negative remainder is considered the faculty member's bank balance for the academic year. Bank balances are typically paid down to 2 ELU at the end of the academic year using the overload compensation rate, which equals the term-by-term rate times 125% (e.g., $750 x 1.25 = $937.50). The professorial TxT rate is used for Professors and the professional TxT rate is used for Instructors. 2 ELU is typically kept in the bank to provide a cushion for loading for the upcoming year. If the course budget planner indicates the faculty member will be fully loaded and there is no concern for the faculty member's loading for the next year, the payout can pay the faculty member's bank down to 0. Some faculty choose to accumulate ELU until they have enough for a course release (e.g., 4 ELU). Chairs are encouraged to incorporate course releases when possible, and departments need to plan for course releases during the Course Budget Planner process. Negative bank balances roll into the subsequent academic year and can be paid off by teaching irregular registrations or an additional course, for example. In some cases, a department may have service duties to carry out above and beyond those expected within a faculty member's regular load. In these cases, the number of services hours is converted to ELU, where 1 ELU equals approximately 35 hours. In other cases, time may be given for scholarly endeavors such as completing a grant application. Whenever allocating ELU, you must remember to be fiscally responsible and consider the return on your investment. If time is spent on developing advising materials, will this result in better retention and therefore increased tuition (revenue)? If time is spent on completing a grant, what is the likelihood of the grant being awarded and therefore overhead recovery possibly being paid? Lastly, upon separation (e.g., retirement or resignation), ELU banks are reconciled to zero. Faculty members are paid out if they have positive balances. Please manage your faculty workload and ELU loading to prevent negative balances, particularly for those separating (e.g., retiring).

Index code splits – In an attempt to align expenses with revenue, we charge faculty salaries proportionally to index codes associated with where they teach. For example, if a professorial faculty member teaches a 4 ELU course in Honors in-load, then 4 ELU of their salary (or 4/36 = 11.1%) will be charged to the Honors index code. If this course is being taught as an overload, rather than in-load, the 4 ELU would be paid at the overload compensation rate, as indicated in the CBA, of professorial term-by-term rate times 125%. The FLR includes an index code for each faculty "activity" (e.g., each course, each administrative task such as department chair and

Senate chair release). As you review the FLR, please be sure to verify, and correct if needed, the index code for each activity so as to align expenses with revenue.

Timeline

The Faculty Loading Report (FLR) is retrospective in order to document the loading for each faculty member. You should work with your Director to update the FLR at the end of each term in order to track your faculty's ELU loading.

Fall term, Week 5-6 – A pre-loaded FLR by Division is available in the READ_WRITE Box folder. 4th week enrollments will be included. For each of your faculty, the FLR will include all courses scheduled in Banner, as well as, any known releases such as those related to being Department Chair, Senate Chair, or APSOU President. Sabbaticals, leave with pay, and leave without pay will be indicated. FTE and associated expected ELU will be indicated. If data related to these latter items are not correct, please alert the Academic Resource Officer, Stacy Shaver, in the Provost's Office, because many of these items affect a faculty member's pay. Please work with your Director to ensure ELU loading and index codes are correct for Fall term courses and other tasks. [Note: Winter and Spring term course information will be pulled from Banner during Week 5 of Winter term and will overwrite original Winter and Spring term course information, so there is no point in correcting ELU loading during Fall term for Winter or Spring term courses.] If Winter or Spring term courses are not correct, please work with your School scheduler to correct the Banner schedule. These changes will be updated in the FLR during Week 5 of Winter and Spring terms.

Fall term, Week 7-8 – Please work with your Director to finalize ELU loading for Fall term and determine ELU bank payouts for faculty retiring in December of the current year.

Fall term, Week 10 – The Provost's Office submits ELU bank payout information to Payroll for December retirees. Index code splits for September – December are also communicated to Payroll.

Winter term, Week 5 – The FLR is unavailable during Week 5 of Winter term while it is being updated. Updates at this point in time include any adjustments to the Fall, Winter and Spring class schedules, the addition of irregular registrations to-date, Winter 4th week enrollments numbers, and any additional changes the Provost's Office has been informed of. The current Winter and Spring term course information in Banner for each faculty member is used to replace any course information for Winter and Spring previously populated in the FLR. In other words, a new data pull replaces the old data for Winter and Spring terms.

Winter term, Week 6-7 – Your Division-level FLR is available READ_WRITE Box folder. Please work with your Director to:

1) review Fall course loading and index codes,
2) provide ELU loading for Fall term irregular registrations, and
3) ensure ELU loading and index codes are correct for Winter and Spring term courses and other tasks.

Spring term, Week 5 – The FLR is unavailable during Week 5 of Spring term while it is being updated. Updates include any adjustments to the Winter and Spring class schedules, the addition of new irregular registrations to-date, Spring 4th week enrollments numbers, and any additional changes the Provost's Office has been informed of. At this point in time, Spring term course information in Banner for each faculty member is used to update (rather than replace) any course information for Spring previously populated in the FLR. In other words, your previous work on Spring term will not be overwritten.

Spring term, Week 6 – Your Division-level FLR is available READ_WRITE Box folder. Please work with your Director to:

1) review Fall and Winter course loading and index codes,
2) provide ELU loading for Winter term irregular registrations, and
3) ensure ELU loading and index codes are correct for Spring term courses and other tasks.

Spring term, Weeks 7-8 – Please work with your Director to finalize ELU loading across the academic year and determine ELU bank payouts. Ideally, a faculty member's ELU bank will range from +2 to -2 ELU. For faculty with greater than 2 ELU in their banks, we typically pay banks down to 2 ELU. If faculty and chairs are not concerned about deficit ELU in upcoming years, we pay banks down to 0 ELU at the faculty member's request. According to the CBA Article 19.F.2.b., a plan needs to be developed to address a faculty member with a bank deficit of -2 ELU or less.

Week 9-10 – The Provost's Office submits ELU bank payout information to Payroll at the end of May/beginning of June, and faculty receive their payouts in their June paychecks. During this time, index code splits for January – June are also communicated to Payroll.

G. Summer Session

Chairs work with School Directors and departmental faculty to propose summer course offerings based on previous summer enrollments and university need. Your director will share your proposed courses with the Provost's Office. Proposed courses across departments are assessed and approved courses are shared by mid-February. Proposed courses are categorized as approved (primary), approved (secondary) and not approved. Primary and secondary approved courses are defined in Article 14 of the CBA. Approved courses should be entered into the Course Budget Planner.

Summer faculty pay for APSOU members teaching courses is dictated by the CBA (i.e., 2.33% of a faculty member's salary per ELU). Term-by-term instructors are paid term-by-term rates as

Contracts for faculty teaching in the summer include a service component, which ensures that faculty on summer contracts will be available for advising and other University obligations over the summer. The amount of expected service is determined from the number of ELU teaching as outlined in Article 14. Faculty need to develop a plan for their service hours in consultation with their department chair and Director. Service should focus on the needs of the department and university. In the event that there are no faculty members from your program who are on contract in your program when early registration occurs, faculty stipends are available for advising on those specific days.

Academic year chairs typically continue as summer chairs. If the academic year chair is not available, the department needs to work through the department chair and Director to determine an appropriate summer chair. Summer chair contracts are based on the number of half-days per week. Summer chair pay is dictated by the CBA (i.e., 2.55% of a faculty member's salary per half-day). See Article 14 for details.

H. Internships, Practicum and Work Placement

Departments determine curricular requirements as they pertain to possible internships/practica/work placement. Chairs and faculty work to recruit and maintain relationships with internship providers. Departments work with SOU Career Connections to develop possible partnerships for students. The Internship Hiring Guide may be used to assist employers in understanding the benefits and requirements associated with internships. Chairs are responsible for ensuring that the SOU Academic Internship Guidelines are followed. Compliance includes the completion of the Internship Worksite Agreement and the Student Internship Agreement.

The Center for Teaching and Learning can also assist with the development of supporting coursework for service learning opportunities.

Chairs work with School Directors in consultation with the CBA to determine appropriate ELU allocation for internship coordination and oversight.

I. Program Assessment

Program Assessment is an often overlooked but essential part of SOU's accreditation process. Beyond that it is a valuable part of a program's ongoing efforts to ensure that students are actually developing the knowledge, skills, and abilities as defined by the course and programmatic goals. Chairs are responsible for working with departments on program assessment. Chairs may choose to delegate this task to individual faculty with expertise in assessment. Your program may also have program assessment requirements associated with discipline-specific accreditors. Chairs work closely with the Director of Assessment to perform ongoing duties related to the programs annual program assessment including:

- Ensuring department mission is up-to-date
- Learning outcomes are identified and listed
- Means of assessment are identified and implemented
- Specific measurable targets are identified for all means of assessment
- Learning outcomes are associated with Core Themes and Strategic Directions
- Results of all assessments are recorded and analyzed
- All assessment steps are recorded in Improve
- The department is taking action in response to annual assessment

Program assessment resources can be found at:

https://inside.sou.edu/academicassessment/index.html

https://inside.sou.edu/ir/assessment.html

J. Academic Program Review

The Academic Program Review (APR) process is an opportunity for departments to reflect on data collected through program assessment and through program metrics. Chairs oversee the APR process while ensuring full departmental participation. Departments have typically completed an APR every 3 years. We are currently revamping the process and will launch the new process starting Fall 2024.

For reference, instructions and the past template can be found at https://sou.edu/provost/#resources

STUDENTS & ADVISING

The Chair is responsible for a department advising policy that assures adequate advising for all students in the department. Some key components to maintaining good departmental advising include:

- Incorporation of your Student Success Coordinator into your department advising plan.
- Training and mentoring new faculty.
- On-going training for all faculty to make sure they are aware of changes in advising on campus and in the department.
- Tailoring advising materials to departmental needs and making sure they are readily available for faculty and students.
- Assuring that the advising load for faculty is distributed fairly, according to departmental policy.
- Making sure that faculty who are advising are available to students on a regular basis.
- Continuous improvement of advising by following up on students' concerns and complaints and bringing advising issues to the department and/or to the School Director.

The Academic Advising page (https://inside.sou.edu/advising/index.html) contains important information on issues such as:

- Catalog choice
- General education requirement
- Transfer student admission

The Chair may also take on specific advising tasks in the department, for example:

- Performing degree audits
- Providing initial advising for new and prospective students.
- Coordinating advising activities with the community colleges in the area.
- Coordinating the department's participation in campus-wide advising activities.

Things to keep in mind when you meet with a student:

- Should you leave your door open?
- Should you include a 3rd party (witness)?
- What are the confidentiality issues?
- At what point should you alert security?

A. Advising Majors, Minors, Special Majors and Graduate Students

Most undeclared majors receive advising through First Year Seminar, so the bulk of your academic advising is with students majoring or minoring in your department. Make sure that you and all department advisors are thoroughly familiar with Degree Works evaluation system and have undergone training. Every faculty member in your department should be familiar with General Education requirements and with department major requirements. Every full-time faculty member should be familiar with the current degree evaluation system in order to help students understand which ongoing degree requirements they need to fulfill. Department advisors should know how frequently courses are offered, whether they are more likely to be day or evening classes, and which courses are offered online. If your department offers a graduate degree, faculty advisors should be familiar with the program requirements and options. However, unless your department has a designated graduate advisor, you are likely to be the primary advisor for graduate students taking 500-level courses in your department.

B. General Education Advising and State Mandated Regulations

Although many students use Degree Works to find their way through graduation requirements, you have a responsibility to be familiar with university requirements, especially with how they relate to your major programs and to courses in your department. It is often useful to remind students of the university-wide requirements for graduation (e.g., total number of units, residence requirements, minimum GPA, and so on) and of tests required for placement and graduation. It is critical that faculty advisors stay alert to legislative actions that impact our students. Be sure that your faculty are kept informed of new university procedures and requirements. Your Student Success Coordinator can assist you and your faculty in each of these areas.

C. Career Choices

Students often come to advisors for advice concerning professional careers or graduate schools. Listening may be the advisor‘s most important skill in many of these situations: students may want simply to air options and ideas to a knowledgeable and interested faculty member. In these cases, probing questions and balanced suggestions, combined with a modicum of good information, can help students reach their own conclusions.

In some cases, however, students hope to receive specific direction. You should make sure that any information offered by you and other department advisors about career choices is current, and that advisors are aware of a wide range of useful resources and options. For more information about additional career preparation services contact the Office of Career Connections.

D. Letters of Recommendation

Advisors and the department chairs are frequently asked to write letters of recommendation for students applying for jobs or to graduate schools. When asked to write such letters, consider the request carefully. Agree to write letters only for candidates whom you can honestly recommend. In general, avoid writing letters for people you know only slightly or with whose work you are unfamiliar. If you do write letters for such individuals, state clearly the extent to which you know them and their work.

In 1974, federal legislation gave students older than eighteen and (with their permission) their parents the right to review files in public schools and colleges. Applicants, thus, can view letters of recommendation unless they specifically waive their right to do so. If you have any reservations about the student, consider carefully whether you wish to write a letter of recommendation. You might even discuss with the person any reservations you have.
When you do write a letter of recommendation, ask the student for a resume and for copies of papers or projects they wrote or worked on in your class. Avoid generalizations and unsubstantiated adjectives; keep your letter objective, concrete, and accurate. Above all, be sure that the information you submit is fair and judicious. You want to help the candidate, but at the same time, you do not want to give inaccurate information to the recipient of your letter.

E. Raider Ready and Week of Welcome

Each year there are mandatory orientation meetings for new freshmen and transfer students. One important aspect of the orientation is a meeting with a representative of the student's major department. The department chair may be asked to see that at least one informed advisor is present for the orientations.

These students want academic advising. They want to hear about: (1) the specific courses for which they should register during their first term and subsequent terms; and (2) how your program will benefit their professional development and career. Transfer students want their transfer courses evaluated. If your orientation sessions are structured around those topics, they will be a success.

Your Student Success Coordinator will assist you in meeting orientation expectations both during the Raider Ready registration process and during the Week of Welcome. Additional information can be found at:

https://inside.sou.edu/advising/index.html#raider-ready-advising-and-registration-session-dates-and-details

https://studentlife.sou.edu/new-student-programs/

F. Student Complaints

General Guidelines for Dealing with Student Complaints

Make it clear to the students that you are meeting to try to understand their concern not necessarily agreeing with their perspective. Take time to look into the situation before offering an opinion, even a tentative one. Whenever there is a complaint the goal is to work with the student and/or faculty member to remedy the situation. Take complaints seriously, listen carefully, and begin with the assumption that there is some truth in all sides. Advise Student Affairs of complaints and advise faculty members as well. The latter can take various forms, including immediate communication or discussion in the context of a regular teaching review depending on the time of the term and nature of the complaint.

Other Student Complaints

Ideally, students should follow the following “chain of command”: Instructor, Chair, School Director, Provost, and President. When students come to you, encourage them to talk to the instructor first. Sometimes a student may be unwilling or uncomfortable with that option. In those cases, offering to mediate a meeting between the student and the faculty member is a good compromise. When students go to others first, you may get a call from an administrative office regarding the complaint. Be sure to clarify the level the complaint has reached (i.e. is it a formal grievance or are you just being asked to look into situation even though the administrator is contacting you rather than the student?).

If you receive numerous complaints from a faculty member about a student, i.e., sleeps through each class, odd or erratic behavior, etc., ask them to consider filing a report to SOU Cares.

Anonymous Student Complaints

Inform students who wish to remain anonymous that this will limit your ability to act on their behalf and that their wish to be anonymous does not guarantee that you will be able to protect the student’s identity.

Documentation

Documentation regarding student complaints should not be placed in a faculty member’s personnel file. Chairs are advised to keep a “student complaint file” in a secure location. Such records should be kept in a locked cabinet or desk drawer in the Chair’s office. Keep in mind that a complaint file’s contents are subject to discovery in formal grievances and litigation. Documents should contain nothing you would not be willing to tell the involved parties or have examined in a formal proceeding. Stick to the facts and avoid side comments or impressions based on unsupported opinions or observations unrelated to the complaint. Contents may be purged 3 years after the complaint is closed or resolved under our record retention schedule.

G. Grade Disputes

When students have questions about their grades, they will often come directly to the department chair. When that happens, listen carefully and let them know the procedure for resolving a grade dispute.

The student must first discuss the problem with the faculty member who assigned the grade. If the dispute remains unresolved, the student can appeal to the department chair. To be successful, a student must provide evidence that 1) they were treated differently from other students in the class; or, 2) that the professor did not follow the provisions of their syllabus. In both cases, the burden of proof is on the student. Depending on the weight of the evidence and, ideally, in consultation with the faculty member who assigned the grade, you may choose to either uphold or change the student's grade.

Although the student may ask you to read a paper or exam that they believe was graded unfairly, be very careful not to make a judgment to the student regarding the grade. When students return to you after speaking with the instructor, meet separately with the instructor. In discussing the problem with the instructor, you may want to find out the criteria used to evaluate the assignment, the type of feedback the instructor provides students, or the grading system used to arrive at a grade for the class. Many grade disputes relate to vagueness about grading criteria.

If an informal resolution at the department level cannot be found, the student may pursue further action by filing a formal grade grievance. Grade Grievance Policy and appeal procedures and forms may be obtained at: https://sou.edu/student-services/enrollment/registration/appeals/ More information is available on the SOU policy website at: http://www.sou.edu/policies/

H. Student Learning Experience Survey (SLES)

Department Chairs are “administrative officers” per Section 4 of the Faculty Bylaws, and are therefore responsible for reviewing all student learning experience surveys in their role as a faculty member’s department chair. According to the Bylaws, Chairs are also responsible for taking appropriate corrective action when concerns arise, including whether or not to involve the School Director or departmental personnel committee.

I. Academic Integrity

Honesty in all academic work is required of all students. Dishonesty in an academic environment impacts the integrity of our learning and demeans the creative process. Each faculty member is urged to take a strong and positive stand for honesty and independent work at the first meeting of each class and, as appropriate, intermittently thereafter. Further, an academic honesty statement and code of student conduct must be included in syllabi for all courses and circulated to students of every class. Emphasis should be placed upon the development of honesty and integrity at SOU. If your pre-assessment of students indicates that students are not clear what academic dishonesty is, it may be necessary to teach students how to cite original sources, determine the quality of a source, locate a variety of sources, etc. Consult with the librarians at Hannon Library for assistance in this area.

The department chair should be able to articulate departmental guidelines for handling plagiarism. Guidelines for responding to complaints about plagiarism or other forms of academic dishonesty are provided at https://dos.sou.edu/community-standards/academic-integrity/

J. Cares Notes

Department Chairs are responsible for supporting faculty as advisors and mentors. Chairs should train faculty in how to submit Cares Notes. The Cares Note is a note of concern on behalf of an SOU student. Some examples of reported concerns include mental and emotional health, academic performance, personal illness or injury, alcohol and drug use, and academic integrity. The Office of Dean of Students provides many services and tools to the SOU community to ensure students get access to vital resources that promote mental physical, and academic well-being. A complete list of resources and the Cares Note submission form can be found at: https://dos.sou.edu/sou-cares/

K. Graduation Applications
Chairs are responsible for ensuring that departments review graduation applications. Graduation application review may be a responsibility of the department chair, of a designated faculty member, or a committee of individuals. Students must apply for graduation. Chairs are responsible for reminding students and advisors of this important step. Details on the graduation application process as well as deadlines can be found at: https://sou.edu/student-services/enrollment/degrees/

After a student has applied to graduate, their DegreeWorks transcripts will be audited. If all degree requirements have been met, the student's application for graduation will automatically be approved without further input. However, if the requirements as outlined in DegreeWorks have not been met or are not being met by current enrollment, the chair or a representative assigned by the chair will be asked to review the application. Common problems include:

1. Approved course substitutions have not been entered as petitions in DegreeWorks.
2. Incomplete grades have not yet been changed to a final grade.
3. The student has not yet taken all of the requirements required to graduate and/or listed in their final degree plan.

Chairs should work with faculty advisors to ensure that all petitions are entered and that a graduation plan is complete before approving the graduation application.

L. Awards and Scholarships

Academic departments may choose to select students to receive awards and/or scholarships. Department chairs should ensure that students are selected based on award criteria or scholarship requirements. Departments may choose to hold a formal ceremony for the purpose of delivering scholarships and/or awards.

SOU awards merit scholarships to students automatically. However, scholarships awarded through The Southern Oregon Scholarship Application (SOSA) will require faculty review. A complete list of merit scholarships and the SOSA application form can be found at: https://sou.edu/admissions/afford/scholarships/

PERSONNEL

The Provost's Office partners with Human Resource Services (HRS) and Payroll to provide personnel-related functions for faculty. Most HRS and payroll-related questions involving faculty can be addressed through the Provost's Office, except for those associated with leave with or without pay (e.g. leave associated with Family Medical Leave Act (FMLA) or Oregon Family Leave Act (OFLA)). Routine questions are best directed to the Academic Resource Officer (ARO) in the Provost's Office, such as those related to a faculty member not being paid correctly, a term-by-term contract not being issued a contract, or an employee's FTE that needs to be adjusted. Whereas, more complicated issues should be addressed through your Director, Associate Provost and/or the Provost, such as those related to consensual relationships and disciplinary actions. If the Provost's Office cannot address your issue, we will either work with other units on campus to help you or refer you to another unit directly, as appropriate. As mentioned previously, faculty members with leave requests should work directly with the Assistant HRS Director. The Provost's Office should be kept in the loop about these requests as they relate to course scheduling, workload and financial implications (e.g., needing term-by-term instructor backfill to cover a faculty member on leave). Information related to the reason for leave is held confidentially with HRS; however, the fact that someone is on leave needs to be shared so that coverage can be determined.

This section further describes faculty appointment types, hiring processes, mentoring and professional development, evaluations and separations. This section ends with resources to handle conflicts, complaints and recommendations for documentation.

A. Faculty Appointment Types

[*Summary only* - see SOU Faculty Bylaws, Section 5 and APSOU Collective Bargaining Agreement (CBA), Article 10, for details.]

Faculty appointment types fall into two broad categories: renewable and non-renewable. Renewable appointments include our on-going faculty such as tenured faculty, those on 3-year extendable contracts and probationary faculty (tenure track faculty and Instructors). Non-renewable appointments are held by adjuncts (temporary faculty), and can either be issued term-by-term or for a year (yearlongs). In very rare instances, a "yearlong" may be issued for 1-2 terms rather than a full academic year. Non-renewable appointments can be reissued if the need for the instructor exists, such as hiring a term-by-term in consecutive terms or a yearlong for a second year. The appointment type dictates teaching, service and scholarship expectations and performance evaluations needed. These are highlighted below:

Renewable Appointments

1. **Professorial Faculty** – Assistant, Associate and Full Professor appointees must hold terminal degrees (or equivalent); Assistant Professor appointees may be ABD if actively working toward completion of terminal degree; position includes teaching, service and scholarship expectations; 1.0 FTE = 36 teaching ELU, plus 9 service and scholarship ELU per academic year.
   a. **Tenure-track, non-tenured** – includes all professorial track members (assistant, associate, full) that have not attained tenure and are on a "one-year, fixed-term, renewable appointment"; this appointment is categorized according to their year in service (1st, 2nd, 3rd, or 4th and subsequent); the number of years in this appointment type is important if giving notice for release – 1st year requires notice to be given by March 1, 2nd year requires notice to be given by December 1, and 3+ years requires notice to be given 12 months prior to release (see CBA, Article 10); *annual chair evaluations are required and colleague evaluations are required at least every 5 years; Faculty Professional Activity Reports (FPARs) are due annually.*
   b. **Tenured (indefinite tenure)** – includes all professorial track members (assistant, associate, full) that have attained tenure; no annual chair evaluations are required; *colleague evaluations are required at least every 5 years; FPARs are due annually.*

2. **Professional Faculty** – Instructor, Senior Instructor 1 and Senior Instructor 2 appointees are not required to hold terminal degrees; position includes teaching and service, but no scholarship, expectations; 1.0 FTE = 45 teaching + service ELU per academic year (typically, 43-44 teaching ELU + 1-2 program-level service ELU).
   a. **One-year, fixed-term, renewable appointment** – typically includes professional track Instructors only; upon promotion to Senior Instructor 1, these faculty receive a 3-year extendable appointment if they have at least three years of service but if hired as a Senior Instructor 1, then a 1-year, fixed-term, renewable appointment is issued; this appointment is categorized according to their year in service (1st, 2nd, 3rd, or 4th and subsequent); the number of years in this appointment type is important if giving notice for release – 1st year requires notice to be given by March 1, 2nd year requires notice to be given by December 1, and 3+ years requires notice to be given 12 months

prior to release; *annual chair evaluations are required and colleague evaluations are required at least every 5 years; FPARs are due annually.*

b. **Three-year extendable appointment** – typically includes all professional track Senior Instructors 1 & 2 (see exception noted above); <u>no</u> annual chair evaluations are required; *colleague evaluations are required at least every 5 years; FPARs are due annually.*

Non-renewable Appointments
"Adjunct" instructors are temporary employees appointed for one, two or three terms; they are typically employed to manage enrollment fluctuations and fill temporary vacancies. They may or may not be reappointed.

1. **Term-by-Term Instructor** – temporary faculty contracted at professional, professorial or graduate rates of pay based on terminal preparation and course being taught; salary rate dictated by term-by-term rate table (see Hiring of Term-by-Term Adjuncts below); *chair evaluations are required every 3 years or 45 ELU*, whichever comes first.
2. **Adjunct Instructor "yearlongs"** – temporary faculty, on fixed-term, non-renewable appointment, appointed when multi-term need is expected to exceeds 0.5 FTE, course assignment fluctuations due to cancellations are unlikely, AND the assignment would normally be part of a single renewable position at SOU (e.g. sabbatical replacement, last minute resignation); appointed at professional or professorial ranks based on the course assignment and need for terminal preparation; includes scholarship and service expectations equivalent to renewable appointees at the same rank; salary rate is dictated by the CBA; annual *chair evaluations are required; FPARs are due annually.*

B. Hiring of New Faculty (and staff)

To start the process, the Department Chair submits a request to the School Director outlining the desired position. After the Chair and Director agree on the position, the Director brings the request to the Provost. If approved by the Provost, the Chair submits the position template, which includes a description of the position, its duties and necessary qualifications, as well as a proposed search committee to the Director for approval by the Provost. Qualifications will vary depending on the required academic rank of the position. With rare exceptions, the Chair should not serve on the search committee but is ultimately responsible for initiating the search in a timely manner, monitoring the process, and understanding the duties of the search committee, and departmental practices. Once a position is approved and posted, the members of the search committee must meet with someone from the Office of Human Resources about Affirmative Action policies. The Affirmative Action statement (FAD.021) can be accessed through the SOU policies website at: http://www.sou.edu/policies/all-policies.html After the search is complete and a final recommendation is determined, the Department Chair submits the written recommendation for hiring, as well as the candidate's file to the Director for review. In consultation with the Chair, the Director will develop a proposed offer, to include any years-in-rank toward promotion (though not tenure) and moving and start-up expenses, for approval by the Provost. After approval, the Director is the contact for all offers.

Because it is not uncommon to hire an ABD candidate, it is important to mention the terminal degree salary adjustment. Professorial faculty without a required terminal degree (ABD) will have their salary reduced by $2,000 until their terminal degree is conferred. A faculty member's full salary is restored the next pay period after receipt of official documentation of their conferred degree. See Article 12.E. and 12.H. for more details.

New faculty search and hire process, including an approximate timeline:
(below, ARO refers to the Academic Resource Officer, Stacy Shaver, and ARM refers to the AVP for Academic Resource Management, Karen Stone)

1. Faculty searches are discussed and approved by the Provost (usually February-March'ish but discussions may start earlier, and decisions may be determined later particularly if budget is a concern)
2. Position Description (PD) are developed by the department in consultation with the School Director (by end of May)
   a. Academic Resource Officer (ARO) can provide other PDs as examples if needed
   b. Note: it is important to distinguish between minimum and preferred qualifications
3. Director shares PD with minimum and preferred qualifications with Provost for approval (cc: ARM and ARO) (June'ish)
4. After the Provost approves the PD, the appropriate template for a faculty search needs to be filled out and sent to the ARO (July'ish). Templates can be found here: Box\Provost READ_ONLY\Faculty Search and Hiring documents
5. The HR recruitment questionnaire and other HR info, as needed, should be filled out (by July'ish). Please visit this site to find the questionnaire: https://inside.sou.edu/hrs/searchhire.html
6. PD, etc. are entered into PeopleAdmin; action moves through approval queues (summer)
7. The PD is posted and the search begins (August-September)

8. Members of the search committee need to go through HR training, before application review (Fall term)
9. The search committee reviews applicants; Zoom and on-campus interviews (Winter term)
10. HR will provide communications through the search committee chair including a shared work folder.
11. The search committee recommendations are shared with the Department Chair and Director including the Search Committee Summary Recommendation Form provided by HR. The Department Chair should also provide their recommendations to the Director.
12. The Director provides recommendations to Provost (cc: ARM and ARO); **approval is made by Provost**; **offer is made by Director**; start up and moving expenses are determined at this point (March-April'ish) Note: References need to be checked before an offer is made.
13. The Director sends Search Committee Summary Recommendation Form to the Provost's Office for the Provost's signature; the form is forwarded to HR for their records
14. After acceptance, the Director fills out the hiring template and emails the template to the ARO. The template can be found here: Box\Provost READ_ONLY\Faculty Search and Hiring documents
15. The hiring proposal is entered into PeopleAdmin; the action moves through the approval queues (April-May'ish)
16. The hiring letter is generated and sent to the new faculty member (within 2 weeks after verbal offer is made)

C. Hiring of Term-by-Term Adjuncts

Term-by-term (TxT) applicants must apply to the TxT pooled position at sou.edu/jobs. Detailed hiring instructions are given below.

Minimum educational qualifications – The minimum educational qualification for a term-by-term adjunct typically is a Master's degree in the discipline in which the adjunct will be teaching. If a potential adjunct has a Bachelor's plus significant professional experience in place of a Master's degree, then you can request an exception from the Provost. This should be requested on a course-by-course and adjunct-by-adjunct basis (i.e., if an adjunct is approved for one course, please don't assume they would be approved to teach another course at SOU). The TxT Exception Form can be found here:

Box\Provost READ_ONLY\TxT Information

Please do not offer a position to someone without a Bachelor's degree or someone who doesn't have significant experience beyond a Bachelor's.

Benefits – Adjuncts teaching 7.5 ELU or more per term qualify for health and retirement benefits. If an adjunct's teaching plus work on any other contracts at SOU or other Oregon State institution (such as an Irregular Employment Agreement (IEA)) equals more than halftime, then they qualify for health and retirement benefits. For faculty, health benefits are all-or-none (rather than pro-rated for FTE) and may double the cost of employment (i.e., the cost of benefits for a TxT may be greater than the pay for 2 courses).

TxT pay rates – effective September 16, 2023

Course Level	Factors	Pay Rate
100-, 200-, 300- and 400-level	adjunct with no terminal degree in discipline in which adjunct will be teaching	\$650/ELU
100-, 200-, 300- and 400-level	adjunct terminally prepared in discipline in which adjunct will be teaching; also for hard-to-hire area regardless of adjunct's educational preparation (e.g., highly specialized areas such as ECE prefix courses), which must be pre-approved by the Provost *before* an offer is made	\$750/ELU
400/500 split level	as above if graduate enrollment is 6 or less	\$650-\$750/ELU
	if 7 or more graduate students	\$850/ELU
500-level	all grad courses except LEAD and SLI prefix courses	\$850/ELU
	LEAD and SLI prefix courses	\$1,050/ELU

Instructions for Hiring Term by Term Adjunct Instructors

1. Potential TxT adjunct instructors MUST apply through a pooled position for your School at jobs.sou.edu. Currently, these pooled positions are set up for each Division. The positions are in the process of being updated to reflect our new School structure.

- OCA: http://jobs.sou.edu/postings/7171

- OCA (MUPs) https://jobs.sou.edu/postings/6555
- UGS: http://jobs.sou.edu/postings/6937
- SS: http://jobs.sou.edu/postings/6870
- ELHH: http://jobs.sou.edu/postings/6860
- STEM: http://jobs.sou.edu/postings/6848
- BCE: http://jobs.sou.edu/postings/6842

  Required documents for pooled positions include Cover Letter, CV, and a list of References. The Adjunct Instructor pools will be refreshed every 2-3 years and all candidates will be notified by HR of the requirement to re-apply for continued consideration. This includes those candidates that have been hired previously.

  Applicants remain in the workflow status of "Under Review by Search Committee" in PeopleAdmin until the TxT spreadsheet including their name is sent to HR. Upon receipt of the spreadsheet, HR will change the employee workflow status to "Hired" (this may be after their start date). Please note, adjunct instructors may still complete required employee documents and teach while in the status of "Under Review by Search Committee". This is for HR's purposes only.

2. For an applicant to be hired:
   a. Once a candidate is selected for hire, complete the TxT New Hire Questionnaire (https://docs.google.com/forms/d/e/1FAIpQLScDMm0UQv5De6ykpmumL9rJX-EqExOu0eILfbWI2HZTAdbMTg/viewform). This link can also be found on HR's recruiting site at: https://inside.sou.edu/hrs/hiring-a-term-by-term.html An email notification is then sent to the Academic Resource Officer (ARO), Stacy Shaver, for Provost's Office approval. The ARO will note approval on shared a google doc. This will provide HR the information needed to send the new employee new hire paperwork. This is completed electronically.

   b. Once paperwork is complete, HR will assign an ID number and route the New Account Request form to the School Director in the PeopleAdmin Onboarding system. This will route the form directly to IT once electronically signed and submitted by the Director. Schedulers can view the shared google doc to see when the 940# has been assigned by HR which will also tell them when the New Account Request form has been sent to the Director.

   c. Once a 940# has been assigned, email the ARO so that the adjunct's name can be added to Banner [SIAINST] for scheduling. Please be sure to provide the ARO with the name of the instructor, instructor's 940 ID number, and the course prefixes for which the instructor will be teaching.

3. If an applicant does NOT hold at least a Master's degree, the requesting department is required to complete a TxT Exception Form which can be found here:

   Box\Provost READ_ONLY\TxT Information (https://sou.app.box.com/folder/150862484602)

Once you have completed a TxT Exception form, submit to the ARO in the Provost's Office and await notification of approval. Once approved, you may continue with the hiring process. An exception form is not needed for PEA course instructors holding a Bachelor's degree.

4. Schedulers should add the new adjunct hire to the course schedule through Banner.

5. Please make sure the adjunct instructor is included in the TxT spreadsheet to ensure a contract is generated, salary is paid, and benefits are calculated. Adjuncts included in the online course schedule before data is pulled by ARO (about Aug 1 for Fall, Nov 1 for Winter, Feb 1 for Spring) should be automatically pulled into the TxT spreadsheet. For adjuncts added to the course schedule AFTER these dates, you will need to manually add these adjuncts to the TxT spreadsheet. The working TxT spreadsheet can be found here:

   Box\Provost READ_WRITE\Term by Term Spreadsheets (https://sou.app.box.com/folder/153325155243?s=87g1bhpfvzu5kb0shn2em7dwj2bqxgxw)

   Past TxT spreadsheets (including a consolidated spreadsheet for each academic year) can be found here for reference:

   Box\Provost READ_ONLY\Term by Term (https://sou.app.box.com/folder/150863266703)

6. For Term-by-Term spreadsheets:
   a. Verify instructor names and courses are correct. If changing a name then change 940#, this is very important because we pay by 940#.
   b. Indicate by using the pull down menu if instructors are Professional, Professorial, etc. (this will determine rate of pay).
   c. Check and/or modify ELU loading. The spreadsheet is initially populated with the number of course credits and may need to be changed to reflect ELU loading.
   d. ARO will monitor enrollment for classes with less than 10 students enrolled in undergraduate courses and less than 7 students enrolled in graduate courses, and will confirm with departments before issuing contracts to these instructors.
   e. Check pay index code. This is important to verify so that faculty are proportionally paid from index codes associated with their teaching assignments
   f. Using the pull down menu, indicate if instructors are teaching in overload.
   g. Using the pull down menu, indicate if instructors are "New Employees" or "Returning Employees" to assist Human Resources and Payroll.
   h. Using the pull down menu, indicate if instructors are PERS retired adjuncts (if known) to also assist Human Resources and Payroll.
   i. ARO will fill in any missing employee addresses (column AM).
   j. Once the spreadsheet has been completed and screened for accuracy, enter your initials in the Preparer initials field. (Note: In some Schools, School Assistants carry out this function.) School Directors will then initial next to completed courses and instructors. This is ARO's notification to add the faculty member and course to the final TxT spreadsheet and issue a contract.
      Current term-by-term spreadsheets can be found here for editing and approval:

Box\Provost READ_WRITE\Term by Term Spreadsheets (https://sou.app.box.com/folder/153325155243?s=87g1bhpfvzu5kb0shn2em7dwj2bqxgxw)

7. Once these actions have been completed, the Provost's Office will generate and email contracts to instructors and send the final TxT spreadsheet to HR/Payroll for processing.

8. Reference information for new instructors as they begin their transition:
   a. Link to the Center for the Advancement of Teaching and Learning page: https://inside.sou.edu/catl/index.html
   b. The adjunct teaching tab: https://inside.sou.edu/catl/teaching-at-sou.html#adjunct-faculty
   c. Moodle How-Tos: https://inside.sou.edu/catl/moodle-how-tos.html

9. All new instructors must complete the Family Educational Rights and Privacy Act (FERPA) training, which can be scheduled with Assistant Vice President for Enrollment Management & Student Services, Matt Stillman (stillman@sou.edu).

10. All new instructors must complete Title IX training which will automatically be scheduled by Human Resources within 90 days of employment.

D. Onboarding and Mentoring New Faculty

The Chair should refer all new faculty to electronically access their departmental faculty performance expectations for promotion and tenure (https://sou.edu/provost/#faculty-performance-expectations), Faculty Constitution and Bylaws particularly Section 5 (https://inside.sou.edu/senate/constitution/index.html), and the current APSOU Collective Bargaining Agreement (https://inside.sou.edu/policies/facstaffcba.html) (CBA) at the time of hire or as soon as the new faculty member comes to campus. Additional faculty resources, including the current CBA, can be found on the Office of the Provost's website at: https://sou.edu/provost/#resources

The Provost's Office provides a comprehensive new faculty orientation program which includes a full-day orientation followed by a reception, a mentor pool consisting of mid-career and senior level faculty—many of whom are current or former chairs—and receptions and luncheons with senior administration that provide opportunities for new faculty to ask questions and receive feedback.

It is important for Chairs to mentor new faculty and to maintain a dialogue during their tenure and promotion processes. Topics of discussion should include:
Personnel guidelines – early in the fall term Chairs should provide the guidelines for annual evaluations and colleague evaluation, as well as, a schedule for those evaluations.
Guidelines for tenure and promotion – Chairs should engage with faculty members on a regular basis to give them support and direction in meeting the specific criteria for your discipline as well as the general university expectations.
Getting to know the campus – Chairs can help new faculty make contacts both inside and outside the department. Serving on appropriate committees is invaluable and a good way to meet new colleagues.
Department culture – Chairs should instruct faculty about expectations regarding such things as office hours, colleague coverage for illness, conferences and research activities, office hours, attendance at department meetings, participation in the governance of the department and use of supplies.
Teaching – Chairs can be a resource regarding teaching issues such as strategies, concerns and expectations specific to students at SOU, importance of being in class during exams, student and peer evaluation processes, student discipline problems such as cheating, plagiarism or classroom disruption, etc.
The Chair should also – Provide samples, with permission, of recent, successful promotion and tenure applications. Assign courses, when possible, in the new faculty member's area of expertise. Adjust the new faculty member's schedule to allow blocks of time for scholarship and course preparation. Provide training in advising prior to assigning advisees to new faculty.

Here is a link to a New Faculty Checklist developed for Sciences that can be modified for your Department or School: https://sou.app.box.com/file/1301978975523

E. Professional Development

One of the most rewarding parts of the Chair's job is the opportunity to mentor faculty and help them grow as teachers, scholars and colleagues. Chairs should encourage on-going professional development for all members of the faculty. This can be done in a variety of ways, including:

- Discussing FPARs and goal setting with individual faculty. The FPAR is intended to report faculty activities of the preceding academic year and is normally prepared toward the end of the Spring term through Watermark® Faculty Success and are submitted to the Director. The FPAR also includes setting goals for the upcoming year.
- FPARs should be reviewed in a department meeting and are a key planning document for ensuring that the department, school and University goals are being met and that individual plans serve department, school and University goals.
- Acknowledging and publicizing faculty achievements.
- Encouraging faculty to apply for available professional and travel funds, and helping them identify campus and external sources for funding.

Important on-campus resources to be familiar with include Professional Development Grants (PDG), Professional Development Accounts (PDA), Carpenter I and II grants, and the Center for the Advancement of Teaching and Learning (CATL).

Professional Development Grants (PDG) and Professional Development Accounts (PDA)

Professional development funds are available through APSOU negotiated Professional Development Grants (PDG) and Professional Development Accounts (PDA). Information regarding these funds can be found in the APSOU Collective Bargaining Agreement Article 9, sections A and B, respectively. PDG applications are typically due from faculty to chairs in mid-March for your written support. The Faculty Development Committee reviews PDG applications and makes funding recommendations to the Faculty Senate.

PDA funds are allocated to faculty. Each APSOU member has an activity code including an allocation as indicated by Article 9, Section B. The activity code is a 4-digit code, typically, the first two letters representing the department, and then the faculty member's first name and last name initials. The amount of the allocation is dependent on a faculty member's rank (professional or professorial). PDA funds can be pooled by multiple faculty members for agreed upon professional development. Faculty can roll-over any unspent PDA for one year. After the second year, remaining funds go into an account, the Supplemental PDA fund, for faculty professional development determined at the discretion of the Provost. If faculty have exhausted other resources, they can apply for funding through this supplemental pot.

Note: Applying standard accounting practices, SOU recognizes an expense occurs the day you return from a trip. For example, if you book and pay for a flight in June for a conference in July, even if you pay for that expense during June, the expense will actually come out of your new July PDA allocation. Business Services posts a pre-paid expense to your PDA account and reimburses you (or pays the bill) in June, but then liquidates the pre-paid expense and posts the actual expense in the new allocation year. If you or your faculty find yourself in a similar situation, please contact your School's Budget & Accounting Specialist for more information.

Carpenter I and II Grants

These funds are available as a generous gift from the Carpenter Foundation through SOU's Office of University Advancement. Carpenter Category I funds may be used to participate in new aspects of scholarship or creative endeavors, to pursue terminal degrees, to update or extend academic skills, or for extended study at a college, university, or other accredited academic institution. The maximum grant for a full academic year is $5000; partial years are pro rata shares. The maximum for summer study is $1250. Applications are typically due at the beginning of February.

Carpenter Category II funds may be used to support faculty travel to academic conferences, workshops, and symposia. Although the maximum award is $750, reduced amounts are frequently awarded depending on the amount of funding available, the number of applicants, the role of the applicant (officer/organizer for the conference, presenter, or attendee), and recent Carpenter II funding. There are two Carpenter II rounds per calendar year with typical application deadlines of early May and late October. Applicants may submit one application per round to attend one conference, but can apply during the second round of the calendar year for a different conference. Approved funding is for the applied project only; therefore, funding is non-transferable to other projects.

Solicitations for both Carpenter I and II grants are emailed to All-Faculty from the Executive Assistant to the Provost, Bri Stinn.

Center for the Advancement of Teaching and Learning (CATL)

CATL is a multifaceted resource located on the 3rd floor of the Hannon Library. They provide leadership in instructional efforts, work with faculty and others to ensure excellence in teaching practices in all learning environments, and support the development, implementation, and maintenance of policies and standards for teaching and learning. Specifically, they provide a wealth of digital resources, assistance with Moodle (our course management system, CMS), offer opportunities to engage with instructional communities, provide workshops, and much more. Please visit them at https://inside.sou.edu/catl/index.html

F. Faculty Professional Activity Reports (FPAR)

The Faculty Professional Activity Report (FPAR) is an annual self-report of a faculty member's professional activities for the current year and goals for the upcoming year. Reporting occurs through Watermark® Faculty Success and are due by June 1st each year. FPARs are reviewed annually for all non-tenured faculty and bi-annually for all tenured faculty. Feedback is provided by the Director, in consultation with the Department Chair or Department Personnel Committee before the start of Fall term. Feedback is invaluable for the faculty member's ability to develop professionally and to promote in a timely manner. FPARs are also included as evaluation materials for annual Chair evaluations, colleague evaluations, and promotion and tenure applications. You are encouraged to make time for faculty to share their FPARs with each other at your fall departmental retreat in order to assure that your departmental faculty are meeting the goals of the Department, Division and University. Please reference Faculty Bylaws Section 5.340 Faculty Professional Activity Plans (FPAR) for more details.

Here is a link to help documentation for completing the FPAR through Watermark® Faculty Success: https://sou.app.box.com/file/1311419836434

G. Departmental Personnel Committee

During your departmental fall retreat, you should determine who will serve on your 3-member secondary academic division Personnel Committee, AKA the departmental personnel committee. (Note: personnel committees must include at least 3 members.) Your personnel committee will play an important role in reviewing promotion, tenure and sabbatical applications, chair evaluations of probationary faculty and possibly personnel matters and FPARs. Therefore, when creating your personnel committee, avoid impropriety and conflicts of interest (e.g. a faculty ought not review their own sabbatical application or an evaluation of their spouse). Members must be APSOU members, preferably with at least 5 years of service within the department and cannot be the department chair. If a department does not have sufficient faculty to fill their membership on a department personnel committee, then additional faculty can be selected from the School. Lastly, a School may choose to create a School-level personnel committee rather than having individual departmental personnel committees. Refer to Faculty Bylaws Section 4.500, Secondary Academic Division Personnel Committee, for more information.

H. Evaluations: Chair Evaluations of Probationary Faculty and Colleague Evaluations

Faculty evaluations need to follow the guidelines set out in Section 5.300 of the Faculty Bylaws. Please carefully review the steps in the evaluation process with faculty. In addition to the process, the Bylaws outline the materials that should be prepared for the evaluations.

Annual evaluations of probationary faculty (AKA Chair evaluations) – Chairs conduct annual evaluations of all probationary faculty (i.e., faculty not tenured or on a 3-year extendable contract) in consultation with the departmental personnel committee.

Colleague evaluations – Every ongoing faculty member (i.e., any faculty member on a renewable contract) needs a colleague evaluation at least every 5 years.

Who does what?

The Department Chair sets a schedule for annual evaluations of probationary faculty (chair evaluations) and colleague evaluations, which is then shared with the School Director. Factors that should be considered when scheduling evaluations include:

- Faculty members applying for promotion need a colleague evaluation dated, preferably within one year, but not more than within two calendar years of the date of the application,
- Colleague evaluations are done on a 5-year cycle,
- Annual evaluations should be completed for faculty on annual contracts. This includes all instructors, all untenured professorial faculty, regardless of whether they hold permanent or temporary appointments. This would also apply to individuals who were initially appointed to the rank of senior instructor and have not yet applied for a three-year extendable contract.

The Chair writes the chair evaluation in consultation with the departmental personnel committee. The chair and the faculty member share responsibility for initiating the colleague evaluation. The colleague evaluation is written by the Colleague Evaluation Panel. The constitution of this panel is specified in Section 5.362 of the Faculty Bylaws.

Who should be evaluated and how often?

Evaluations by the chair, in consultation with the departmental personnel committee, are due annually for all faculty on one-year renewable contracts (tenure-track faculty, instructors, and senior instructors who do not yet have three-year extendable appointments) and faculty on non-renewable "yearlong" contracts.

Evaluations by the chair in consultation with the departmental personnel committee are due every 3 years or 45 ELU, whichever comes first, for all temporary faculty (term-by-term).

Colleague evaluations are due at least every 5 years for all faculty with renewable appointments, three-year extendable appointments, and indefinite tenure (i.e. all instructors who do not hold adjunct appointments).

Refer to the Faculty Appointment Types section A. above if you need further clarification.

Where are the directions and templates for evaluations?
Directions for chair evaluations are in the Faculty Bylaws, Section 5.350. A colleague evaluation can replace the need for a chair evaluation for that year.
Directions for colleague evaluations are in Faculty Bylaws, Section 5.360. Faculty applying for promotion must have a colleague evaluation dated no more than two calendar years prior to the date of the application (see Faculty Bylaws, Section 5.222).

Evaluations shall be submitted to the Director using the evaluation forms or colleague evaluation template linked below and available at: Box\Provost READ_ONLY\Evaluation of Faculty forms

What is due and when?
Departments may conduct and submit evaluations to the School Director throughout the year; however, all evaluations are due to the School Director no later than June 1. Directors shall forward evaluations to the ARO in the Provost's office by June 30.

Recommended timeline:

October 1 – Department Chair develops a tentative list of annual and colleague evaluations for review. Chair finalizes list of annual and colleague evaluations with the School Director by October 15. School Director forwards evaluation schedule to the Provost by October 15.

November 1 – Chair provides department's recommendation to School Director concerning any notice of non-renewal (release not-for-cause) of a fixed term, renewable appointment (i.e., a probationary faculty member) currently in their 2nd year of service. Director needs to immediately have a conversation with the Provost.

February 1 – Chair provides department's recommendation to School Director concerning any notice of non-renewal (release not-for-cause) of a fixed term, renewable appointment (i.e., a probationary faculty member) currently in their 1st year of service. Director needs to immediately have a conversation with the Provost.

May 1 – Chair provides department's recommendation to School Director concerning any notice of non-renewal (release not-for-cause) of a fixed term, renewable appointment (i.e., a probationary faculty member) in their 3rd or subsequent year of service. Director needs to immediately have a conversation with the Provost.

June 1 – Evaluations (chair evaluations and colleague evaluations) can be submitted to School Directors throughout the year; however, all evaluations are due to the Director no later than June 1. Personnel committees should begin the process for corrective action upon receipt of a colleague evaluation with deficiencies requiring further review, see Faculty Bylaws, Section 5.370. Directors forward all evaluations to the ARO in the Provost's office by June 30. Chair evaluations should be signed and forwarded to the Provost's Office for the Provost's signature. Colleague evaluations should be uploaded into Watermark® Faculty Success. See below.

Annual Evaluations

This evaluation must include a recommendation to the University regarding reappointment, but is more useful to the faculty member if it provides specific feedback on performance and progress toward promotion and tenure.

After reviewing the appropriate materials, the Department Chair writes a 1-2 page report summarizing the faculty member's performance — including a recommendation regarding reappointment. Any recommendation for non-renewal must be presented to the School Director and Provost by November 1 (faculty in their 2nd year of service), February 1 (new faculty in their 1st year of service) or May 1 (faculty in their 3rd or subsequent year of service). Non-renewal notification in the CBA, Article 10 are actually a month later than these dates; however, 4 weeks time is built in to accommodate any questions or concerns from the School Director and Provost, for legal and/or HRS review, etc.

A good evaluation provides summary information to the administration regarding reappointment *and* provides the faculty member with constructive comments about their performance and their progress toward meeting departmental goals and promotion criteria, as indicated in the departmental performance expectations: https://sou.edu/provost/#faculty-performance-expectations

To accomplish this, it is recommended the Chair include:

- A brief overview of performance that includes a recommendation on reappointment
- Separate paragraphs on teaching effectiveness, professional activity and growth (scholarship) as applicable, and service
- Highlight specific strengths and weaknesses
- Identify possible areas for improvement

Evaluations can be supportive and helpful if they are honest about meeting the department's needs and the faculty member's progress toward promotion and tenure. Content of the annual evaluations may include input from the Departmental Personnel Committee, but the Chair is expected to present their best professional analysis of a faculty member's performance. The Department Chair meets with the faculty member to discuss the report and the faculty member has the opportunity to add their views should there be any disagreement. After the Chair annual evaluation has been signed by the Department Chair, faculty member and Director, it should be sent to the Provost's Office for the Provost's signature. Please select the appropriate template for the type of appointment held by the faculty member being evaluated: (Note: these templates can be found here: Box\Provost READ_ONLY\Evaluation of Faculty forms)

Link to Evaluation Template for Faculty on Fixed Term, Renewable Contracts:
https://sou.app.box.com/file/1022697105706

Link to Evaluation Template for Faculty on Yearlong Contracts:
https://sou.app.box.com/file/1022699208421

Link to Evaluation Template for Adjunct Instructors on Term-by-Term Contracts:
https://sou.app.box.com/file/1022700518937

Colleague Evaluations

The content of this evaluation is specified in Faculty Bylaws, Section 5.360; however, a comprehensive evaluation is typically 3-4 pages in length, provides feedback to the faculty member on their overall performance and progress toward department-level expectations, and assists them in developing effective goals and objectives for the next evaluation period. Colleague evaluations should be submitted using the Colleague Evaluation template, which is based upon the Faculty Bylaws, sections 5.360 through 5.373.

Link to Colleague Evaluation Template: https://sou.app.box.com/file/1022699248930
(Note: this template can be found here: Box\Provost READ_ONLY\Evaluation of Faculty forms)

Note: After a Director signs a Colleague Evaluation, it should be uploaded into Watermark® Faculty Success using the following directions: https://sou.app.box.com/file/1301976141036

I. Employee Separation: Resignations, Retirements and Emeritus Status

The mirror image of a good start to a faculty career is a good finish. It is recommended that departments develop check sheets and procedures for conditions arising when faculty and staff resign, retire or are not renewed that are specific to your department. When an employee submits a resignation letter, they should also submit an HRS resignation form found at: https://inside.sou.edu/hrs/formsinstructions.html

Link to HRS resignation form: https://sou.app.box.com/file/1301978294233

For faculty relinquishing tenure or a 3-year extendable contract, the relinquishment agreement serves as the resignation form, and a separate resignation form is not needed.

An HRS separation form, found at the same website as above, should be submitted 1-2 days before the employee's last day of employment.

Link to HRS separation form: https://sou.app.box.com/file/1301983626166

Before a faculty member retires, a chair should discuss the possibility of emeritus status with the department in the absence of the retiring faculty member. Nominations must be forwarded from the Department through the School Director to the Provost. Departments should include a letter of support discussing the faculty member's career and contribution to SOU when submitting their recommendations to their Directors. However, before making a recommendation, departments should refer to Section 5.500 of the Faculty Bylaws for guidelines.

J. Conflict Resolution and Dealing with Faculty Complaints

Your School Director, the Associate Provost, Provost, the Director for Human Resources and our General Counsel can all provide you with confidential advice regarding a particular complaint. They have significant experience with a broad range of situations.

First, take some time to look into the situation before offering an opinion, even a tentative one. It may be helpful to talk to others who may have been involved, review relevant documents, ask the Director how similar situations have been addressed in the past, and consult the APSOU Collective Bargaining Agreement, Faculty Bylaws, Oregon Administrative Rules (OARs) and department policies and guidelines.

Whenever there is a complaint, the goal is to work with the individuals involved to remedy the situation. Take complaints seriously, listen carefully, and begin with the assumption that there is some truth in all sides and different perspectives should be recognized.

Use your Director, the Associate Provost, Provost, the HR staff, and our General Counsel as resources to help to resolve complaints at the informal stage whenever possible.

When all attempts to resolve a situation fail, formal processes are outlined in the Faculty Bylaws:

Section 6.1 of the Faculty Bylaws outlines the procedure for pursuing faculty grievances regarding personnel actions.

Section 6.2 of the Faculty Bylaws outlines the procedure for pursuing faculty grievances regarding disciplinary actions.

Section 6.3 of the Faculty Bylaws outlines the procedure for pursuing faculty complaints against other faculty, staff, or administrators.

Faculty also have recourse through the CBA under Article 17, Grievance Procedure and Arbitration. Please familiarize yourself with all grievance processes before taking action.

Faculty members should follow the appropriate "chain of command" when dealing with a complaint. The more confidence a faculty member has in the fairness of the Chair, the less temptation they will have to jump to a higher authority. Often complaints involve the perception of favoritism or a lack of fairness. Transparent and readily available departmental policies and procedures can be very effective in combating misperceptions within the department. Rectifying fairness issues may be difficult. Equity is often difficult to achieve due to varying duties within and outside the department but should be a goal, realizing you may need to take a more global view than a particular week or term in order to achieve this. It often requires negotiating a compromise between two or more faculty. It may be difficult to isolate the real source of the complaint in these situations. The initial complaint may be masking the real concern.

K. Employee Assistance Program

The Employee Assistance Program (EAP) is a good resource if the root of the problem is related to a personal problem. Their services are available to faculty, staff, and family members, are completely confidential, and cover a wide range of issues including:

- Marital or premarital problems
- Divorce or separation
- Alcohol or drug abuse
- Gambling addiction
- Parent-child relationship
- Physical or sexual abuse
- Behavioral disorders
- Interpersonal relations
- Stress and anxiety
- Depression

The EAP also offers help and guidance to those in an administrative and supervisory role in dealing with challenging personnel problems, conflict resolution, coaching, and problem solving. Information about services and programs and how to communicate that to faculty and staff is available through Human Resource Services at https://inside.sou.edu/hrs/employee-assistance-program.html

L. Trainings

Human Resource Services (HRS) offers a number of training opportunities for supervisors, typically announced by email. The Provost's Office also sponsors webinars and workshops on a number of topics including Promotion & Tenure, Chairs Workshops, and an instructional symposium held during the Week of Welcome. The American Council on Education (ACE) offers workshops and national, regional and discipline-specific online resources for Department Chairs. Information is available at: http://www.acenet.edu
More resources are available through the HRS Learning and Development website at: https://inside.sou.edu/hrs/training-development.html

SOU also provides mandatory training through a third party, such as SafeColleges Training, for Title IX and Sexual Harassment Prevention for Employees, and Equity, Diversity and Inclusion. These are emailed directly to all employees from the third party vendor or from staff in HRS.

Students, staff, faculty, and volunteers driving on university business, whether through a university, rental or personal vehicle, must be cleared to drive prior to the trip. Clearance information can be found here: https://inside.sou.edu/sc/driver-clearance.html

Other trainings may be mandatory for certain groups of employees, such as those working in hot and/or smoky conditions. Several resources and information can be found on the SOU's Environmental Health, Safety & Risk website at: https://inside.sou.edu/ehs/index.html

M. Paid and Unpaid Leave

Departments should have an internal mechanism for covering occasionally missed class meeting times. If a missed day at work is not for university business, then the faculty member should report this on their monthly timesheet. Exempt employees, such as faculty, are only to record full day absences in accordance with the Paid and Unpaid Leave policy. Completing monthly timesheets allows faculty to participate in SOU's Hardship Leave policy. Hardship leave provides donated leave accruals when an administrator or faculty has exhausted all forms of accumulated leave and either the employee or the employee's qualifying family member experiences a serious medical condition. So, yes, faculty are required to submit monthly timesheets, and these are approved by their School Director.

When a faculty member needs to take paid or unpaid leave, please consult with your School Director. The faculty member need not share the reason for the leave, but the Chair and School Director can assist by pointing the faculty member in the direction of resources and will need to find coverage for the faculty member going out on leave. The faculty member should consult with the Assistant Director of HRS, Michele Barlow. Various options can be explored to best serve the faculty member while meeting state and federal requirements.

For more information about paid and unpaid leave, please see SOU Policy FAD.011: Paid and Unpaid Leave for Unclassified Employees and the HRS website at: https://inside.sou.edu/hrs/fmla-ofla.html

Link to "Paid and Unpaid Leave for Unclassified Employees" policy FAD.011: https://sou.app.box.com/file/1301976623174

N. Consensual Relationships and Conflicts of Interest

Complaints about consensual relationships can come from either employees or students. Because of the enormous potential for conflicts of interest, consensual relationships may undermine the perceived integrity of a class, professor, and/or department. Familiarize yourself with SOU Policy GEN.012: Consensual Relationships and Conflicts of Interest, which can be accessed through the SOU policy website at: http://www.sou.edu/policies/

Link to "Consensual Relationships and Conflicts of Interest" policy GEN.012: https://sou.app.box.com/file/1301981039320

Any faculty member who is involved in a consensual relationship with a student must complete and submit the Consensual Relation form. The form is available from the Director of Equity Grievance/Title IX Coordinator.

Link to "Conflict of Interest Disclosure Statement and Certification" document: https://sou.app.box.com/file/1301981435467

If an inherent power differential exists, the faculty member must take personal responsibility for eliminating the conflict by discontinuing the relationship. If discontinuing a personal relationship is unachievable, the faculty member, in consultation with the chair, must find an alternative means for the supervision, teaching, advising, or evaluation of the student. In all of these cases, the faculty member must report the relationship to the appropriate supervisor (School Director).

Similarly, if you develop a consensual relationship with your supervisor or someone you supervise, you must complete and submit the Consensual Relation form and eliminate the conflict. An employee cannot supervise or be supervised by another employee while sharing a consensual relationship.

O. Documentation and Confidentiality Records

Documentation regarding complaints must *not* be placed in a faculty member's official personnel file. Chairs may keep a "faculty complaint file" in a secure location. Such printed records should be kept in a locked cabinet or desk drawer in the Chair's office. Keep in mind that a complaint file's contents are subject to discovery in formal grievances and litigation. Documents should contain nothing you would not be willing to tell the involved parties or have examined in a formal proceeding. Stick to the facts and avoid side comments or impressions based on unsupported opinions or observations unrelated to the complaint. It is best to print and file materials you need to retain as a back up to electronic files. Contents may be purged three (3) years after the complaint is closed or resolved *except* for any complaints that are ongoing because they are being grieved or are in litigation.

The faculty personnel file in Human Resource Services is a faculty member's employment file. SOU has a comprehensive policy on accessing and maintaining employee records that can be reviewed: "Access to and Maintenance of Administrative Personnel Files" (FAD.002) which can be found on the SOU policy website at http://www.sou.edu/policies/

Link to "Access to and Maintenance of Administrative Personnel Files" policy FAD.002:
https://sou.app.box.com/file/1301983237876

FINANCE

The Chair is the department's chief strategist. The position requires a keen understanding of the resources the department has at its disposal, and the ability to translate those resources into well-considered outcomes. Success as Chair requires a reasonable command of the department's budget, and necessitates making spending decisions that advance its mission in the relevant areas of instruction, student support, scholarship, creative endeavors, and community engagement.

New Chairs shall meet with their School Director to review departmental accounts, which take the form of index codes, and their associated budgets at the beginning of their term in office. School Directors and Chairs, by necessity, collaborate closely on budgeting and spending.

Ultimately, School Directors are responsible for all departmental funds. All general fund allocations, including self-support monies, constitute institutional funds. The Director must account for any overages at the conclusion of the fiscal year (June 30). Rules for Foundation funds differ (see section below), depending on the purpose of the account and the terms of the gift. It is essential to work closely with your Director to plan for the current and future financial needs of your department.

A. Building the Budget

The budget for instructional personnel is constructed as part of the Course Budget Planner process. Salary and OPE (other payroll expenses such as health and retirement benefits) for professorial and professional-track faculty are determined for you, proportional to the ELUs they are expected to teach in a given academic program. Faculty salaries are largely determined by the APSOU Collective Bargaining Agreement (CBA). It is important to communicate FTE changes, upcoming sabbaticals, leave-without-pay status, and all other personnel adjustments that may affect pay. It is also important to select the appropriate rate of pay for prospective term-by-term instructors when completing the Course Budget Planner; these data are used to create term-by-term funding allocations for departments.

During the Spring term, School Directors consult with the School accountant and meet with the Academic Affairs Budget Officer to establish the following year's budget. Chairs must provide requests and justifications for any increases to their Service & Supplies (S&S) budget, Advanced Southern Credit (ASC) allocation, and/or student worker budget, to their Director during this process. Chairs must also request the establishment of, or any changes to, course fees during the January/February window. Requests to establish or modify course fees will be advanced through Directors at that time.

B. Monitoring Index Codes

Chairs and Directors are jointly responsible for monitoring spending across Departmental index codes, and ensuring spending falls within the annual budget. Cognos-FIS Reports constitutes the most straightforward current software program to facilitate that work. Until Workday is implemented, Chairs should gain full Cognos access and meet with their Director to learn how to access departmental reports. Directors will provide an overview of departmental index codes and budgets for new chairs. Directors and Chairs will review annual budgets in departmental index codes at the beginning of each academic year.

Special index codes can be created for specific grants or other restricted activities. These accounts can be easily created and then closed when the activity ends. They allow better tracking of expenses and provide better accountability to granting agencies.

Chairs must ensure that spending on temporary faculty and student workers is consistent with budgeted expectations. Chairs will also monitor Service & Supply expenditures (S&S), and any self-support or grant accounts to ensure that they remain within budget.

Spending only appears in Cognos after it is fully funded and recorded in Business Services. As a result, there will be delays between the time when spending is authorized and when that spending is reported. It is often helpful to maintain parallel, 'shadow systems.' Shadow systems can be easily customized to break out expenses into categories that fit your departmental needs and allow for the tracking of commitments that have yet to appear in Cognos. It is important, however, to keep the shadow system balanced with information posted to Cognos, to ensure that the shadow system remains a valid tool for tracking your budget.

It is also important to retain some funds in index codes as the academic year comes to a conclusion in order to capture routine expenses that have not yet posted (photocopies, for example). Note that the fiscal year is divided into 12 periods, each representing a month (July through the following June), plus period 14, which provides for the reconciliation of transactions necessary to close the fiscal year. Note that funds in S&S accounts do <u>not</u> carry over to the subsequent fiscal year. Carryover rules for other accounts vary; consult with your Director.

C. Spending Rules and Limitations

Chairs have limited spending authority over appropriate departmental index codes. Specifically, Chairs are authorized to approve spending on departmental operations and student support activities (including the authority to hire budgeted student employees and adjunct instructors). Directors may cap the amount. All faculty requests for Departmental funding to support scholarly, creative, or individual development endeavors must pass through the Chair to the School Director. Chairs may make recommendations to their School Director on such funding requests, but School Directors are responsible for authorizing all spending on individual faculty scholarship, creative activities, and professional development, including all spending from faculty Professional Development Accounts (PDA). Directors will share information about those appropriations with Chairs. Chairs and Directors must work together to ensure annual spending remains within budgeted parameters.

Meals
Chairs must ensure there is a clear business-related need for meals. Note: Refreshments for meetings open to the public, involving students, or even individuals outside of the department are easier to justify. Internal meetings of fewer than three hours do not meet the criteria for refundable refreshments.

Tips cannot exceed 15 percent. **Alcohol cannot be purchased with general fund resources.** For on-campus events, the President's approval is usually required for alcohol to be served and Oregon Liquor Control Commission (OLCC) servers must be used.

Electronics Purchases
Purchases of computing equipment and other electronics is only authorized after consulting with the department's IT coordinator. IT sometimes has preferred vendors and, in those cases, may handle the transactions. In other cases, the department IT coordinator will authorize the department to complete a purchase through its own vendor.

Employees are limited to one computer, acquired through the leasing plan.

General Purchasing
Each School has at least one staff member who will help facilitate purchases; consult with your Director about specific procedures. Additionally, questions related to General Purchases, Travel, Food, and Purchasing Card Use can be referred to Business Services. Appropriate contacts are listed on the Business Services website at:
http://www.sou.edu/bus_serv/
Links include:
Travel
Purchasing
Payroll
Printing and Copy Services
Risk Management & SOU Insurance Coverage
Contracting

A Special Note on Travel
Airfare and hotel stays cannot be charged to SOU purchasing cards. It is most straightforward for the traveler to pay for travel expenses and then file the appropriate reimbursement

paperwork. However, if you want airfare or hotel charges billed directly to the department, contact Business Services to discuss details.

D. Foundation Funds

Departments possess accounts at the SOU Foundation. Chairs will request access to the SOU Foundation Balance Portal by contacting Corina Rampola, the Director of Finance and Administration in University Advancement. General information about University Advancement can be found at https://inside.sou.edu/advancement/index.html. The SOU Foundation Balance Portal is accessible through this webpage.

Foundation funds are distinct from general funds, and are usually the product of gifts to the department, or of grants. Rules governing spending from these accounts vary. Some are designated for a specific scholarship award. Others are encumbered by other guidelines agreed upon with the donor. It is important to have clarity on any restrictions associated with a gift account prior to making expenditures. Chairs and Directors must work with the Foundation.

The rules surrounding the division of spending authority between Directors and Chairs outlined above under "Spending Rules and Limitations" applies to Foundation accounts. Specifically, Chairs are authorized to approve spending on departmental operations and student support activities. Directors may cap that amount. All faculty requests for funding to support scholarly, creative, or individual development endeavors must pass through the Chair to the School Director. Chairs may make recommendations to their School Director on such funding requests, but School Directors are responsible for authorizing all spending on individual faculty scholarship, creative activities, and professional development. Directors will share information about those appropriations with Chairs.

Accounts designated as a 'Fund for Excellence' are highly flexible, and can be used for any purpose that advances the mission of the Department.